THE CORRELATION BETWEEN LEFT BRAIN DOMINANCE TO STUDENTS' READING COMPREHENSION AT GRADE X SMK N MUARA BATANG GADIS KAB. MADINA

A THESIS

Submitted toInstitute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirementfor the Degree of Education(S.Pd) in English Program

Written By :

IRHAM AL AMINI
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TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN PADANGSIDIMPUAN

2018

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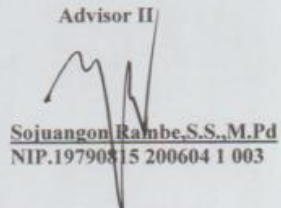
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2018

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Assalamu'alaikumwr.wb.

After reading, studying, and giving advice for necessary revise on the thesis belongs to **Irham Al Amini**, entitled ***"The Correlation Between Left Brain Dominance To Students' Reading Comprehension At Grade X Smk N Muara Batang Gadis Kab. Madina"*** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

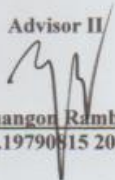Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Departmentof Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikumwr.wb.

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LEGALIZATION

Thesis	:THE CORRELATION BETWEEN LEFT BRAIN DOMINANCE TO STUDENTS' READING COMPREHENSION AT GRADE X SMK N MUARA *BATANG GADIS KAB. MADINA*
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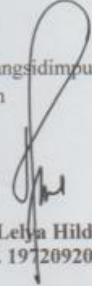
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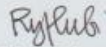
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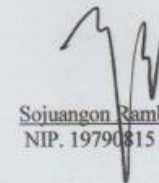
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Padangsidimpuan, 16 April 2018
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The Title Of The Thesis	: **The Correlation Between Left Brain Dominance To Students' Reading Comprehension At Grade X SMK Negeri 1 Muara Batang Gadis KAB. Madina**

ABSTRACT

This study discussed about The Correlation Between Left Brain Dominance To Students' Reading Comprehension At Grade X SMK NEGERI 1 Muara Batang Gadis KAB. Madina. This research intended to know the Left Brain Dominance To Students' Reading Comprehension. the Left Brain Dominance to students Reading Comprehension. this study the purpose to prove there is Correlation Between Left Brain Dominance To Students' Reading Comprehension At Grade X SMK NEGERI 1 Muara Batang Gadis KAB. Madina

The research was conducted by correlation research. The method of this research is quantitative. The population are grade X SMK Negeri 1 Muara Batang Gadis Kab. Madina, the total population was 60 population in 2 classes. The sample of research was 60 students taken random sampling. Next, the instrument for collecting data, the research used 20 questionnaires for the left brain dominance and 25 test for reading comprehension. to analysis the data the researcher used formulation product moment.

From result of the data analysis, it was found that r_{xy} was 0,654 while r_{table} was 0,254. It means that, $r_{xy} > r_{table}$ *0,654>0,254*. The hypothesis was accepted. So, there is correlation between left brain dominance to students' reading comprehension. in this research is positive correlation and agree from the humanism theory. the contribution the left brain dominance to students reading comprehension was 42,7% and reading comprehension 57,3%.

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CHAPTER I

INTRODUCTION

A. The Background of the problem

Reading is is on of fourt important language skill for educationaleveryday life demands. They are writing, reading, listening, and speaking. But for the first time that allah said us for reading, it has been showed in suroh al-alaq: 1-5, it is

Wherever and whenever always find writing that can be read, give information or news every day in this world. Like allah said, that showed allah is the best way and give the best way with reading

Reading is a receptives skills, it is a transactional between a reader and writer or interactive proses between the readers and the text. Reading happens in human minds, people receive the text and then proses with their mind. In processing in their minds, they make their own interpretations of the text when the read.

There are significanceof reading for our life. We a can get knowledge through reading. Reading is a fluent proses of reader combining information from text and their own background knowledge to build meaning many people or students misunderstand to understand the text and difficult to find some information in book, textbook, newspaper, manual journal and magazines. To know some information above they must be reading the information. The more we read, we more know and comprehend about the information. The more we read, we more know information and add our knowledge.

Reading activates our left brain for thinking and problem solving. When we reading some information, our right brain give us remember something in our own knowledge like images or our experience before reading the text. Our brain can be a library can save many information. Reading can open doors to new worlds, new ideas and the imagination and our left and right brain in turn will develop our ability in thinking and solving our problem in the real world.

Reading activities help us to reinforce our knowledge. Learning to read well, and learning to read better is key to gaining our knowledge. We can learn and thinking about some information that we read with easy.

Unfortunately, not all students able to read well;not all students understanding about the material especially in reading text. Many students

difficult for understanding the text and don't know the meaning of the text, reading materials selected are not suitable with their development.

The researcher describe in SMK N 1 Muara Batang Gadis that the students get some difficulties in mastering english especially in reading comprehension. However reading skills is problematic at SMK N 1 Muara Batang Gadis.The aspect of achievement or motivation. The actual fact is revealed in the following illustration.

First, based on inerview with the teacher. There are many students that low in reading comprehension. Based on the constitution of national education system Sisdiknas No. 20 in 2003, passing grade of English in senior high school is 75 for all subject includes reading skill[1]. Then, the data in SMK N 1 Muara Batang Gadis asserts the average of students' reading comprehension of grade X is about 65-70. Therefore students reading comprehension does not fulfill the expectation.[2]

Second, it was also found students' lack in motivation. Based on interview with English teacher, researcher found that students' is lazy to go to library for reading the book. She said that the library still vacant, playing games, chatting than reading in library.[3]

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[1]UU. Sisdiknas no. 20 ahun 2003, *standar pendidikan nasional*.
[2]Buku Kumpulan nilai SMK N 1 Muara batang gadis,*privat document,*(SMK N 1 Muara batang gadis:september 17th, 2016 at 10 a.m)
[3]Merry Wardani as english teacher in class X, *private interview* (SMK N 1 Muara batang gadis: September 17 th, 2016 at 11.30 a.m)

There are some factors that make students have difficulty for reading comprehension, they are:

The first, physiological health includes physical, neurological consideration, and gender. Some experts say that the neurological limitations (eg defects of the

 brain) and the lack of a variety of physical maturation is one of the factors that led to the child fails to improve their reading comprehension. Interference with speech, hearing aids and vision tool can slow the progress of children learning to read. Sound analysis, for example, it may be difficult for children who have problems in speech synthesizers and hearing aids. Instead, children checked his eyes before he started reading (Lamb and Arnold).

Second, intelligence defined by Heinz as a thinking activity that consists of the essential understanding of given situation and responding appropriately. Wechster (in Harris and Sipay, 1980) suggests global intelligence is the ability of individuals to act in accordance with the objective, rational thinking, and doing it efektif to the environment. In general, children's intelligence was not fully affect the success or failure of children in reading.

Third, other factors also affect the progress of reading ability is the psychological factor.

Motivation is a key factor in learning to read. Eanes argued that the key motivation was simple, but not easy to achieve. The key is the teacher

must demonstrate to the student teaching practices that relevant to the interests and experiences of children so that children learn to understand it as a necessity.

A conducive learning atmosphere and fun will optimize the work of students' brains. In addition, a conducive learning atmosphere and fun will further motivate students to learn more intensive. A person is not interested in reading when in a state of distress. For an early age can be realized in the form of the game,whereas at higher grade students play can be developed through experimentation. For example, after reading the material that describes the instructions to make a paper airplane, then students trying to modify it so that the paper airplan can fly farther.

In general, the left brain play a role in intelligence IQ (Intelligence Quotient) such terms of differences, numbers, sequence, writing, language, calculation and logic. Left brain memory is short term (short term memory). If there is damage to the left hemisphere, there will be disturbances in the function of speech, language and mathematics. Both hemispheres are connected by the corpus callosum called a baffle formed as a collection of fibers. Through the corpus callosum is the right brain and left brain communicate with each other. Thus, the activity of each part of the brain known to the other part. This enables collaborative processes both hemispheres in processing informasion

Meanwhile, the right brain plays a role in intelligence or EQ (Emotional Quotient), as it equality, fantasy, creativity, shape or space, emotion, music and color. Right-brain memory is long (long term memory). If there is damage to the right brain disease eg stroke or a brain tumor, the brain function is impaired visual abilities and emotions.

reading habits from youth to old age is a very good thing to stimulate brain cells to keep her memory and cognitive function, so that the age factor and the disease does not accelerate brain aging prematurely; prevent occurrence of dementia (loss of memory) and Alzheimer's disease that can be reaped all the memory and the memories of our past we would have meaningful and pleasure

From the three alternative strategies above, the writer connect the left brain dominance. Because, students must know sentences for they reading. So, correlation with left brain purpose to sentences pattern, and paragraph developing is simple and objective to know how speed and systematically a written in reading.

In view of above discussion, the research is interested in conducting an correlation research of which purpose to know the correlation between left brain dominance to student's. reading comprehension at grade X in SMK N 1 Tabuyung Kec. Muara Batang Gadis Kabupaten Mandailing Natal. This research will connect left brain speed and systematically a reading to students

reading comprehension by brainstorming, and quick reading the conventional way of teacher in teaching reading skills.

B. Identification of the problem

Based on the background above, problems at SMK N 1 Muara Batang Gadis in reading skills:

1. Students' low achievement in reading

2. Students' lack of motivation

3. Students' feel difficult in reading.

From the third problems, this research only concern with solving the studens' reading achievemen.

C. Limitation of he problem

The coverage of the variables stated above is so large in the matter of materials, space and time that is difficult to correlate alone. Due to the limitation of the writer in the aspect of ability, time and finance, this research must be limited. Thus, study is to investigate the correlation between brainstorming, sentences mapping and speed reading on reading comprehension of developing of topic. This research was conducted by experimental reasearch at grade X second semester in academic year 2016/2017 SMK N 1 Muara Batang Gadis.other subjects left and related to this study can be the domain of the future researchers.

D. The formulation of the problem

From the identification of the problem, so the formulation needed to explain the purpose of research. Furthermore, the formulation of problem is: "**Is There Significant Correlation Between Lef Brain Dominance To Students Reading' Comprehension At X SMK N 1Muara Batang Gadis."**

E. The porpuse of the research

The aim are relevant to the formulation of the problem is:" to see whether there is the correlation between left brain dominance test to students reading comprehension at X SMK N 1 Muara Batang Gadis"

F. The Significance of the Research

This research is expected to be useful at least in three domains, they are for the science of language education, for teachers, and for future researchers. The following illustration describes the significance for these parties.

First, this research will give contribution and enrich the science of language education in general and specifally to the filed of teaching reading skill. This study encompletes the unresearched fields and empowers the same research conducted in the past.

Second, this research is useful for teachers as source of teaching. They can get learning materials to be presented in the classrooms of teaching reading skill, specifically with left brain dominance . besides, they can use the

guidance of left brain dominance presented in this researchin this as refernce in improving the process and the result of studenS't reading skill.

Finally, this research can be used by the future researcher as references and standing point for studying the other subjects in the field of language teaching. By reading this reasearch, they will be able to idenify other subjects and to investigate which are the continuity of this research

G. The Definition of Operation Variables

1. Left and right brain

    Left brain has a character such as motor controls the motion of the body right- sensible, sysematic, mechanical- methematical calculations- analysis, language, images, words, - a character straight line, paralel- details, controls, objectives/targets- the ingenuity, worldliness- realities and dominant, direct- active, oriented in the- identity, reading, writing- the ultimate goal, target- to and upon request- a tendency in yourself- the trend is more inward.

2. Dominance

    Dominance is a ubiquitous phenomenon of great evolutionary importance. We review empirical facts about the degree of dominance, present theories explaining its molecular basis, ouline empirical facts and theories on the evolutionary modification of dominance, and discuss the controversies resolving around this topic.

3. Students

Student means, anyone who students of who is devoted to the acquisition of knowledge". In addition, students can be defined as a raw material in transformattion process in education[4]. In this research adopted to be the students who will be increase the reading comprehension.

4. Reading comprehension

Reading is the action of person who read[5].reading is a receptive skill. It is transactional between a reader and writer. Reading is interactive process between reader and the text, reading is process cognition,interpretation, and perception of written or printed material[6].reading is the skill of a reader or a group of reader to interpret information transferred by a writer.this skill is also realized by the ability of the reader to identify the rules of the language used by the writer to transfer the information puts in the language she or he is writing. From the explanation above, it can be concluded that reading is an interactive process that happens in human minds to reconstruct tthe meaning or to get the information for what they have read.

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[4]Rama yulis dan samsul nizar, *filsafat pendidikan islam* ,(jakarta:kalam mulia,2010),p.169.
[5]Murni djamal, et al *.improving reading skills in englis diotionary*,(jakarta:kencana, 2002),p.39
[6]David Nunan, partical english language teaching,(singapore:MC Graw, 2003),.P.67-86

David Nunan says than comprehension is essential to successful reading, for success comprehend he reader must use cognitive and meta cognitive skills. Cognition can be difined as thinking.

So the researcher concludes that the conclusion of comprehension is uderstanding from the studens and reading comprehension is a very complex task that requrest different cognitive processes and reading abilities over the live span.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

In this research descripion the theories of the semantic mapping strategies and its correlation students' reading comprehension achievement, it consists of description of reading comprehension and description of semantic mapping strategy.

1. Description Of Reading Comprehension

a. Definition of reading

Reading is not just saying the words, but reading also through process getting meaning. Acording to Mc Whotter," reading is a complex process; it involves much more than adding word meanings together. Reading involves not only understanding ideas, but also recognizing the relationships and structures among idea."[1]

Reading is a fluent process of readers combining information from text and their own background knowledge to build meaning. The goal of reading comprehension. The readers' background knowledge integrates with the text to create the meaning. the read fluency, and strategies combined together dofine the act of reading."[2]

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[1]Kathleen T. Mc Whorter, *efficient and flexible reading*, (New York: Harper Collins, Publiser,1992), p.165

[2]David Nunan, *practicalenglis language teaching* ,(New York: Mcgraw-Hill,2003).P.68

According, Sanggam Siahaan "reading is the skill of reader or a group of reader to interpret information transfered by a writer"[3].

So, reading is an activity of meaning getting process, in reading the readers must able to combine their own background kowledge and information from text to build meaning and readers also must uderstand ideas, recognize the relationships and structures among ideas. Because the goal of reading is comprehension, so readers must able to remember and understand about the text. Readers also must able to get the information from what the reads.

b. Definition of comprehension

Comprehension is necessary for reading to get the main idea and more information from the text which is read. There are so many experts explain about comprehension" Comprehension is an active process in the construction of meaning."[4]Then,"comprehension is the ability to understand what is read the ultimate goal of reading. It means that students are not only understand but also construct the meaning to find more information by comprehending.

