



**THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD  
TO IMPROVE THE STUDENTS' READING COMPREHENSION  
ON NARRATIVE TEXT AT EIGHTH GRADE OF MTs  
PAB 2 SAMPALI MEDAN**

**THESIS**

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## ABSTRACT

TRISSYA NOVITA. THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD TO IMPROVE THE STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT EIGHTH GRADE OF MTs PAB 2 SAMPALI MEDAN.

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This research aimed to improve the students' reading in English by neurological impress method. This research was conducted by using Classroom Action Research (CAR). The objective of this research was to improve students' reading comprehension by neurological impress method at the eighth grade MTs PAB 2 Sampali Medan. The subject of this research was VIII-IPA MTs PAB 2 Sampali Medan in 2018/2019 academic year which consists of 25 students. This research was conducted in two cycles which each consists of planning, action, observation, and reflection. The technique of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from interview and observation. The quantitative data were taken from the test.

Based on quantitative data, the result of this research showed that there was improvement of students in reading. The mean of pre-test was 46 and the students who got point  $\geq 70$  were 4 students (16%). The mean of post-test I was 64 and the students who got point  $\geq 70$  were 13 students (52%). The mean of post-test II was 74,4 and the students who got point  $\geq 70$  were 22 students (88%).

Based on qualitative data, it was found that the students were active, enthusiastic, and interested in teaching learning process. It can be concluded there was significant improvement of the students ability in reading through neurological impress method at the eighth grade of MTs PAB 2 Medan.

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Medan, Februari 2019

TrissyaNovita

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## CHAPTER I

### INTRODUCTION

#### A. The Background of Study

Reading is the process of extracting meaning from a written text or printed text to get information. Then, reading is one of the ability that must had by students in learning language besides listening, writing and speaking. With reading, students can increase their knowledge from many media and their ability in reading comprehension will increase.

Reading comprehension is the act of understanding what we read. It is important for us in order to get the purpose of the text from what we read. Without comprehension, reading is nothing more than tracking symbols on a page by our eyes and sounding them out. So by reading comprehension, we do not only read but we comprehend from what we are reading.

Reading narrative text is one of the basic competences in English learning of Junior High School. Is hoped that students can be achieved the basic competences in English learning. The basic competency of reading narrative text at Grade of Junior High School is responding the meaning of short functional texts accurately, fluently, and appropriately in the context of daily life.

Narrative text is any report connected events which is usually made to amuse the reader with a story. The word “story” may be used as a synonym of “narrative” word. Narrative text is usually equated with fiction story besides



narrative text can be formed non fiction story. Narrative text is interesting for learning because the students can hear the story when they are learning. Is not make boring in learning.<sup>1</sup>

Ideally, if the teacher had used different method in teaching, the students' ability will high and the ability in comprehending narrative text will be high too. But based on the researcher observation, most of students had low ability in reading comprehension. It could be seen when the researcher asked the students to read and retell a narrative text. In this case, the students could not retell it. It showed that the students did not comprehend a narrative text. They just read it, not comprehended it.

This condition happened because some factors. The students have low motivation in studying English by the fact the students some students look bored when the learning. The students have low ability in comprehending reading text because there are some students have low score in reading. The teacher rarely uses method in teaching. The teacher doesn't modify the method in teaching.

In addition, the teacher to uses the narrative text as a media read, so that students enjoy and interest in tells the text and made students active in learning teaching. I hope by implementing this media can increase the