According to David Nunan,"comprehension is ability to understand or mastery something, or the ability in understanding or mastery written material. Comprehension comes from word

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[3]Sanggam Siahaan*., the english pragrap* (Yongyakarta:graha ilmu, 2008).p.3
[4]Elizabeth. S. Pang, et al,"*Teaching Reading*(retrieved from *www,ibe.unesco.org/fileadmin/ user upload/ archieve/publications/educational practices sariespulfi prac 12e.pdf*,on

"comprehend", which add "ion", the means of comprehend is the ability to understand."[5]

Next, comprehension is interpratation of exprience that connecting new information with the prior knowledge, and also to answer the cognitive questions.[6]

Based on the explanation above the wriater make conclusion that, Comprehension is not only read the text fully, but also extracting and constructing meaning in the text.

c. **Definition Of Reading Comprehension**

According to Richard and Renandya "comprehension is the primary purpose for readingto raise students' awareness of main ideas in a text and exploring the organizationof a text is essential for good comprehension".[7] So, when the reader is able to understand the message of the reading text and draw conclusion of the text, he will truly comprehend in reading.

Reading comprehension is primarly a matter of developing appropriate, efficient comprehension strategies ,some strategies are related to bottom precedures and other enhance the top-down process".[8]

[5]David Nunan, *practicalenglis language teaching* ,(New York: Mcgraw-Hill,2003).P.311
[6]Henry Guntur taringan, *metodoloogi pengajaran bahasa* (Bandung Angkasa, 1991), p. 43
[7]Jack C. Richards and Willy A. Renandya, methodologi in language teaching,(united kingdom: camridge university press, 2002), p. 277
[8]H. Douglas Brown, language by principles(San Fransisko: California, 1994),p.291

Based on the explanation above the wriater make conclusion that, reading comprehension is reading text by comprehending to find what the readers want to know and also the information they need by process thinking in their mind.

d. The Reading goals

The meaning goals of reading are to get and find information include content and meaning of the text based on the porpuse. Taringan stated are some goals of reading such as.

a. Reading is identifying important information.
b. Reading is for main ideas.
c. Reading is for finding aspecific information
d. Reading is underlining the important information
e. Reading is classify the difficult word
f. Reading is to evaluate
g. Reading is to compare or contrast."[9]

e. Kinds of reading

If seen from listen or not reader's voice when they reading, so reading process can divided in two kinds.

1. Silent reading

According to David Nunan[10], silent reading generally focus in the classroom should be on getting the meaning from printing when comparison is tthe goal of reading". Then, according to oxford

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[9]Henry Guntur taringan, *Op. Cit*., p. 9
[10] David Nunan, *op.cit,* p.69

dictionary "silent is condition of not speaking and a sound trak".[11] Then, Taringan said "reading is a process who done and be used by reader to get message from writen". Silent reading is reading a text without voice. Silent reading is to training students to really pay attention to can understand text. Reading is primarily a silent activity".[12]

So, silent reading is reading by heartor without sounds to get the deep understanding of the material. Reading silently improves students understanding because it helps them to concentrate on what they are reading, rather than the pronunciation of induvidual words. When we read silently, we can form mental pictures of the topic being discussed. Also, we do not need to read one word at a time. Encouranging the students to read silently will help them develop the strategies they need for reading fast, and with better comprehension. This is called reading efficiency, and it will help the students to road any text wih maximum attention to meaning.

2. Reading aloud

According to H. Douglas Brown, "loud reading is the last-taker separate letters, words, and or short sentences and read them loud, one by one, in the presence of an administraor since the easement is

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[11]AS. Homby, Oxford advance learner's dictionary of current english,(london: casel, 2000), p. 887

[12]Henry Guntur taringan, Lok. Cit., p.22

reading comprehension, any recognize sable oral approximation of the target response is considered correct."[13]

Futher, Ag, Bambang Setiyadi stated that "oral reading is relatively uncommon in modern language classes. This type of reading is still important in improving learners pronunciation. Working in groups will make language learners feel confident to pronounce word in foreign accent and practice is really recomended in this method. This is really helpful for language learners who are reluctant and say to imitate the teacher expression individually".[14]

According to Kasihani stated taht, loud reading is to train students able to read with good pronounciation or speak. The aim of loud reading is able to ell good words, fares, and sentence of english".[15]

Henry Guntur Taringan said "loud reading is a activity to read use voice and saying and the correct intonation to lisener and reader can get information by also, likes thinking, feeling attitude, or writers experience".[16]

So, it concludes that loud reading is read orally or with voice by using correct pronunciation to express he content of the material or

[13]H. Douglas brown, *language assessment*(San Fransisco: state university, 2004)p. 190
[14]Ag. Bambang Setiyadi, Teaching English as A Foreign Languge(Yogyakarta: graha ilmu, 2006) p.67
[15]Kasihani K.E. Suyanto Op. Cit.,p.64
[16]Henry Guntur taringan, Lok. Cit., p.22

text, so reader and listener can get the information or the outhors' messages from the tex

f. Types of Reading

Basides have the reading material also have types, several types of reading are identified, each type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate in order processing meaning. There are the genres of the reading such as:

1. Academic reading: general interest articles(in magazine newspapers, ec.), tecnical reports(e.g lab report), profesional journal articles, reference material (dictioneries, etc.), textbook, theses,essays,papers,est directions, editorials and openion writing.
2. Job - releted reading: massages leters/email, memos, report(e.g evaluation, project reports), schedules, labels, signs, announcements, froms, applications, questionnaires, financials documens(e.g bills, invoices, etc), and directories.
3. Personal reading: newspapers and magazines, letters, emails, gretting cards, invitations, massages, notes, lists, schedules(train, bus, plane, etc,), recipes, menus, maps calendars, advertisements, novels, short stories, jokes, drama, poetry, financial documents, forms, questionnaires, medical reports, immigration documens, comic strips and cartoons."[17]

In the case reading, variety of parformance is darived more from the multiplicity of types of reading (the genres listed above) than from the variety of over types of reading parformance, nevertheless, for considering assessment procedures, several types of reading

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[17]H. Douglas Brown, language assessment principles and classroom practices,(usa:longman,2004),p.186

performance are typically indentified. The various assessment tasks as follow:

1. Perceptive reading, it is involve to the compenents of larger stretches ofdiscourse letters, words, punctuation,and other graphemic symbols, bottom-up processing is implied

2. Selective reading, this caegory is largely an artifact of assesment formats, in order to ascertain one's readingrecognition of lexica, grammatical, or discourse features of language within a very short stretch of language, certain typical task are used: picture-cued task, matching, true/false,multiple-choice,etc. A combination of bottom-up and top-down procesdsing my be used.

3. Interactive reading. Because reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and take is the product of that interaction. Material use in interactive reading must be interesting and comprehensible, both semantically and syntactically, and they should include some elemnts slightly beyond the students present levels.

4. Extensive reading involves somewhat longer texts than we have been dealing with up to this point, journal artcles, tecnical report, longger essay, short stories, and books fall into

category. The reason placing such reading into a seperate category is that reading of this type of discourse almost always involves a focus on meaning using mostly top-down processing. With only ocasional use of a targeted bottom-up startegy. Also because of he extent of such reading, formal assessment is unlikely to be contained within the time constraints of a typical testing framework, which present a unique challenge for assessment purpose."[18]

So, reading is complex process that involved the features of parts of success ability and failurre. After reading, readers must be able to remember and understand about the text, because reading is a meaning getting processes, so readers must be Able to get the information from what they reads.

g. **The Principles Of Reading Comprihension**

According to Davide Nunan, there are eight priciples for teaching reading are:

1. Exploit the readers background knowledge.
2. Build a strong vocabulary case.
3. Teach for comprehension
4. Work on icreasing reading rae.
5. Teach reading strategies
6. Encourage readers to transform strategies into skills.
7. Build assessment and evaluaion your teaching

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[18]Ibid.,186

8. Strive for continuous improvement as a reading teacher[19]

Furthermore, Brown, those principles for designing interactive readingtecniqu, as follow:

1. Don't over look the importance of specific instruction in reading.

2. Tecniques should be intrinscally motivating

3. Tecniques should utilize outhentic language and contexts.

4. Encourage the development of reading strategies.

5. Include both bottom-up tecniques

6. Consider subdividing your tecniques into pre-reading,during reading, and after reading phases

7. Build in some evaluative aspect to your tecniques.[20]

h. **Assessment Of Reading Comprehension**

Assessment at the act of collecting information an making judgments on a language learner's knowledge of a language and ability to use it.[21] Assessment is a tool to measure how far the students ability and comprehension of the material.[22] Reading comprehension has some indicators. The indicators are students able to:

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[19]David Nunan, *practicalenglis language teaching* ,(New York: Mcgraw-Hill,2003).P. 74-77
[20]H. Dougles Brown*, language assesment principles and classroom practice*,(usa:longman,2004),p.298-300
[21]David Nunan, *practical English,*...P. 310
[22]J. Michael O'melly And Lorraine valdez pierce' *authentic assessment for English language learners* (united states of America; Addison-wesley publishing company, 1996), P.98

1. Identify the topic from the text.
2. Identify main idea from the text.
3. Identify grammatical features from the text.
4. Identify supporting idea from the text.
5. Identify vocabulary from the text

Based on the explanation above, it can be concluded that there are five of kind of questions in reading comprehension, they are: topic, main idea, supporting details, passage structure and author's aim.

2. Left Brain Dominance

a. Left Brain

The left hemisphere of the brain is associated with IQ (intelligence quotient) of man. IQ includes the ability to mathematic, formulate speech, reading, writing, logic, and analysis".[23] In Indonesia more important an IQ than EQ, because of that Indonesian's children more ego and not have imaginative.

According to Sperry, states that left brain regulate matters that are relational, is used to measure things quantitatively, work order, partial and sequential."[24] So, human who the dominance of left brain have the logical that high than human of right brain that use of feeling.

Left brain (IQ) associated with awareness of space, awareness of something has looks, and mastery of mathematics. IQ is able to measure

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[23]As' adi Muhammad, *misteri otak tengah manusia*(Jogjakarta: buku biru,2010),p.26
[24]Ibid.

speed, set the new things, store and recall information as well as the objectives of an active role in counting numbers, etc."[25]

The experts began to investigate since the 1930s believed that left brain is the rational brain, which is closely related to IQ, is more logical, aritmetic, verbal, segmental, focus, serial(linear), looking for differences, and time- dependent.[26] The left brain is logical, squential,linear, and rational. This side is very organized alhough grounded in reality, he is able to abstract and symbolic interpretation.[27]

b. Type of Left and Right Brain

A person with a tendency to a more dominant left hemisphere more selfish, self-centerd, easily jealous, arrogant and so forth. The left brain is like the quesions that just have the answer "yes" or "no" and also prefer quistioned "is right or wrong." Left brain memory is short term (short term memory). If there is damage to the left hemisphere there will be a disruption in the function of speech, language and mathematics.

The left brain prefers members with proper and thorough explanations. The left brain is also good to remember the name but it is not good to remembers faces. How do think of according to the regular tasks for verbal expression, readinf, writing, auditory association, put the details and facts, and symbolism.

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[25] Ary Ginanjar Agustian, *ESQ power* (Jakartsa:Arga,2003),p.60

[26] Ippo Santoso, *13 wasiat terlarang* (Jakarta:PT Elex Media Komputindo,2008), p. XXII

[27] Bobbi Deporter& Mike Hrakk, *quantum learning*(New York: Dell Pulishing,1992),P.36

If categorized in engineering science thinking, left brain thinking Styles referred to as two-dimensional style of thinking. Style of thinking like this is needed because the retional and logical. Any decision should be based on cause and effect, the pas experiences, and must have a referral. Every idea must. Based logic first, then only be implemented.

Those whon use the left brain is likely to be submissive and walk according to his experiences, and not able o hink beyond the bounds of reason, as many thinkers possessed."[28]Usually high IQ people, tend to be less jaunty, unfeeling and selfish.[29]

However, those people who are using left brain very important in life. Because if matched with the right inelligence, left brain power will be chose to optimal. And we must the correlated always to active our mind. So, our mind can be expression a a imagination in mind to developing tecnique of our mind whenever and wherever.

While, the power of the right brain is long (long term memory). If there is damage to the right brain, such as stroke or tumor in the brain, brain function in impaired visual and emotional ability. The right brain is more like the questions that have a variety of posibble answer and more like a " why this is true and it's wrong?. Besides, the right brain prefers analogy, metaphor, and expression of the members an explanation about

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[28]As'ad Muhammad, *ibid*,p.26-28
[29]Ary Ginanjar Agustian, *log cit*

something. The right brain thinking with shadows and amages and try asking about "is it possible?" to produce a wide range of creativity.

More than that the right brain is also to know something that is nonverbal such as feelings and emotions, consciousness with regard to feelings (feel the presence of something or some one, spatial awereness, shape and pattern recognition, music,art, color sensitivity, creativity and visualization)."[30]

It is therefore right and left brain must develop optimally both so much better. And that is to balance with our brain, if left brain more dominance, so we must active again our right brain. Because in our life need balance not in material but our mind or our brain too follow it.

c. **Process of Left Brain**

Once we know what the difinition of the left brain and the right brain is new how the left and right brain working it in an article, even though we know the reading lies in the left hemisphere, but reading also requires a high imagination and emotion to reveal all the stories there we head to become a post.

With awareness as above it, such as when viewed from the aspect of aducation, how to learn and how to think need to be more knowledge able in using the two hemispheres of the brain. For the oprationalization

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[30]As'ad Muhammad, *Op.Cit*.,p.30

of consciousness, the first job is the awareness of basic human potentials which are related to the brain.

These components include the: (1) sensory, (2) ratio, (3) emotional, and (4) intuition. Parts of the brain it selft has become " the place " for the course components, corollary, body movements(kinesthetic) , problems solving skill, emotional maurity, and skill to dig the subconscious is changing the way learning key skills and ways of thinking."[31]

Note the table of brain fuction below:

Table. 1
Brain and fuctions roger sperry, 1961

THE FUCTION OF BRAIN	
Sequential	Random
Descriptive	Associative
Detail	Gestalt
Letter, symbol	Picture
Word	Color
Logic	Spontant
Rational	Emotional
intelligence quotient (IQ)	Emotional quotient (EQ)

Mention of the left brain and the right brain is not just a symbol or above analogy. There are biological facts behind it. Because the left brain and right brain exist and play a role, just like those analogies. On the face of the human head is cleaved be seen two large chunks called the cereburn. Because there are two cerebrum and formed a sphere, then each

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[31]Taufiq Pasiak, Revolusi IQ/EQ/SQ (Bandung: PT Mizan Pustaka,2002),p. 125-126

called hemispheres cerebrurm. Both parts are prepared by billions of nerve cells gray (called the substansia grisea) and biilons of white fibers (called substansia alba). White section under parts gray.

The composition of these cells also influence the difference in both brain function. Relative right brain contains more white matter. While the gray matter in the left hemisphere. Nerve fibers in the right brain obviously longer than than the left brain.

Seen with the naked eye the surface of the brain looks differnt. Surface texture and patten of folds ahowed a clear distinction. That is, no matter how cursory look then same, but if observed carefully real those differences. The contours of the "river" is called the sulcus and bumps like a hill called gyrus showed a noticable difference. Including the part responsible for one fuction.

Language functions, for example, the left part of the brain, known as Broca's area and Wernicke areas much larger and wider than in the right hemisphere. Front of the frame on the left broca's area located on the frontal lobe, and serves to mobilize the tools to talk. While Wernicke's area is located next to the left temporal lobe, and servers to capture information in the form of sound. To make contact in language work, they are both connected by a piece of"rope" called connective fibers. Another area, called the regular region that serves to match the

language in visual form (which see) and audiory (hears) only in the left hemisphere.

According to Tony Buzan, both hemisphere are like" sleeping giant" (the sleeping giant). One of the ways to wake him up, among others, through the study of the brain's two hemispheres intact."[32]

Diocles divides the brain into left and right brain. The left brain is associated with the "understanding" and right brain connection with preceptions and sensing. Diocles members to accept the role of the sensory information coming from the outside and than go to the left brain. An understanding of the information entered is the task of he right brain. Almaceon and Empedocles, two famous greek philosopher, seide with diocles when they are called" census" intellectus" of the function of the two hemispheres of the brain.

Subsequent developments, researcher sperry, the aevidence that the two hemispheres of the brain that produce two kinds of minds. A rational mind, the other intuitive-creative mind. The first, working serially and sequentially, and very concerned with things that are concrete and realistic. While the second, working in parallel and not patterned and prioritize those tend to be abstract and ideal.

Terms such as reason and sense, reason and feeling, intelect and intuition (of between"khabar"and"istiq, loveor heartaccording to the term

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[32]*Ibid,* p.130

poel, philosopher sir muhammad iqhal) or brain and heart are felt in everyday language because of the two types of thought. Because people think it's two ways that life evolved towards dynamics and better."[33]

From the result of An IQ test, most people who have high IQ showed poor performance on the job, while IQ was, it was very accomplished. Academic ability, grades, graduation predicates of higher education can't be a measure of how well a person after work or how high a success to be achieved. According to the 1973 cleland paper "testing for competence" that " particular set of skills such as ampathy, self-discipline, and the initiative will result in people who are succesful and the stars of the performance."

Look at the table of differences in the left and right brain below:

Table. 2
The differences in the left brain and rigth brain by roger sperry:

HEMISPHERE	LEFT	RIGHT
Abstract Thought	Abstract, linear, concrete	Concrete, holistic
Thinking style	Rational, logic	Intuitive, artistic
Language	Rich of words, sentences and good Grammar	No grammar and sentences few word
The ability to decide	Introspection, will, initiative, about your self, focus on tree	Low sense of self, luck of initiative, focusing on the forest
Specifity functions	Reading, writing,	Music, in a dream,

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[33]*Ibid,*p. 132

	arithmetic, and sensory motor skill	imagination, gestalt recognition
Time	Sequential, scalable	Life time, not Timeless
Spattial orientation	Not good nice	Very good, especially for aspace oran image.
Aspects of psyhoanalytic	Ego, conscious, super ego	Idi, dreams, free association, hallucination
Ideal type	Aristoteles, model appollonial, marx frued, koeser's	Plato, modeldionition, nitzche, jungkoestel's, yog.

Ned herman divides the human brain into 4 regions. This division is, anatomically, referring to the limbic system functions and 2 hemispheres. Functionally, the quadrantts were working when receiving and interpreting information and then make a decision. Can be seen in the table below."[34]

Table. 3
"Four Brain" Ned Herman

Top Left (Analytic thinking)		Top Right (Social Thinking)	
Style	application	Style	application
1.logic	1. Logical	1. Holistic	1. imagination
2.analysis	2. Analytica	2.intuitive	2. Artistic
3.factual	3. Mathematict	3.inegration	3. Sintesis
4.measurement	4. Tecniques	4.synthesis	4. Nonlinear
	5. scientific		
BOTTOM LEFT (implementation thinking)		BOTTOM RIGHT (future thinking)	

[34]*Ibid*, p. 134-135

Style	application	Style	application
1.organization	1. Control	1.interpersonal	1. Hub.social
2.sequential	2. Conservativ	2.social	2. Emotional
3.planning	3. Organizationa	3.kinesthetic	3.
4.detailed	4. Administrativ	Spirituality	
		4.emotion	

Then can be seen table of third intelligence below:

Table. 4
According To Danah Zohar "Third Intelligence":

ASPEK	IQ	EQ	SQ
Structure	Nature patwaways	Natural network	Oscillations 40 Hz
Thinking	Serial	Associative	Unitive
Thought type	Rational	Emotional	Spiritual
Adjective	Automatic Propertis	Flexible	Can be change
Excess/luck	Accurate,precise, trustworthy	Not accurate, flexible	Very accurate
Basic philosophical	Newtonian	Humanism	Philosophy, eastern conscious instinctive
Response	Naluriah	Conditioned	
Example	Respiratory system, regulate blood pressure, reflexes, etc.	Connecting hunger withrice, mother with love, with a comfortable home, etc.	The meaning of life, the meaning of brotherhood, the meaning of love, etc.
Mechine	Series computer	Computer analong	None

Learn processing	Can't learn	Can learn	Can learn
Psychology process	Prapersonal	Personal	Transpersonal

In the table above plus the spiritual quotient, because this is also one way of thinking in his ippho agamais as a member santoso example that there is a friend helmi wahidi, having principles and sticking to the book al-quran that says,"he who doing good and faithul, then he is not warried about the reduction of debt"[35]. This kind oh thinking can't be calculated or sensible. But here's intuition or belief and way of thinking of people using right-brain dominant

d. Character Left And Right Brain

a. Left Brain

Left brain has a character motor controls the notion of the body left brain is associated with IQ (intelligence quotient) of many IQ includes thematic, the ability to mathematic, formulate speech, reading ,writing, logic, mechanical, realities and analysis.[36] In Indonesia more important a IQ and EQ because of Indonesia children more ego and not have imaginative the large. Left brain has some indicators, they are:

1. IQ

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[35]Ippho santoso, 7 keajaiban rejeki(jakarta:pt elex media komputindo, 2010),p.32

[36]As'adi Muhammad,*misteriotaktengahmanusia,*(Jogjakarta;buku biru,2010),.P.26

2. Logic

3. Planning

4. Quantitative

5. Sequential

According to Sperry, he states that left brain regulate matters that are, IQ, Logic, planning, is used to measure things quantitatively and sequential. So, human who the dominance of left brain have the logical that high than human of right brain that use of feelings.

e. Evaluation Left And Right Brain Dominance.

In continuation, each item of the questionnaire was developed from indicator that has been describe in the following below:

Table : 5
Left Brain Questionnaire

Left Brain	1	2	3	4	5	Right Brain
Saya mengingat nama	1	2	3	4	5	Saya mengingat wajah
Saya lebih suka mendengar instruksi lisan	1	2		4	5	Saya mendengar dengan baik melalui pertunjukan(demonstrasi), penjelasan (ilustrasi) dan instruksi simbolis.
Saya intuitif (memahami sesuatu tanpa pikiran dan di pelajari, suara hati)	1	2	3	4	5	Saya intelek(cerdas,berakal dan berpikiran jernih berdasarkan ilmu pengetahuan).
Saya berekspriment secara acak dan dengan sedikit batasan.	1	2	3	4	5	Saya bereksprimen secara sistematis dan dengan terkontrol.
Saya lebih suka menyelesaikan	1	2	3	4	5	Saya lebih suka masalah

dengan memecahkanya menjadi beberapa bagian lalu mendekati masalah secara berurutan dengan menggunakan logika						dengan mengunci secara keseluruhan, konstruksinya kemudian mendekati masalah melalui filosofos.
Saya membuat penilaian yang objektif dan terbuka kepada orang.	1	2	3	4	5	Saya membuat penilaian subjektive dan tertutup kepda orang.
Saya terbuka dan spontan	1	2	3	4	5	Saya bersifat terencana dan terstruktur.
Saya lebih suka informasi yang sudah baku dan tertentu	1	2	3	4	5	Saya lebih suka informasi yang terbuka dan tidak tentu
Saya pembaca yang suka menyimpulkan	1	2	3	4	5	Saya adalah pembaca yang analitis (melihat secara terperinci)
Saya mengutamakan dan mengandalkan bahasa dalam berfikir dan mengingat .	1	2	3	4	5	Saya mengutamakan dan mengandalkan gambaran dalam berfikir dan mengingat[37]

f. The Review Of Related Reading

There was a researchers that has done a research same with mine but different tecnique. The related findings were firstly, thesis of somakim in FKIP Universitas Sriwijaya 2008 with the researhers'title "pembelajaran matimatika dengan melibatkan menejmen otak (suatu alternatif pembelajaran interaktif)".[38] This research used pre-experiment method. He concludes are "manejmen otak atau brain managment merupakan kemampuan menggunakan funsi otak secara seimbang antara otak kiri dan kanan. Pembelajaran matimatika dengan melibatkan menejment

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[38]Somakim, *Pembelajaran Matemateka Dengan Melibatkan Menejmen Otak(Suatu Pelajaran Alternatif Dan Interaktif)*.(Thesis universitas sriwijaya 2008). From internet

otak akan mengembangkan pembelajaran interaktif, sehingga pelajaran matimatika menjadi menyenagkan bagi mahasiswa."

Secondly, a thesis was done in Fakultas Bahasa dan Seni in Universitas Medan. The researcher's name is Nurilam Harianja with the researchers' tittle "hubungan bahasa dengan otak".[39] This concluded were:

Hasil-hasil penelitian tentang penderita kerusakan otak itu mengarah kepada kesimpulan bahwa belahan kiri otak dilibatkan dalam hubungannya denganbahasa. Krasben(cahyono, 1995 : 259) menyebutkan lima alasan yang mendasari kesimpulan itu.

1. Hilangnya kemampuan berbahasa karena kerusakan otak sebelah kiri.

2. Ketika belahan kiri otak disenastesia, kemampuan berbahasa hilang, ketika belahan kanan otak dianastesia kemampuan tidak hilang.

3. Ketika bersaing dalam menerima input baha dalam bersamaan melalui test menyimak dikotis, telinga kanan lebih ungul.

4. Ketika materi bahasa di sajikan melalui penglihatan kanan dan kiri maka penglihatan kanan lebih tepat dan cepat dalam menagkap materi.

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[39]Nurilam Harianja, *Hubungan Bahasa Dengan Seni*,(Thesis Unimed it). From interned

5. Pada saat melakukan kegitan berbahasa, baik secara terbuka atau tertutup, belahan otak kiri menunjukkan kegitan electris yang lebih hebat.

Finally, a thesis of Elly Fajarwati in Fakultas Psikologi Universitas Katolik Soegijapranata Semarang 2009 by " hubungan antara bermain balok dengan kreativitas anak".[40] This research used kuantitatif hod. She concludes that "berdasarkan hasil penelitian, analysis data dan pembahasan maka dapat di ambil kesimpulan bahwa terdapat hubungan bermain balok dengan kreativitas anak. Dari hasil tersebut dapat dikatakan bahwa semakin inggi kemampuan siswa bermain balok maka semakin tinggi tingkat kreativitas, demikian sebaliknya".

g. Hypothesis

Suharsimi Arikunto said hypotheses derived from two words, namely "hypo" "means" "under" and "thesa" yan "means" "truth". So then how to write hypothesis adapted to Indonesian spelling a hypothesis, and a hypothesis developing. The hypothesis can be interpreted as a temporary answer to the problem of research, until proven by the data collected".[41]

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[40]Elly fajarwati, hubungan antara bermain balok dengan kreaifitas anak(thesis UNIKA semarang,2009), from interned

[41]Suharismi Arikunto, *prosedur penelitian suatu pendekatan practic*(Jakarta:Rineka Cipta, 2006), p.71.

In according with the formalation and limitationof the problem above and in order to provide a guidance for this research which specifes the correct processing, acquiring and analyzing of the data, it needs to formulate hypotheses of this research are as follows: there are correlation significantly between left brain dominance to students' reading comprhension at grade X SMK N 1 Muara Batang Gadis Kab. Mandailing Natal.

CHAPTER III

RESEARCH METHODOLOGY

A. Research methodology

A. The location and time of the research

The research was conducted at SMK N 1 Muara Batang Gadis was located on jalan pendidikan Kec. Muara Batang Gadis Kab. Mandailing Natal. In addition to its implementation was planned for the first semester of Academic Year 2017/2018 or in the period from September until finish.

B. Kinds of research

The kind of this research was research was quantitative research. Quantitative approach was based on the collection and analysis of numeral data: it was usually obtained from questionnaires, tests, checklist and other formal paper and pencil instruments.[1] Collecting and analyzing the data are necessary to answer the question in the research.

As has been in the previous chapter, the research wants to describe a correlation between the X and Y variables. X variable is left and right brain(dependent variable) and Y variable is students reading comprehension (independent variable).

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[1]Gay. L R & Airsan. P, *Educational Research: Competence for Analysis & Application* (U.S.A: Prentice –hall, 2000),p.8

Based on the previous explanation, the research concludes that descriptive method is a kind of research method which is used to describe the systematic of situation or area, interest which is observed.

C. The population and sample

1. Population

Population was all members of well defined class of people, event, or object of population was the elements of research as target of result research theoretically. The population was generalization area consist of object/subject was special quantity and characteristic which determined by research to get concluding. So, every human was researched by researcher that was population that was population that taken of the sample.

Joko Subagyo said the population is the object of study as a target to acquire and collect data. Samples were taken into consideration in the study of efficiency and lead to the centralization of the problem by focusing on the portion of the

population.[2] According to Bambang Prasetyo whole population was symptom/unit you want investigated.[3]

The population that was researched in this occasion was class X in SMK N 1 Muara Batang Gadis. The students limited to those who belong to class X SMK N 1 Muara Batang Gadis The calculation can be seen in the following table:

Table.6

The calculation of population

No	Class	Total students'
1	X^1	30
2	X^2	30
Jumlah		60

2. **Sample**

Sample is sub group taken from a population gay stated that sample comprises the individuals, items or events selected from a large group referred to as a population and the purpose to gain information about the population using sample.[4]In this research, researcher used proposional random sampling as the sampling strategies. While, for the amount of the sample, it is got from the suggestion of suharsmi arikunto, be states that if

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[2]Joko Subagyo, *Metode Dalam Penelitian dan Praktik*(Jakarta:Rinekacipta, 2004), p.23

[3]Bambang Prasetyo & Linamiftahul Jannah, *Metode Penelitian Kuantitatif,* (Jakarta : Raja GrafindoPersada, 2007), p.119

[4]Gay. L R &Airsan. Pater , *Educational Research for Analysis and Application,(*American: Prentice Hall, 1992),p. 121

the subject less than100, it is better to take all subjects, and if the subject is more than 100 sample can be took 10%-15% or 20%-25% or more based on researcher ability.[5]

So, the used sample in this research was 60 students of the students at grade X SMK N 1 Muara Batang Gadis.

D. The Instrument Of Data Collecting

Instrument is a very important to be learned to ensure data retrieval really. Suharsmi Arikunto states research instrument is an instrument of facility used to collect the data so that the work easier and result better, in terms of more accurate, complete, and systematically so more easily processed.[6]

1. Questionnaire

Questionnaire in this study used to determine the use of hemispheric dominance, held by the sampled students , called questionnaire left brain hemisphere dominance use. To questionnaire prepared by the research, although some questions quoted from the book which was written the Ippo Santoso and internet, quoted from the book, and then held a slight change shape and editorial sentences for easy using.

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[5] *Op, cit,*.p.174
[6] Ibid,.p.136

Questionnaire used a questionnaire that covered already provided the answer questionnaires so that respondents chose to live. In this case, used liker scale with five alternative answers in multiple –choice form, namely a, b, c, d and e by using the positive form of the question was to use the types of questions that build the classification.[7]

In continuation, each item of the questionnaire was developed from indicator that has been describe in the following below:

Table: 7
Left Brain Questionnaire

Left Brain	1	2	3	4	5	Right Brain
Saya mengingat nama	1	2	3	4	5	Saya mengingat wajah
Saya lebih suka mendengar instruksi lisan	1	2		4	5	Saya mendengar dengan baik melalui pertunjukan(demonstrasi), penjelasan (ilustrasi) dan instruksi simbolis.
Saya intuitif (memahami sesuatu tanpa pikiran dan di pelajari, suara hati)	1	2	3	4	5	Saya intelek(cerdas,berakal dan berpikiran jernih berdasarkan ilmu pengetahuan).
Saya berekspriment secara acak dan dengan sedikit batasan.	1	2	3	4	5	Saya bereksprimen secara sistematis dan dengan terkontrol.
Saya lebih suka menyelesaikan dengan memecahkanya menjadi beberapa bagian lalu mendekati masalah secara berurutan dengan menggunakan logika	1	2	3	4	5	Saya lebih suka masalah dengan mengunci secara keseluruhan, konstruksinya kemudian mendekati masalah melalui filosofos.
Saya membuat penilaian yang	1	2	3	4	5	Saya membuat penilaian

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[7]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*,(Bandung: Alfabeta, 2010),p.94

objektif dan terbuka kepada orang.						subjektive dan tertutup kepda orang.
Saya terbuka dan spontan	1	2	3	4	5	Saya bersifat terencana dan terstruktur.
Saya lebih suka informasi yang sudah baku dan tertentu	1	2	3	4	5	Saya lebih suka informasi yang terbuka dan tidak tentu
Saya pembaca yang suka menyimpulkan	1	2	3	4	5	Saya adalah pembaca yang analitis (melihat secara terperinci)
Saya mengutamakan dan mengandalkan bahasa dalam berfikir dan mengingat .	1	2	3	4	5	Saya mengutamakan dan mengandalkan gambaran dalam berfikir dan mengingat
Saya lebih suka berbicara dan menulis	1	2	3	4	5	Saya lebih suka menggambar dari pada manipulasi objek.
Saya muda terganggu ketika membaca buku di tempat yang ribut ataupun ramai.	1	2	3	4	5	Saya dapat dengan mudah berkonsentarsi membaca buku di tempat yang ramai.
Saya lebih suka bekerja atau belajar sesuatu yang tujuanya bebas	1	2	3	4	5	Saya lebih suka bekerja atau belajar sesuatu yang tujuanya sudah tertentu
Saya suka struktur yang tugas dan tanggung jawab tingkatan-tingkatan	1	2	3	4	5	Saya lebih suka organisasi yang sifatnya setara.
Saya mampu mengontrol perasaan saya	1	2	3	4	5	Saya lebih suka mengekspresikan perasaan saya
Saya merespon lebih baik terhadap stimuli yang berupa gerakan dan tindakan.	1	2	3	4	5	Saya merespons rangsangan sifatnya bunyi atau suara dan juga visual.
Saya pandai menafsirkan bahasa tubuh	1	2	3	4	5	saya lebih suka memperhatikan kata-kata orang yang secara tepat.
Saya sering menngunakan kiasan dan analoigi	1	2	3	4	5	Saya jarang menggunakan kiasan atau kata-kata analogi
Saya suka memecahkan masalah dengan logika	1	2	3	4	5	Saya suka memecahkan masalah dengan ituisi(suara hati)
Saya lebih menyukai tes pilihan ganda	1	2	3	4	5	Saya lebih suka pertnyaan terbuka /essay.

Scoring directions.

Score each item as follows: some the items are scored according to the numbers at the top of each column of boxes, othyers are reversed. For the following items use the indicated numbers on the test page:

1 2 5 6 8 10 11 14 15 19 20   1   2   3   4   5

The rest of the items are reversed in their scoring. Scor the following as indicated below.

3 4 7 9 12 13 16 17 18   5   4   3   2   1

Now total up all score:

This was a test of left and right brain preference l score of 60 is the midpoint. The scoring chart below indicates that a score of 60 plus or minus 3 is a toss-up:

Above 70 quite right-brain oriented

 64-70 moderately right brain oriented

57-63 no particular dominance on either side

50-56 moderately left brain oriented

Below 50 quite left brain oriented.[8]

2. Test

While, to now the students' comprehension the researcher used test. Test is used to mixture knowledge, intelligence, and ability or skill of someone or group. Then, test had been done by giving text to be comprehended, and they were being tested using multiple choices to know their

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[8] H. Douglas brown, T*eaching by Principles,* (United States of America: San Francisco California January, 1994), p.197

comprehension. The test consists of 50 items to get the score of reading comprehension from the third grade of English educational program. The research has made the instrument data in reading comprehension tests like the indicator below:

Table.8
Indicators of Reading Comprehension

No	Indicators	Items	No items	Score
1	Identify topic from the text	7 items	1,2,3,7,20,23,25	7
2	Identify main idea from the text	4 items	9,15,17,19	4
3	Identify grammatical features from the text	3 items	13,14,16	3
4	Identify supporting idea from the text	6 items	4,5,8,10,21,22	6
5	Identify vocabulary from the text	5 items	6,11,12,18,24	5
Jumlah		**25 items**	**4 x 25**	**100**

The data procedure was conducted as follow:

1. First, the research met the third grade of English educational program to give them test reading and questionnaires.

2. Second, the research distributed the question and it had been done and result was collected after they have finished in a day.

3. Third, the researcher ask the respondent to put their indentify on the top of answer sheet.

4. Finally, the research gave the time for doing the test and the researcher self that collected their answer sheet.

E. Tecnique of validities instrument

The researcher will get the data analysis with validity and reabilities two guarentee the research:

1. Test Validity

Validity is the most important quality of a test and questionaires. It is the degree to which a test measures what is supposed to measure, and consequently, permits appropiated interpretations of test scores.[9]

According to arikunto says: validitas adalah suatu ukuran menunjukan tingkat-tingkat kevalidan atau kasihan sesutau intrument. Suatu instrument yang valid atau sahih mempunyai validitas tinggi. Sabaliknya instrument yang kurang valid berarti memiliki validitas rendah.[10]

It was to measure the reading skill that established by the test as repsentative which was provided by the researcer., the

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[9]*Op cit.,* p. 191
[10]*Ibid*.p.170

calculation of the items test show that from 25 items (appendix

3). the atem are :

Table.9
Validity Test of Reading Comprehension

No	Indicators	Items	No items	Score
1	Identify topic from the text	7 items	1,2,3,7,20,23,25	7
2	Identify main idea from the text	4 items	9,15,17,19	4
3	Identify grammatical features from the text	3 items	13,14,16	3
4	Identify supporting idea from the text	6 items	4,5,8,10,21,22	6
5	Identify vocabulary from the text	5 items	6,11,12,18,24	5
	Jumlah	**25 items**	**4 x 25**	**100**

To know what the items of instrumen is valid, the researcher

used SPSS. Then, the result of preoduct moment is compared

with r_{xy} and r $_{table}$ to know the items of instrument too. If $r_{xy} > r$

$_{table}$ so the item is valid. But if $r_{xy} < r$ $_{table}$.so the items not valid. In

pearson Product Moment on the degree of freedom 5%

significant is 0,254.

2. Reliability

The reliability of questionnaire were analyzed by using

specefic tecnique. This tecnique was done by making

remeasure to the respondent. The respondent was asked to

answer all questions in different time, the result of the first

measure and the second would be correlated by using

correlation tecnique "Product Moment" if the result of the first and second questionnaire was same it meant that the data was consistent. Because of the data was consistent it meant that the test as reliable.

F. Technique Analysis Data.

The process of data analysis involve making sense out of the text.It involves preparing the data analysis conducting different anaysis, moving deeper into understanding the data, representing the data, and making an interpretation of the large meaning data.

Quantitative data is uses to analyze the core of students.The data is collect and analysze by computing the score of left brain by using reading test. To know the differences between the groups, the writer uses-test formula as the follows:

1. Examine the hypothesis

Based on the hypothesis, the reseacher get to the result of data analyze and the hypothesis to get the answer the result of the reseacher. In correlation of the reseach, the most suitable analysis the statistical. It means that all the data are collected and analyze by using "r" Product Moment formulation.

$$R_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N.\sum X^2 - (\sum X^2)]\ N.\sum Y^2 - (\sum Y)^2]}}$$

r_{xy} = Effect coeficient of total question

N   = Total Respondent

$\sum x$ = the total score of x

$\sum y$ = the total score of y

$\sum xy$ = the score in X, times the score in Y[11]

The reseacher used this reseacher to see the correlation between two variables. To know the different the two group, the writer used formula as the follow:

    a. The interpretation Hypothesis

Table. 10
The Interpretation of Hypothesis

No	Interpretation
1	r_{xy} < *(table)* hypothesis is accepted
2	r_{xy} > *(table)* hypothesis is rejected

    b. The interpretation of correlation

Table. 11
Creteria Score Interpretation

Percentage	Criteria
0.00-0.20	Very Low
0.20-0.40	Low
0.40-0.70	Enoght

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[11] Ahma Nizar Rangkuti, *statistic untuk penelitian* , (Bandung :Cipta Pustaka Media, 2014) p.92

0.70-0.90	High
0.90-1.00	Very High[12]

To know the of variable X and Y, it can be define with the formula

$KP=r^2 X 100\%$

Where:

KP= Define correlation

R= Cofficient of testing

c. The significant of testing

Testing used to know the significant correlation between X and Y variable, the formula is:

$$T_{hitung} = r \frac{\sqrt{n-2}}{\sqrt{1-r2}}$$

Where:
t = t score
r = coeficient correlation score
n = total sample

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[12] Anas Sudijono, *penelitian statistic pendidikan* (Jakarta : PT Raja Grafindo Persada, 2000) p.180

CHAPTER IV

RESULT OF THE RESEARCH

A. Description Of The Data

In this chapter the researcher discussed the result of testing the research instrument in the form of a questionnaires and a test the result of the research on the correlation between left brain dominance to students' reading comprehension at grade X SMK Negeri Muara Batang Gadis Kab. Madina. The researcher wanted to describe the data, by seeing to the research, it's find early that this research to find out the mean score of the students to both variables namely the left brain dominance as X Variable and students' reading comprehension as Y Variable.

1. Left Brain Dominance

Based on the result of analyze the respondent answer by using questionnaires. The result of variable for the left brain dominance is described on the table below and the research that forward X variable namely the left brain dominance which proposed was 20 items questionnaire for the students. So that, the students score drawn as table below:

Table

The Resume Of Score The Left Brain Dominance

High score	69
Low score	33
Range	36
Many class	7
Interval	5
Mean	51
Median	52
Modus	53
Standard	53

After applying the instrument of the research, the research found the students' score in variable X as shown in appendix.

Based on the table above the result of questionnaire of 60 samples students' the calculation of how to get in can be seen in the appendix the highest score was 69 and the lowest score was 33, Range Was 36, many class 7, interval class was 5, mean was 51, median was 52, modus was 53,standard was 53, then based on the computation of the frequency distribution of the students' inhibition, it had been applied into table frequency distribution as follows:

Table.10

The Frequency Distribution Of The Left Brain Dominance

No	Interval (i)	Frequency	Mid point	Percentages
1	33 – 37	1	35	1,6%
2	38 – 42	6	40	10%
3	43 – 47	11	45	18,3%
4	48 – 52	15	50	25%
5	53 – 57	16	55	26,6%
6	58 – 62	6	60	10%
7	63 – 67	2	65	3,3%
8	68 – 72	3	70	5%
Jumlah		60	420	100 %

Table.11

The Score Of Left Brain Dominance (Variable X)

NO	INITIAL	SCORE
1	AT	46
2	AR	41
3	AP	67
4	AR	53
5	AA	52
6	AM	41
7	DAH	51
8	DF	67
9	DA	49
10	GS	62
11	HI	54
12	IS	52
13	KP	59
14	KW	59
15	KM	51
16	NS	43

17	NK	38
18	MW	46
19	PS	41
20	PN	54
21	PMS	51
22	RAW	54
23	RIW	56
24	SH	46
25	SS	45
26	SM	49
27	TW	33
28	TA	50
29	YN	55
30	YW	51
31	ASL	64
32	AN	51
33	ABL	57
34	AS	38
35	ANS	46
36	BS	52
37	BSL	58
38	ER	53
39	EA	51
40	ES	56
41	ESR	47
42	FUE	53
43	JE	57
44	MR	63
45	MZ	61
46	ME	43
47	MS	53
48	PS	57
49	RK	60
50	RA	53
51	RW	40
52	RK	49
53	RI	69
54	SD	48
55	SN	45
56	UL	57
57	WH	51

58	WS	45
59	YP	46
60	ZD	56

Based in the table above it can be drawn at histogram as below:
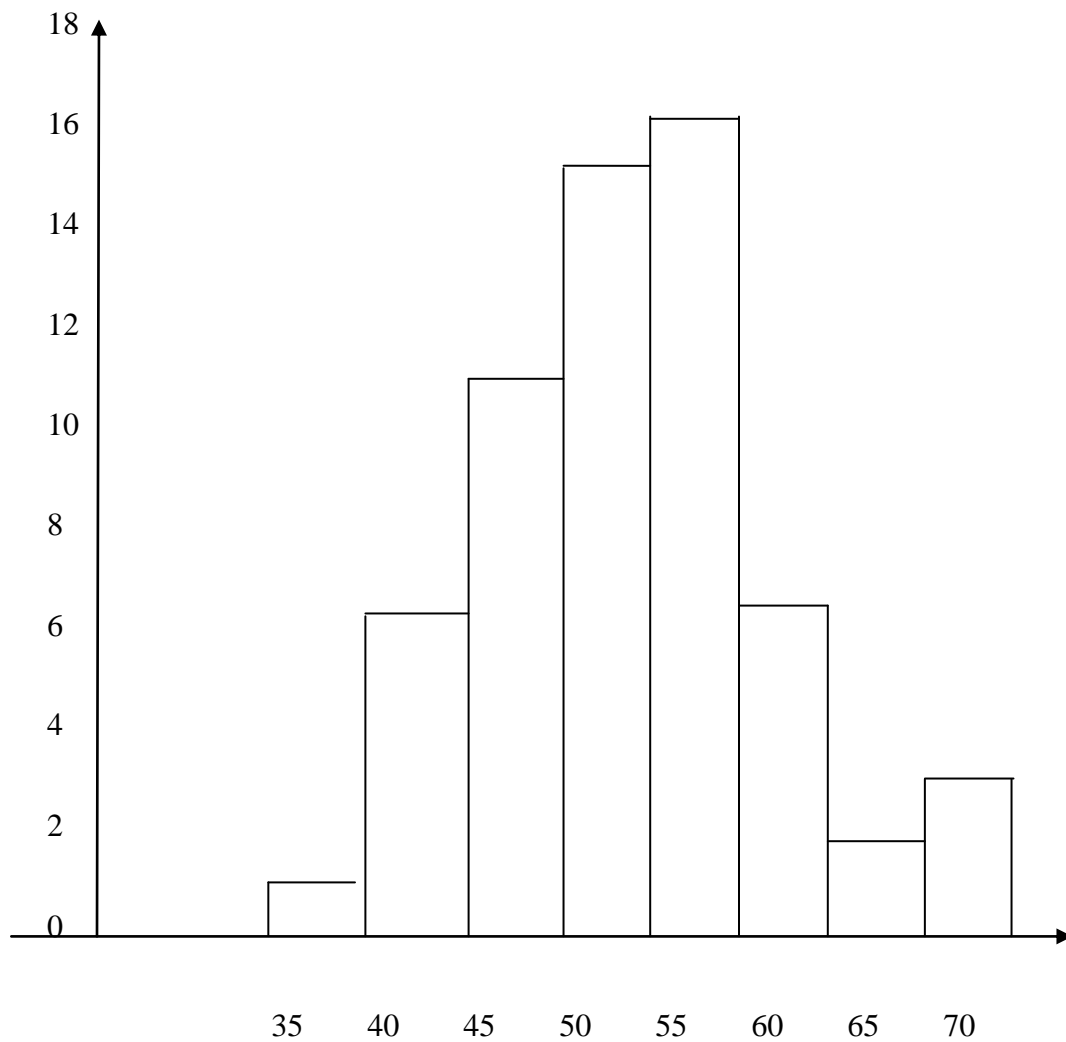
Fugri 1 : The Histogram Of The Left And Right Brain Dominance

At Smk N 1 Muara Batang Gadis

from the previous ditribution of frequency, students who gets scores 68-72 are 3 students 63-67 are 2 students 58-62 are 6 students 53-57 are 16 students 48-52 are 15 students 43-47 are 11 students 38-42 are 6 students 33- 37 are 1 students. Based on the calculation of the data it can be conluded that score which is almost are 53-57.

2. Reading Comprehension

After the above table and histogram, it had been known that variable of the students' reading comprehension indicate that respondent there were data colected from fro the research of Y variable namely students' reading comprehension that used speaking ,listening and writing test to get the result of the students reading comprehension. So that, the students' score has in the trable below:

Table.12

The Resume Of Score The Left Brain Dominance

High score	80
Low score	44
Range	36
Many class	7
Interval	5
Mean	63
Median	63,5
Modus	65
Standard deviation	64

After applying the isntrument of the research, the researcher found the students score in variable y variable as shown in appendix 2 and 6 from the data appendix, it had been that high score was 80, low score was 44, range was 36, many class was 7, interval was 5, mean was 63, median was 63,5, modus was 65 standard diviation was 64. Then based on the computed of the frequency distribution of the students' reading comprehension, it had been applied into table frequency distribution is follows:

Table.13

The score variable distribution of students' reading comprehension

No	Interval (i)	Fi	Mid point	percentages
1	48 – 52	4	46	6,6%
2	53 – 57	5	51	8,3%
3	58 – 62	11	56	18,3%
4	63 – 67	10	61	16,6%
5	68 – 72	12	66	20%
6	73 – 77	8	71	13,3%
7	78 – 82	7	76	11,3%
8	83 – 87	3	81	5%
Jumlah		60	508	100%

Table.13

The Score Of Reading Comprehension (Variable X)

NO	INITIAL	SCORE
1	AT	60
2	AR	68
3	AP	68
4	AR	76
5	AA	80
6	AM	60
7	DAH	68
8	DF	76
9	DA	56
10	GS	72
11	HI	72
12	IS	72
13	KP	80
14	KW	72
15	KM	68
16	NS	72
17	NK	72
18	MW	76
19	PS	64
20	PN	60
21	PMS	76
22	RAW	68
23	RIW	64
24	SH	60
25	SS	76
26	SM	80
27	TW	76
28	TA	48
29	YN	64
30	YW	76
31	ASL	56
32	AN	64
33	ABL	44
34	AS	56
35	ANS	56
36	BS	72
37	BSL	60

38	ER	56
39	EA	60
40	ES	72
41	ESR	48
42	FUE	68
43	JE	52
44	MR	56
45	MZ	56
46	ME	60
47	MS	56
48	PS	52
49	RK	68
50	RA	60
51	RW	60
52	RK	60
53	RI	56
54	SD	48
55	SN	56
56	UL	64
57	WH	56
58	WS	52
59	YP	52
60	ZD	52

Based on the table above , it can be drawn at histogram as below:
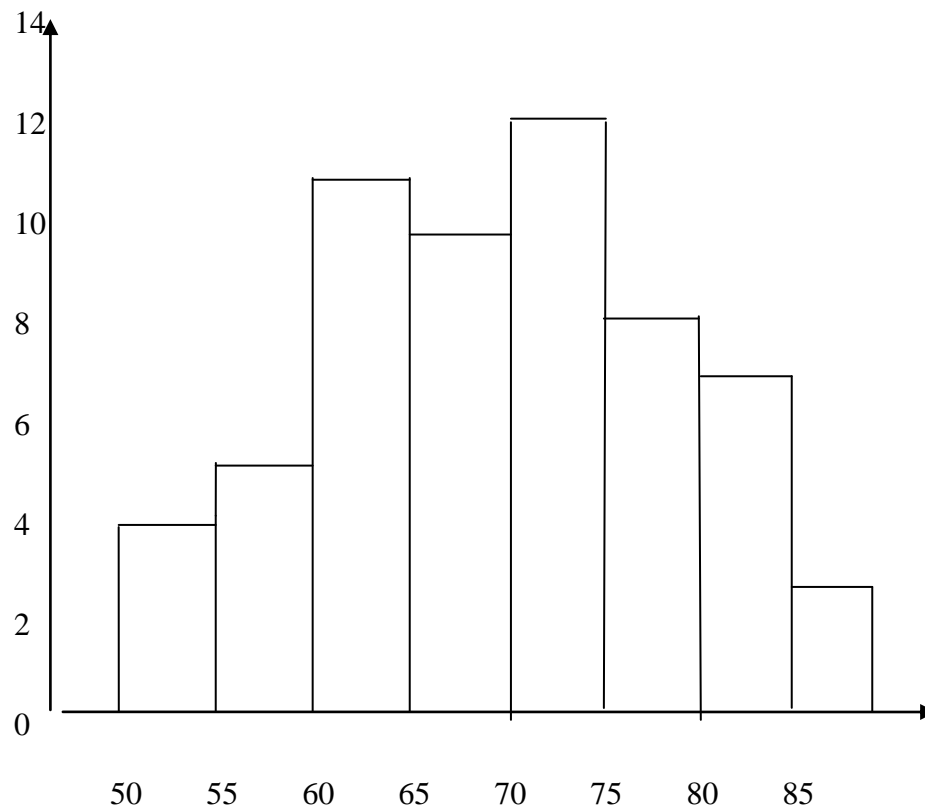
Figure 2 : the histogram of reading comprehension

From the above table and histogram, it had been known that variable evalution of students' reading comprehension indicate that respondent who gets scores 79-83 are 3 students, scores 74-78 are 7 students , scores 69-73 are 8 students , scores 64-68 are 12 students, score 59-63 are 10 students, scores 54-58 are 11 students, scores 49-53 are 5 students, score 44-48 are 4 students. Based on the calculation of the Data it can be cancluded that the score which is almost arose are 64-68.

B. Testing Hypothesis

The hipotesis in the research is there is the correlation between the left brain dominance to studens' reading comprehension at grade X SMK Negeri 1 Muara Batang Gadis Kab. Madina. After colecting and calculating the data, the data are processed and analyzed by applying correlation of "r" product moment by person because the researcher want to describe the correlation between two variables or X variable (the left brai dominance) and Y variable (reading comprehension). The statistic calculation of testing hypothesis research of the correlation the left brain dominance to students' reading comprehension at grade X SMK Negeri 1 Muara Batang Gadis Kab. Madina.

The research has to test the hypothesis Are there is a correlation between the left brain dominance to students' reading comprehension at grade X SMK Negeri 1 Muara Batang Gadis Kab.Madina. based on the calculation of product moment formula, it had been known that the valua of $_{xy}$ was 0,654. The researher used the significant in 5 % level with 60 samples. The researcher found that the score of 5% significant level is 0,254. So, the score of r_{xy} is higher than r $_{table}$ ($r_{xy} > r_{table}$) 0,654>0,254. So, null hypothesis is rejected and altarnative hypothesis is accepted. It can be categoryzed into enogh catogories based on the creteria score interpretation of product moment.

Based on the value of r_{xy} was 0,654, it meant that X variable to Y variable had correlation. So, X variable (left brain dominance) influenced to Y variable (reading comprehension) which catagorized enogh from the value r_{xy} of. It shown in the table of interpretation of product moment.

The next, to know the contribution of left brain dominance (X variable) to reading comprehension (Y variable) in identifying were KP: r^2 X 100%. Based on the calculating of contribution the result was 42% it can be seen appendix 10. So, 100% - 42,7%= 57,3% it means reading coprehension influenced contribution other variable.

The last, to know the significant correlation between the left brain dominance to students reading comprehension, the researcher used the formula $t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$. Based on the calculating the result was 6,6 it can be seen appendix 9. If $r_{xy} > t_{table}$ = the hypothesis was accepted. So, the hypothesis was accepted, bacause 6,6>0,254. It meant there are correlation between left brain dominance to students' reading comprehension .

C. Discusion

Based on the result of the data of reseach, it was finding out percentage of the correlation between left and right brain to students' speaking ability at grade XI SMA Negeri 7 Padangsidimpuan is significant. Because the value of "r" calculated is 0,447. Value of the r table in pearson product moment formulated on the degree of freedom 5% significant is 0,423. It shows "r" calculation is higher than r table or 0,447>0,423.it has high correlation and it means that the hypothesis was accepted.[1]

Then, the result the calculation was compered and with value of table on the degree of freedom RT=N-2, it show that 27-2=25 it will be compered with nearest value on the table in $\sigma : 0,05$ *significant,* this phenomenon shows that the value of(r0) = 0,756 was higher than the value r $_{table}$ 0,396 means that (r0)= 0,756>0,396 =(r $_{table}$) after having analyzed andcalculating the data, it found that the hypothesis of this reseach was accepted, means that "there was significant correlation left and right brain to students' writing ability at grade X SMA Negeri 2 Padangsidimpuan.[2]

Based on explanation above, it is prove that this research about the left brain dominance to students' reading comprehension was rather same with the other although it was in this different location. Variable X and Y prove

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[1] Riska Erpinasari, The Correlationleft and right brain to students' speking ability at grade XI SMA Negeri 7 Padangsidimpuan.
[2] Sapridawati, The Correlation Between Left and Right Brain To Students' Writing Ability At grade X SMA Negeri 2 Padangsidimpuan.

positeve correlation based on the score, the first the research did by Riska Erpinasari, she got score $r_{xy} > t_{table}$ or 0,447>0,423 and the second the research did by Sapridawati, she got score $r_{xy} > t_{table}$ or 0,756>0,396 and the next in the research with my thesis, the researcher got score $r_{xy} > r_{table}$ 0,654> 0,245. So, the researcher concluded that hypothesis was accepted and there is Correlation Between Left Brain Dominance To Students' Reading Comprehension**.**

D. The Threat Of The Research

In applying the research. The research has many limitations. The step of the research was done to get the result objective and systematically, but to get excellence result from this research were more difficult because they were the weakness of this research.

In doing the test some students did not serious because it was not important from them. So, some students asked the answer to their friend or only guest the answer.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data, the researcherv has conclusions was based on the result of the reseach, the reseacher made the conclusions that there is Correlation Between Left Brain Dominance To Students' Reading Comprehension At Grade X SMK NEGERI 1 Muara Batang Gadis KAB. Madina. It means that hypothesis was accepted because the value of r_{xy} was 0,654, while the value of r_{table} in person product moment formulated on the degree of freedom 5% significant is 0,254. It shows that r_{xy} is higher than r_{table}. It can be categorized into enough categories based on the criteria score interpretation of product moment. In this research is positive correlation and agree from the humanism theory. the contribution left brain dominance to students' reading comprehension was 42,7% and reading comprehension influenced the other variable was 57,3%

B. Suggestion

Based on the conclusion, the researcher offers some suggestion as follows:

1. The researcher on the this occasion hopes other research would conduct a research related to the topic of this study, especially to correlation between left brain dominance to students' reading comprehension.

2. To the students of SMK Negeri 1 Muara Batang Gadis Kab. Madina should have to do practice in reading comprehension.

3. English teacher of SMK Negeri 1 Muara Batang Gadis Kab. Madina are hoped to develop the students' ability in reading comprehension.

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CURICULUM VITAE

A. Identity

Name   : IRHAM AL AMINI

Reg. No   : 13 340 0087

Place /Date of birth : Tabuyung / 16 November 1994

Sex   : Female

Relegion   : Moslem

Addres   : Tabuyung Kec. Muara Batang Gadis Kab. Madina.

B. Perent

Father's Name   : Raslin Nasution

Mother's Name   : Nur Azli Hasibuan

C. Educational background

1. Elementary school in SD Negeri 381 Tabuyung 2001-2007

2. Junior High school in MTs swasta Tabuyung 2007-2009

3. Senior High in MAN Kase Rao-Rao2009-2013

4. IAIN Padangsidimpuan

APPENDIX 1

ANGKET TENTANG HUBUINGAN DOMINAN OTAK KIRI TERHADAP PEMAHAMAN MEMBACA

NAMA   :

KELAS/SEMESTER   :

HARI/TANGGAL   :

A. Pengantar.
   1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai penelitian tentang" The correlation between left brain dominance to students' reading comprehension at grade X SMK N 1 Muara Batang Gadis Kab. Madina.
   2. Informasi yang di peroleh dari anda sangat berguna bagi sipeneliti untuk menganalisis tentang hubungan antara otak kiri terhadap memahami siswa membaca.
   3. Jawaban anda tidak mempengaruhi nilai bahasa inggris anda, jawabla dengan jujur sesuai dengan keadaan anda.

B. Petunjuk Pengisian
   Pada tes ini anda akan melihat dua pernyataan yang bertentangan di antara kedua pernyataan' ada skala nilai dariu 1 sampai 5, yang mengidentifikasikan persepsi anda tentang sejauh mana pernyataan tersebut menggambarkan diri anda.

   - Kotak 1 dan 5 anda pilih kalau pernyataan anda sangat mendeskripsikan diri anda.
   - Kotak 2 dan 4 anda pilih apabila pernyataan tersebut lebih dekat terhadap gambaran diri anda dari pada sebelahnya.
   - Kotak 3 apabila kedua pernyataan tidak begitu menggambarkan diri anda.

   1. Kotak no 1 anda pilih pernyataan sebelah kiri sangat menggambarkan diri anda

2. Kotak no 5 anda pilih sebelah kanan sangat menggambarkan diri anda.
3. Kotak no 2 anda pilih kalau pernyataan sebelah kiri agak memiliki gambaran diri anda dari pada sebelah kanan.
4. Kotak no 4 anda pilih apabila pernyataan sebelah kanan agak lebih memiliki gambaran diri anda dari pada sebelah kiri.
5. Kotak no 3 anda pilih kalau anda cendrung netral dengan kotak yang lain.

Contoh

Saya suka berbicara di hadapan banyak orang	1	2	3	4	5	Saya suka berbicara di dalam kelompok kecil

Keterangan : No 4 sudah di silang berarti anda lebih cendrung menyukai
berbicara dalam kelompok kecil dari pada berbicara di hadapan banyak orang.

Left Brain	1	2	3	4	5	Right Brain
Saya mengingat nama	1	2	3	4	5	Saya mengingat wajah
Saya lebih suka mendengar instruksi lisan	1	2		4	5	Saya mendengar dengan baik melalui pertunjukan(demonstrasi), penjelasan (ilustrasi) dan instruksi simbolis.
Saya intuitif (memahami sesuatu tanpa pikiran dan di pelajari, suara hati)	1	2	3	4	5	Saya intelek(cerdas,berakal dan berpikiran jernih berdasarkan ilmu pengetahuan).
Saya berekspriment secara acak dan dengan sedikit batasan.	1	2	3	4	5	Saya bereksprimen secara sistematis dan dengan terkontrol.
Saya lebih suka menyelesaikan	1	2	3	4	5	Saya lebih suka masalah dengan

	1	2	3	4	5	
dengan memecahkanya menjadi beberapa bagian lalu mendekati masalah secara berurutan dengan menggunakan logika						mengunci secara keseluruhan, konstruksinya kemudian mendekati masalah melalui filosofos.
Saya membuat penilaian yang objektif dan terbuka kepada orang.	1	2	3	4	5	Saya membuat penilaian subjektive dan tertutup kepda orang.
Saya terbuka dan spontan	1	2	3	4	5	Saya bersifat terencana dan terstruktur.
Saya lebih suka informasi yang sudah baku dan tertentu	1	2	3	4	5	Saya lebih suka informasi yang terbuka dan tidak tentu
Saya pembaca yang suka menyimpulkan	1	2	3	4	5	Saya adalah pembaca yang analitis (melihat secara terperinci)
Saya mengutamakan dan mengandalkan bahasa dalam berfikir dan mengingat .	1	2	3	4	5	Saya mengutamakan dan mengandalkan gambaran dalam berfikir dan mengingat
Saya lebih suka berbicara dan menulis	1	2	3	4	5	Saya lebih suka menggambar dari pada manipulasi objek.
Saya muda terganggu ketika membaca buku di tempat yang ribut ataupun ramai.	1	2	3	4	5	Saya dapat dengan mudah berkonsentarsi membaca buku di tempat yang ramai.
Saya lebih suka bekerja atau belajar sesuatu yang tujuanya bebas	1	2	3	4	5	Saya lebih suka bekerja atau belajar sesuatu yang tujuanya sudah tertentu
Saya suka struktur yang tugas dan tanggung jawab tingkatan-tingkatan	1	2	3	4	5	Saya lebih suka organisasi yang sifatnya setara.
Saya mampu mengontrol perasaan saya	1	2	3	4	5	Saya lebih suka mengekspresikan perasaan saya
Saya merespon lebih baik terhadap stimuli yang berupa gerakan dan tindakan.	1	2	3	4	5	Saya merespons rangsangan sifatnya bunyi atau suara dan juga visual.

Saya pandai menafsirkan bahasa tubuh	1	2	3	4	5	saya lebih suka memperhatikan kata-kata orang yang secara tepat.
Saya sering menngunakan kiasan dan analoigi	1	2	3	4	5	Saya jarang menggunakan kiasan atau kata-kata analogi
Saya suka memecahkan masalah dengan logika	1	2	3	4	5	Saya suka memecahkan masalah dengan ituisi(suara hati)
Saya lebih menyukai tes pilihan ganda	1	2	3	4	5	Saya lebih suka pertnyaan terbuka /essay.

Padangsidimpuan ,   agustus 2017

Validator

Sojuangan Rambe, S.S.,M.Pd
NIP. 19790815 200604 1 003

APPENDIX 2

RS	IN	ITEM QUESTIONNARIES																				X	X2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	AT	1	3	4	2	2	4	4	1	2	1	1	1	2	1	4	3	5	2	2	1	46	2116
2	AR	2	2	1	3	2	1	2	1	2	1	1	1	2	4	1	3	3	3	1	5	41	1681
3	AP	4	2	3	5	1	1	2	1	3	4	5	3	4	5	5	3	5	1	5	5	67	4489
4	AR	2	3	5	5	1	2	4	1	1	1	1	1	5	1	2	4	5	2	3	4	53	2809
5	AA	1	2	2	4	1	4	4	1	1	3	4	1	5	2	3	4	2	3	2	3	52	2704
6	AM	1	2	1	4	2	3	1	2	2	1	1	1	2	2	2	2	4	1	4	3	41	1681
7	DAH	2	1	5	5	1	1	2	1	5	5	2	1	5	1	1	1	5	1	1	5	51	2601
8	DF	4	5	5	1	1	1	3	4	3	5	4	1	3	5	5	3	5	1	3	5	67	4489
9	DA	1	3	4	2	2	4	4	1	2	1	1	1	5	1	4	3	5	2	2	1	49	2401
10	GS	1	2	4	4	4	2	5	5	3	5	2	2	3	4	5	1	5	3	1	1	62	3844
11	HI	1	2	4	4	1	1	5	1	1	5	1	1	1	4	1	4	5	2	5	5	54	2916
12	IS	4	2	2	4	1	2	1	1	2	4	3	1	2	4	1	5	5	4	1	3	52	2704
13	KP	3	4	4	4	2	3	4	2	4	2	3	4	4	2	2	2	4	2	2	2	59	3481
14	KW	3	3	4	4	5	5	5	3	3	3	1	1	1	3	1	2	1	3	5	3	59	3481
15	KM	5	5	2	2	1	3	2	3	2	3	2	1	3	5	1	1	1	3	1	5	51	2601
16	NS	5	3	5	2	1	1	1	1	1	3	1	5	1	1	1	2	1	5	1	2	43	1849
17	NK	1	5	1	5	3	3	1	1	1	1	1	1	3	1	1	3	1	1	1	3	38	1444
18	MW	1	5	5	3	1	3	1	2	2	1	1	1	2	4	1	5	1	2	2	3	46	2116
19	PS	1	3	4	2	2	4	4	1	2	1	1	1	1	1	4	3	1	2	2	1	41	1681
20	PN	5	3	4	3	3	4	1	2	2	1	2	1	1	3	3	3	4	4	3	2	54	2916
21	PMS	1	1	1	5	1	1	2	2	5	5	1	2	3	1	3	4	5	4	3	1	51	2601

22	RAW	5	5	5	5	1	1	1	1	5	1	1	1	5	1	1	3	5	3	1	3	54	2916
23	RIW	1	3	4	4	2	4	4	1	2	1	4	1	5	1	4	3	4	2	5	1	56	3136
24	SH	4	2	2	4	2	1	2	2	1	1	2	1	4	2	2	2	4	1	4	3	46	2116
25	SS	1	1	4	4	1	2	5	1	5	5	1	1	1	2	1	1	5	2	1	1	45	2025
26	SM	1	1	1	1	2	5	5	1	1	5	1	1	3	1	5	1	1	5	5	3	49	2401
27	TW	1	1	1	3	1	1	1	1	2	1	1	1	6	1	1	1	1	5	1	2	33	1089
28	TA	3	1	4	3	1	5	3	2	1	5	3	1	4	3	2	3	1	3	1	1	50	2500
29	YN	1	3	4	4	1	3	1	1	1	1	3	1	5	4	5	5	1	3	5	3	55	3025
30	YW	3	4	4	4	1	1	1	5	4	3	1	5	1	2	3	2	1	4	1	1	51	2601
31	ASL	5	3	5	4	3	3	1	4	1	1	3	1	3	5	3	5	5	4	2	3	64	4096
32	AN	5	3	3	3	2	3	1	1	1	1	3	1	2	1	5	3	5	3	4	1	51	2601
33	ABL	1	5	4	3	3	3	2	1	3	3	5	1	2	5	3	3	4	3	2	1	57	3249
34	AS	1	5	3	1	1	1	1	1	2	3	2	1	1	2	1	1	3	2	3	3	38	1444
35	ANS	1	2	2	2	4	1	2	5	1	1	4	2	4	1	4	2	1	4	2	1	46	2116
36	BS	4	2	2	4	3	2	1	4	5	2	5	2	1	1	4	2	1	4	2	1	52	2704
37	BSL	1	4	3	5	4	2	3	1	3	4	4	4	2	1	2	1	4	3	5	2	58	3364
38	ER	4	3	4	4	1	1	5	1	1	4	4	1	4	4	4	1	1	1	1	4	53	2809
39	EA	1	3	5	4	1	3	1	2	3	1	5	3	1	2	1	1	5	3	1	5	51	2601
40	ES	1	4	2	5	2	5	4	5	3	2	1	1	1	5	1	1	3	1	4	5	56	3136
41	ESR	1	1	5	1	4	5	5	1	2	5	1	1	2	1	2	2	1	1	4	2	47	2209
42	FUE	1	2	2	3	1	3	5	3	2	4	1	1	1	4	3	2	5	4	1	5	53	2809
43	JE	4	1	5	3	4	2	5	3	5	2	2	3	1	2	3	5	2	1	1	3	57	3249
44	MR	1	1	5	3	5	2	4	4	1	5	1	5	3	5	1	5	3	2	2	5	63	3969
45	MZ	1	5	3	4	5	1	3	3	3	1	1	5	2	4	5	4	2	1	3	5	61	3721
46	ME	5	5	2	4	3	1	1	1	2	1	3	1	1	1	1	1	5	3	1	1	43	1849

47	MS	2	5	4	4	3	2	1	3	4	2	3	3	1	5	1	3	2	2	1	2	53	2809
48	PS	2	3	4	4	1	4	1	2	1	2	2	3	5	5	4	1	3	2	3	5	57	3249
49	RK	3	4	4	3	4	2	4	2	3	3	3	1	2	4	3	5	2	3	1	4	60	3600
50	RA	1	5	1	1	5	1	5	1	5	4	1	1	1	1	3	1	5	5	5	1	53	2809
51	RW	1	3	4	2	1	1	2	2	3	1	1	5	1	1	2	2	4	1	2	1	40	1600
52	RK	1	3	4	4	1	2	3	4	2	3	1	1	2	1	3	2	4	4	3	1	49	2401
53	RI	4	5	3	5	5	2	5	2	5	1	4	5	4	1	5	5	1	2	4	1	69	4761
54	SD	1	5	5	5	1	3	5	1	3	1	3	1	1	1	1	5	1	3	1	1	48	2304
55	SN	1	1	5	1	1	2	5	1	2	1	1	1	5	5	1	1	5	1	4	1	45	2025
56	UL	1	5	5	3	1	3	5	2	1	1	2	1	5	3	2	4	5	2	1	5	57	3249
57	WH	1	4	3	1	2	2	2	4	1	3	4	2	1	3	2	4	2	1	5	4	51	2601
58	WS	1	5	4	3	1	1	1	1	3	3	1	1	5	2	3	4	1	1	3	1	45	2025
59	YP	1	2	4	1	3	1	1	1	1	1	3	5	2	3	1	4	3	1	5	3	46	2116
60	ZD	4	2	5	3	2	1	2	1	2	2	2	1	5	4	2	5	4	2	2	5	56	3136
	TOTAL SCORE																					3095	163025

APPENDIX 3

Test reading comprehesion

1. Bacalah teks dengan baik dan benar!
2. Buatlah tanda (x) pada salah satu "a,b,c dan d, dengan jwaban yang benar!

Text 1

A long time ego, in a small village near the beach in west sumatra, a woman and her son lived. They were Malinkundang and her mother. Her mother was a single parent because Malin kundang's father and passed away when he was a baby Malin kundang had to live hard with his mother

Malin kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malinkundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the marchant. With his brave and power, Malinkundang defeated the pirates. The merchant was so happy and thanked to him. In retum the merchant asked malinkundang to sail with him. To get a better life malinkundang agreed. He left his mother alone. Many years later, malinkundang bacame wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfecly he had beatiful wife too. When he was sailing his traiding journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town ;"malinkundang has become rich and now he is here".

And old woman ran to the beach to meet the new rich merchant. She was Malinkundang's mother. She wanted to hug him, relesed here. At sadness of being lonely after solong time. Unfortunately when the mothe came ,Malinkundang who was in front of his well dressed wife and ship crews denied meeting that old lonely woman. For three times her mother begged Malinkundang and for three times yelled at her. At last Malinkundang said to hers"enough, old woman! I have never had a mother like you, a dirty and ugly woman!" after that ordered his crews to set sail. He would leave the old

mother again but in that time she was full both sadness and agriness. Finally, enranged, she cursed malinkundang that he would turn into a stone if he didn't apologize. Malinkundang just laughed and really set sail.

In the quet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malinkundang to apolige. He was thrown by wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

1. What is the topic story about ?
   A. Malinkundang
   B. Malinkundang became wealthy
   C. The merchant was so happy and thanked to him
   D. He left his mother

2. What is main idea from the second paragrap two above?
   A. Malin kundang was a healthy, dilligent, and strong boy
   B. After getting fish he would bring to his mother
   C. He helped the marchant
   D. Malinkundag bacame wealthy

3. What is the topic sentence of the first paragraph?
   A. Malinkundang just laughetd and really set sail
   B. In small village near beach in west sumatra, a woman an her son lived
   C. They were malinkundang and her
   D. Her mother was a single perent because malinkundang's father and passed away when he was a baby.

4. What does the third paragraph tell you about?
   A. She wanted to hug him, released here.
   B. She was Malinkundang mother
   C. Malinkundang ungodly child does not recognize that old lady as her mother
   D. Malinkundang just laughetd and really set sail
5. The following statement is not correct based on the text ?
   A. He was not thrown by the wave out of his ship
   B. It was really to late for him to avoid his curse
   C. His mother forgives her children
   D. Old woman ran to beach too meet the poor merchant
6. Which of the following statement is NOT TRUE according to the text ?
   A. Malinkundang was a heatly dilligent boy
   B. Hermother was a single parent
   C. Malinkundand is not a rebellious
   D. His village is near the beach in west sumatra

Text 2

On Saturday night we went to the town hall.

It was the last day of the year and large crowd of people had gethered under the town hall clock. It would strike twelve in twenty minutes" time. Fifteen minutes passed and then, at five to twelve, the clockm stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted," it's two minutes past twelve ! the clock has stoped!"

I looked at my watch. It was true. The big clock refused to welcome the new year. At thet moment, everybody began to laugh and sing.

7. What is the topic of the text?

    A. My new year in the town hall

    B. Everybody confused in the town hall

    C. The clock in the town hall was broken

    D. We looked the big clock.

8. Why did the people gather under the town hall clock?

    A. To welcome the new year   C. To strike the laughing people

    B. To see the newly bought clock   D**.** To stop people who shounted

9. What is the main idea of the second paragraph?

    A. We went to the town hall   C. We wait the new year

    B. We find the broken clock   D. Everybody didn't gather in town hall

10. What probably happned when someone shouted that clock stopped?

    A. Eeverybody directly celebrated the new year C.Eeverybody looked for a watch

    B. Everybody sings and laugh   D. Everybody shouted too

11. " <u>it</u> would strike twelve in twenty minutes' time". (paragrap l)

    The uderlined word refers to.....

    A. The clock   C. The town

    B. Author's watch   D. The place

12. It was the last day of the year and large <u>crowd</u> of people had gathered under the town hall clock. (paragrap l)

    What is the closset meaning of the underlined word?

    A. Mass   C. Many

    B. Big   D. much

Text 3

I am so glad that today is over. So many things vave gone wrong. For some reasons l didn't sleep a wink last night. I was very tired when mum called me this morning. I fell asleep again until mum called me again. That snoze made me late.

I did not have time for breakfast. I was starving as l ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgettern to put it in my bag the night before. I usually check my bag in the morning. I did not do this because l was late l had to do extra assignment as a punishment.

After biology lesson, l did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a teribble day! I hope that l Have much better one tomorrow.

13. The following statement is not correct based on the text ?
   A. he is so glad that today is over
   B. she has mach time for breakfast
   C. she arrived at school on time
   D. his homework was not in his bag.

14. What does the third paragraph tell you about ?
   A. She doesn't have time to breakfast
   B. The teacher asked her homework but she forget to put it
   C. She didn't sleep a wink last night
   D. She has put her \homework in her bag

15. What is the main idea of the first paragraph?
   A. Many things have gone wrong

B. I did not have time for brakfast

C. That snooze made me late

D. Got punisment from his teacher

16. Which of the following statement is NOT TRUE according to the text ?

A. The writer didn't sleep a wink at that night

B. He didn't hand in his homework

C. He had breakfast before leaving for school

D. He fell down the stairs

17. What is the main idea of the third paragraph?

A. I arrived at school on time

B. The teacher asked us to hand in our homework

C. I had forgettern to put it in my bag the night before.

D. My homework was not in my back

Text 4

Last holiday my students and l went to jogjakarta. We stayed at morison hotel which is not a long way from malioboro. On Friday, we went to the sanctuaries in prambanan. There are three major sanctuaries, the brahmana, syiwa and wisnu sanctuaries. They are truly stunning we went by just brahmana and syiwa sanctuaries, on the grounds that wisnu sanctuary is being remondeled. On Saturday morning we went to yogyakraton. We spent Around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that poin we proceded with our adventure to borobudur. we touched base at four p.m. at 6 p.m. we heard the declaration that borobudur entryway would be closed. In the evening we left jogjakarta by bus.

18. "We spent around two hours there."

What is the closer meaning of the underlined word?

A. trough

B. deplete

C. need

D. give

19. What is the main idea of te text?

    A. We went to jogjakarta

    B. We visited prambanan

    C. My bad hiliday in jogjakarta

    D. We went malioboro

20. Why did they only visit Brahmana dan Syiwa temples?

    A. Because there was no wisnu temple

    B. Because wisnu temple was amazing

    C. Because wisnu temle was too small

    D. Because wisnu temle was being repaired

21. When did they go home ?

    A. On saturdaymorning

    B. On Saturday evening

    C. On Thursday evening

    D. On Friday afternoon

On Sunday morning my family and l went on boat cruise.

We went underneath the port bridge and then we went past some cargo ships. When we got to lincon park we had a picnic. After we had finished, we played on the rock climbing tower. Then Mr. John smith came over said Mr. Brown was giving out some apples.then after we finished that we went home.

Althought it was tiring, we were happy.

22. Who are the pacticipants in the story?

A. A, B, C are correct
B. The writer's family and Mr. John Smith
C. Mr. John Smith and the writer
D. Mr. Brown and Mr. John Smith

23. What is the topic sentences of the text?
A. My holiday in cargo ships
B. Mr. John Smith and family gave apples
C. My holiday in rock climbing
D. My family and l went to boat cruise

24. "although <u>it</u> was tiring, we were happy ". (paragrap 2)
The uderlined word refers to.....
A. The writer
B. The family
C. This picnic
D. The rock climbing

25. What is the topic of the text ?
A. On Sunday morning my family and l went on boat cruise
B. My End Of The Week
C. When we got to lincon park we had a picnic
D. My end of the week was happy

Padangsidimpuan ,   agustus 2017
Validator

<u>**SojuanganRambe, S.S.,M.Pd**</u>
NIP. 19790815 200604 1 003

APPENDIX 4

RS	IN	NO ITEMS																									Y	Y2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	AT	4	4	0	0	4	4	4	4	0	0	4	0	4	0	4	0	4	4	4	0	4	4	0	0	4	60	3600
2	AR	4	4	0	0	4	4	4	4	0	0	0	0	4	4	4	4	4	4	4	0	4	4	4	0	4	68	4624
3	AP	4	4	4	0	4	4	4	4	0	4	0	4	4	0	4	0	4	4	4	0	4	4	0	0	4	68	4624
4	AR	4	4	4	0	4	4	4	4	4	0	4	0	4	4	4	0	4	4	4	0	4	4	0	4	4	76	5776
5	AA	4	4	4	4	4	4	4	4	4	0	4	0	4	4	4	0	4	4	4	0	4	4	0	4	4	80	6400
6	AM	4	0	0	0	4	4	4	4	0	0	4	0	4	0	4	4	4	4	4	0	4	4	0	0	4	60	3600
7	DAH	4	4	0	0	4	4	4	4	0	4	0	4	4	4	4	0	4	4	4	0	4	4	0	0	4	68	4624
8	DF	4	4	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	0	4	4	0	4	0	0	4	76	5776
9	DA	4	0	0	0	4	4	4	4	0	0	0	0	4	0	4	4	4	4	4	0	4	4	0	0	4	56	3136
10	GS	4	4	4	0	0	4	4	4	4	0	4	0	4	4	4	0	4	4	4	0	4	4	4	0	4	72	5184
11	HI	4	4	4	0	4	4	4	4	4	0	0	0	4	4	4	0	4	4	4	0	4	4	4	4	0	72	5184
12	IS	4	4	4	4	4	4	4	4	4	0	0	0	4	4	4	0	4	4	4	0	4	4	0	4	0	72	5184
13	KP	4	4	4	0	4	4	4	4	4	0	4	0	0	4	4	0	4	4	4	4	4	4	4	4	4	80	6400
14	KW	4	4	4	0	4	4	4	4	4	0	4	0	4	4	4	0	4	4	4	0	4	4	4	0	0	72	5184
15	KM	4	4	0	0	4	4	4	4	0	4	0	4	4	4	4	0	4	4	4	0	4	4	0	0	4	68	4624
16	NS	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	4	4	4	0	4	0	0	0	4	72	5184
17	NK	4	4	0	0	4	4	4	4	0	0	4	0	4	4	4	0	4	4	4	0	4	4	4	4	4	72	5184
18	MW	4	4	4	0	4	4	0	4	4	4	4	0	4	4	4	0	4	4	4	0	4	4	4	0	4	76	5776
19	PS	4	4	0	0	4	4	4	4	0	0	4	4	4	0	4	0	4	4	4	0	4	4	0	0	4	64	4096

No		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	Square
20	PN	4	0	0	4	4	4	4	4	4	4	0	0	4	4	4	0	4	4	4	0	4	0	0	0	0	60	3600
21	PMS	4	4	4	4	4	4	4	4	0	4	0	4	4	4	4	0	4	4	4	0	4	4	0	0	4	76	5776
22	RAW	4	4	0	0	4	4	4	4	0	0	4	0	4	4	4	4	4	4	4	0	4	4	0	0	4	68	4624
23	RIW	4	4	0	0	4	4	4	4	0	0	4	4	4	4	4	0	4	4	4	0	0	4	0	0	4	64	4096
24	SH	4	0	0	0	4	4	4	4	0	0	4	0	4	0	4	4	4	4	4	0	4	4	0	0	4	60	3600
25	SS	4	4	0	0	4	4	4	4	0	0	4	0	4	4	4	4	4	4	4	0	4	4	4	4	4	76	5776
26	SM	4	4	4	0	4	4	4	4	4	4	0	0	4	4	4	0	4	4	4	0	4	4	4	4	4	80	6400
27	TW	4	4	4	4	4	4	4	4	0	4	4	0	4	4	4	0	4	4	4	0	4	4	0	0	4	76	5776
28	TA	4	0	0	0	4	0	4	4	0	0	0	0	4	0	4	0	4	4	4	0	4	4	0	0	4	48	2304
29	YN	4	4	0	0	4	4	4	4	0	0	4	0	4	0	4	4	4	4	4	0	4	4	0	0	4	64	4096
30	YW	4	4	4	0	4	4	4	4	0	0	4	0	4	4	4	0	4	4	0	4	4	4	4	4	4	76	5776
31	ASL	4	4	0	4	4	0	4	0	4	0	0	4	4	4	0	4	0	0	4	4	4	0	0	4	0	56	3136
32	AN	4	4	4	4	4	4	4	0	0	0	4	4	4	4	4	4	0	4	4	0	4	0	0	0	0	64	4096
33	ABL	4	4	0	0	4	0	4	0	4	0	4	0	4	0	0	4	0	0	4	0	0	0	0	4	0	44	1600
34	AS	4	4	0	0	4	0	4	0	4	0	4	4	4	0	4	0	4	4	0	4	0	0	4	0	4	56	3136
35	ANS	4	4	4	4	4	4	4	4	0	0	4	4	4	0	0	4	0	0	4	0	0	0	0	4	0	56	3136
36	BS	4	4	0	0	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	0	4	4	0	4	0	72	5184
37	BSL	4	4	0	4	4	0	4	0	4	0	4	4	4	0	4	4	0	0	4	0	4	4	0	4	0	60	3600
38	ER	4	4	0	4	4	0	4	0	0	0	4	4	4	4	4	0	4	4	4	0	4	0	0	0	0	56	3136
39	EA	4	4	0	4	4	0	4	0	4	4	4	4	4	4	4	0	0	0	0	0	0	4	0	4	4	60	3600
40	ES	4	4	0	4	4	0	4	4	4	4	4	4	4	0	4	4	0	4	4	0	4	4	0	4	0	72	5184
41	ESR	N	4	0	4	4	0	4	0	0	0	4	4	4	0	0	4	0	0	4	0	0	4	0	0	0	48	1600
42	FUE	4	4	0	4	4	4	4	4	4	0	4	4	4	0	0	4	0	4	4	0	4	0	0	4	4	68	4624
43	JE	4	4	4	4	4	0	4	0	4	0	4	4	4	0	0	4	0	0	0	0	4	0	0	4	0	52	2704
44	MR	4	4	0	0	4	4	4	0	0	4	4	4	4	0	0	4	0	4	4	0	0	4	0	0	4	56	3136

45	MZ	4	4	4	4	4	0	4	0	4	0	4	4	4	0	0	4	4	0	4	0	0	0	0	4	0	56	3136
46	ME	4	4	0	0	4	0	4	0	4	0	4	4	4	0	0	4	4	4	4	0	4	4	0	0	4	60	3600
47	MS	4	4	4	0	4	4	4	0	0	4	4	4	4	4	0	4	0	0	4	0	4	0	0	0	0	56	3136
48	PS	4	4	0	4	4	0	4	0	4	0	4	4	4	0	0	4	0	4	4	0	0	0	0	4	0	52	2704
49	RK	4	4	0	0	4	0	4	4	0	0	4	4	4	4	4	4	4	4	4	0	4	0	0	4	4	68	4624
50	RA	4	4	0	4	4	0	4	0	4	0	4	4	4	4	4	0	0	4	0	0	4	0	0	4	4	60	3600
51	RW	4	4	4	0	4	0	4	4	0	0	4	4	4	0	0	4	0	4	4	0	4	4	0	4	0	60	3600
52	RK	4	4	4	4	4	0	4	0	4	0	4	4	4	0	0	0	0	4	4	0	4	4	0	0	4	60	3600
53	RI	4	4	0	0	4	0	4	4	0	0	4	4	4	4	0	4	4	4	4	0	0	0	0	4	0	56	3136
54	SD	4	4	0	0	4	0	4	0	4	0	4	4	4	0	0	4	0	4	0	0	4	0	0	4	0	48	2304
55	SN	4	4	0	0	4	0	4	0	4	4	4	4	4	0	4	4	0	0	4	0	4	0	0	4	0	56	3136
56	UL	4	4	0	4	4	0	4	0	4	4	4	4	4	4	4	0	0	4	4	0	0	0	0	4	4	64	4096
57	WH	4	4	4	0	4	4	4	0	4	0	4	4	4	0	0	4	0	0	4	0	4	0	0	4	0	56	3136
58	WS	4	4	0	0	4	0	4	0	4	0	4	4	4	0	4	4	0	4	0	0	4	0	0	4	0	52	2704
59	YP	4	4	4	4	4	0	4	0	4	0	4	4	4	0	0	4	0	0	4	0	0	0	0	0	4	52	2704
60	ZD	4	4	0	0	4	0	4	0	4	0	4	4	4	0	0	4	0	4	4	0	4	0	0	4	0	52	2704
	TOTAL SCORE																										3796	245776

APPENDIX 5

Correlation Between Left Brain Dominance To Students' Reading Comprehension

NO	X	Y	X^2	Y^2	XY
1	46	60	2116	3600	2760
2	41	68	1681	4624	2788
3	67	68	4489	4624	4556
4	53	76	2809	5776	4028
5	52	80	2704	6400	4160
6	41	80	1681	3600	3280
7	51	68	2601	4624	3468
8	67	76	4489	5776	5092
9	49	56	2401	3136	2744
10	62	72	3844	5184	4464
11	54	72	2916	5184	3888
12	52	72	2704	5184	3744
13	59	80	3481	6400	4720
14	59	72	3481	5184	4248
15	51	68	2601	4624	3468
16	43	72	1849	5184	3096
17	38	72	1444	5184	2736
18	46	76	2116	5776	3496
19	41	64	1681	4096	2624
20	54	60	2916	3600	3240
21	51	76	2601	5776	3876
22	54	68	2916	4624	3672
23	56	64	3136	4096	3584

24	46	60	2116	3600	2760
25	45	76	2025	5776	3420
26	49	80	2401	6400	3920
27	33	76	1089	5776	2509
28	50	48	2500	2304	2400
29	55	64	3025	4096	3520
30	51	76	2601	5776	3876
31	64	56	4096	3136	3584
32	51	64	2601	4096	3264
33	57	44	3249	1600	2280
34	38	56	1444	3136	2128
35	46	56	2116	3136	2576
36	52	72	2704	5184	3640
37	58	60	3364	3600	3480
38	53	56	2809	3136	2968
39	51	60	2601	3600	3060
40	56	72	3136	5184	4032
41	47	48	2209	2304	1880
42	53	68	2809	4624	3604
43	57	52	3249	2704	3484
44	63	56	3969	3136	3528
45	61	56	3721	3136	3416
46	43	60	1849	3600	2580
47	53	56	2809	3136	2968
48	57	52	3249	2704	2964
49	60	68	3600	4624	4080

50	53	60	2809	3600	3180
51	40	60	1600	3600	2400
52	49	60	2401	3600	2940
53	69	56	4761	3136	3864
54	48	48	2304	2304	2304
55	45	56	2025	3136	2520
56	57	64	3249	2304	3648
57	51	56	2601	3136	2856
58	45	52	2025	2704	2340
59	46	52	2116	2704	2392
60	56	52	3136	2704	2912
TOTAL SCORE	3095	3796	163025	245776	197009

N : 60
$\sum X$: 3095
$\sum Y$: 3796
$\sum X2$: 163025
$\sum Y2$: 245776
$\sum XY$: 197009

$$Rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X2 - (\sum X)2\}\{N\sum Y2 - (\sum Y)2\}}}$$

$$= \frac{60.197009 - (3095)(3796}{\sqrt{\{60.163025 - (3095)2\}\{60.245776 - (3796)2\}}}$$

$$= \frac{11.820.540 - 11.748.620}{\sqrt{\{9.781.500 - 9.579.025\} - \{14.746.560 - 14.409.616\}}}$$

$$= \frac{170.920}{\sqrt{(202.475)(336.944)}}$$

$$= \frac{170.920}{\sqrt{68.222.736.400}}$$

$$= \frac{170.920}{261.194,82}$$

$$= 0,654$$

There is the contribution of variable X to variable Y as drawn below:

KP = r^2 x100%
= 0,654x 100%
= 0,427x100%
=42,7%

To know the significant correlation between X and Y variable as drawn below:

$$T_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

$$= \frac{0,654\sqrt{60-2}}{\sqrt{1-(0,65)2}}$$

$$= \frac{0,654\sqrt{58}}{\sqrt{1-0,4225}}$$

$$= \frac{0,654 x\ 7,61}{\sqrt{0,5775}}$$

$$= \frac{4,97}{0,75}$$

$$= 6,6$$

APPENDIX 6

The Score Of Left Brain Dominance (Variable X)

NO	INITIAL	SCORE
1	AT	46
2	AR	41
3	AP	67
4	AR	53
5	AA	52
6	AM	41
7	DAH	51
8	DF	67
9	DA	49
10	GS	62
11	HI	54
12	IS	52
13	KP	59
14	KW	59
15	KM	51
16	NS	43
17	NK	38
18	MW	46
19	PS	41
20	PN	54
21	PMS	51
22	RAW	54
23	RIW	56
24	SH	46
25	SS	45

26	SM	49
27	TW	33
28	TA	50
29	YN	55
30	YW	51
31	ASL	64
32	AN	51
33	ABL	57
34	AS	38
35	ANS	46
36	BS	52
37	BSL	58
38	ER	53
39	EA	51
40	ES	56
41	ESR	47
42	FUE	53
43	JE	57
44	MR	63
45	MZ	61
46	ME	43
47	MS	53
48	PS	57
49	RK	60
50	RA	53
51	RW	40
52	RK	49
53	RI	69

54	SD	48
55	SN	45
56	UL	57
57	WH	51
58	WS	45
59	YP	46
60	ZD	56

APPENDIX7

RESULT OF NORMALITY TEST

The calculation of statistic Mean, Median, Modus, Standard Deviation And Trend Quality score of X Variable (Left Brain Dominance).

1. The minimum and maximum score found with arrange score of variable from lower to higher.

33	38	38	40	41	41	41	43	43	45
45	45	46	46	46	46	46	47	48	49
49	49	50	51	51	51	51	51	51	51
52	52	52	53	53	53	53	53	54	54
54	55	56	56	56	57	57	57	57	58
59	59	60	61	62	63	64	69	69	69

2. From the data above, the higher score = 82, and lower score = 37

3. Range

    R =higher score - lower score

      = 69-33

      = 36

4. Many class (K)

    K = 1 +(3,3) Log n

      = 1 + (3,3) Log (60)

      = 1 + (3,3) 1,17

      = 1 + 5,84

$= 6,84 \text{atau} 7$

5. Interval (i) $= \dfrac{range}{many\ class}$

$= \dfrac{36}{7}$

$= 5,14 \text{atau} 5$

6. Mean

No	Interval (i)	Fi	Cumulative frequency Xi	Fi.xi
1	33 – 37	1	35	35
2	38 – 42	6	40	240
3	43 – 47	11	45	495
4	48 – 52	15	50	750
5	53 – 57	16	55	880
6	58 – 62	6	60	360
7	63 – 67	2	65	130
8	68 – 72	3	70	210
Jumlah		60	420	3.100

Mean $= \sum \dfrac{fi.xi}{fi}$

$= \dfrac{3100}{60}$

= 51,6atau 51

7. Median

No	Interval (i)	Fi	F
1	33 – 37	1	1
2	38 – 42	6	7
3	43 – 47	11	18
4	48 – 52	15	33
5	53 – 57	16	49
6	58 – 62	6	55
7	63 – 67	2	57
8	68 – 72	3	60
Jumlah		60	280

$$\text{Median} = Bp + \left(\frac{\frac{1}{2}n - f}{f}\right) i$$

$$= 52,5 + \left(\frac{\frac{1}{2}n - f}{f}\right) i$$

$$= 52,5 + \left(\frac{30 - 33}{16}\right) 5$$

$$= 52,5 + \left(\frac{-3}{18}\right) 5$$

$$= 52,5 + -0,16$$

$$= 52,3$$

8. Modus

No	Interval (i)	Fi
1	33 – 37	1
2	38 – 42	6
3	43 – 47	11
4	48 – 52	15
5	53 – 57	16
6	58 – 62	6
7	63 – 67	2
8	68 – 72	3
Jumlah		60

Modus $= Bb + \left(\frac{fi}{f1-f2}\right) i$

$$= 52,5 + \left(\frac{1}{1+10}\right) 5$$

$$= 52,5 + \left(\frac{7}{11}\right) 5$$

$$= 52,5 + (0,09)5$$

$$= 52,5 + 0,45$$

$$= 52,95 \text{ atau } 53$$

9. Standard deviation

No	Interval (i)	Fi	Cumulative	Fi.xi	Xi^2	$f.xi^2$

			frequency Xi			
1	33 – 37	1	35	35	1225	1225
2	38 – 42	6	40	240	1600	9600
3	43 – 47	11	45	495	2025	22275
4	48 – 52	15	50	750	2500	37500
5	53 – 57	16	55	880	3025	48400
6	58 – 62	6	60	360	3600	21600
7	63 – 67	2	65	130	4225	8450
8	68 – 72	3	70	210	4900	14700
Jumlah		60	420	3.100	23100	163750

$$S = \sqrt{\frac{\sum f.xi2}{\sum f - 1}}$$

$$= \sqrt{\frac{163750}{60 - 1}}$$

$$= \sqrt{\frac{163750}{59}}$$

$$= \sqrt{2.775}$$

$$= 52{,}67 \text{ atau } 53$$

APPENDIX 8

NO	INITIAL	SCORE
1	AT	60
2	AR	68
3	AP	68
4	AR	76
5	AA	80
6	AM	60
7	DAH	68
8	DF	76
9	DA	56
10	GS	72
11	HI	72
12	IS	72
13	KP	80
14	KW	72
15	KM	68
16	NS	72
17	NK	72
18	MW	76
19	PS	64
20	PN	60
21	PMS	76
22	RAW	68
23	RIW	64
24	SH	60
25	SS	76

26	SM	80
27	TW	76
28	TA	48
29	YN	64
30	YW	76
31	ASL	56
32	AN	64
33	ABL	44
34	AS	56
35	ANS	56
36	BS	72
37	BSL	60
38	ER	56
39	EA	60
40	ES	72
41	ESR	48
42	FUE	68
43	JE	52
44	MR	56
45	MZ	56
46	ME	60
47	MS	56
48	PS	52
49	RK	68
50	RA	60
51	RW	60
52	RK	60
53	RI	56

54	SD	48
55	SN	56
56	UL	64
57	WH	56
58	WS	52
59	YP	52
60	ZD	52

APPENDIX 9

RESULT OF NORMALITY TEST

The calculation of statistic Mean, Median, Modus, Standard Deviation And Trend Quality score of Y Variable (Reading Comprehension).

1. The minimum and maximum score found with arrange score of variable from lower to higher.

44	48	48	48	52	52	52	52	52	56
56	56	56	56	56	56	56	56	56	56
60	60	60	60	60	60	60	60	60	60
64	64	64	64	64	68	68	68	68	68
68	68	72	72	72	72	72	72	72	72
76	76	76	76	76	76	76	80	80	80

2. From the data above, the higher score = 84, and lower score = 48

3. Range

      R =higher score - lower score

        = 80– 44

        = 36

4. Many class (K)

   K = 1 +(3,3) Log n

    = 1 + (3,3) Log (60)

    = 1 + (3,3) 1,17

    = 1 + 5,84

    = 6,84atau 7

5. Interval (i) $= \dfrac{range}{many\ class}$

$= \dfrac{36}{7}$

$= 5,14$ atau 5

6. Mean

No	Interval (i)	Fi	Cumulative frequency Xi	Fi.xi
1	44 – 48	4	46	184
2	49–53	5	51	255
3	54- 58	11	56	616
4	59-63	10	61	610
5	64-68	12	66	792
6	69 -73	8	71	568
7	74 -78	7	76	532
8	79– 83	3	81	243
Jumlah		60	508	3.800

Mean $= \sum \dfrac{fi.xi}{fi}$

$$= \frac{3.800}{60}$$

$$= 63$$

7. Median

No	Interval (i)	Fi	F
1	44 - 48	4	4
2	49-53	5	9
3	54- 58	11	20
4	59-63	10	30
5	64-68	12	42
6	69 -73	8	50
7	74 -78	7	57
8	79- 83	3	60
Jumlah		60	272

Median = $Bp + \left(\frac{\frac{1}{2}n - f}{f} \right) i$

$= 63,5 + \left(\frac{\frac{1}{2}n - f}{f} \right) i$

$= 63,5 + \left(\frac{30 - 30}{12} \right) 5$

$= 63,5 + \left(\frac{0}{23} \right) 5$

$= 63,5$

8. Modus

No	Interval (i)	Fi
1	44 – 48	4
2	49–53	5
3	54- 58	11
4	59-63	10
5	64-68	12
6	69 -73	8
7	74 -78	7
8	79– 83	3
Jumlah		60

Modus $= Bb + \left(\frac{fi}{f1-f2}\right) i$

$= 63,5 + \left(\frac{12-10}{12-10+12-8}\right) 5$

$= 63,5 + \left(\frac{2}{2+4}\right) 5$

$= 63,5 + \left(\frac{2}{6}\right) 5$

$= 63,5 + 1,6$

$= 65$

9. Standard deviation

No	Interval (i)	Fi	Cumulative frequency Xi	Fi.xi	Xi^2	$f.xi^2$
1	44 – 48	4	46	184	2116	8464
2	49–53	5	51	255	2601	13005
3	54- 58	11	56	616	3136	34496
4	59-63	10	61	610	3721	37210
5	64-68	12	66	792	4356	52272
6	69 -73	8	71	568	5041	40328
7	74 -78	7	76	532	5776	40432
8	79– 83	3	81	243	6561	18954
Jumlah		60	508	3.800	33308	245161

$$S = \sqrt{\frac{\sum f.xi2}{\sum f - 1}}$$

$$= \sqrt{\frac{245.161}{60 - 1}}$$

$$= \sqrt{\frac{245.161}{59}}$$

$$= \sqrt{4.155}$$

$$= 64$$

Nomor : B - 116   /In.14/E.4c/TL.00/02/2018   23 Februari 2018
Hal   : Izin Penelitian
          Penyelesaian Skripsi.

Yth. Kepala SMK N 1 Muara Batang Gadis
Kabupaten Mandailing Natal

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama   : Irham Al-Amini

NIM   : 13 340 0087

Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Alamat   : Tabuyung Kec. Muara Batang Gadis Kab. Mandailing Natal

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Left Brain Dominance to Students' Reading Comprehension at Grade IX SMK N 1 Muara Batang Gadis Kab. MADINA". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasin.

Dekan

Lelya Hilda, M.Si
200003 2 002

Nomor   : 038 / 421.5 / 1-MBG / I/ 2018
Lampiran   : -
Perihal   : Izin Penelitian Penyelesaian Skripsi

Kepada Yth,
Saudara IRHAM AL-AMINI

Berdasarkan surat saudara Nomor : B-116/In.14/E.4c/TL.00/02/2018 tanggal 23 Februari 2018, perihal : Izin Melakukan Penelitian Penyelesaian Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan, maka bersama surat ini kami sampaikan kepada Ketua Program Studi Pendidikan Diklat   Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan bahwa mahasiswa yang berketerangan dibawah ini :

Nama   : IRHAM Al-AMINI
NIM   : 13 340 0087
Judul Penelitian : " *The Correlation Between Left Brain Dominance To Students' Reading Comprehension at Grade IX* SMK N 1 Muara Batang Gadis Kab.Madina"

diijinkan untuk melakukan penelitian di SMK Negeri 1 Muara Batang Gadis mulai tanggal 05 s/d 10 Maret 2018 .

Demikian surat ini kami buat, agar dapat dipergunakan sebagaimana mestinya, dan atas perhatiannya diuapkan terimakasih.

Tabuyung, 06 Maret 2018
Kepala SMK Negeri 1 Muara Batang Gadis

MUALLIM, S. Pd
NIP. 19690220 199203 1 002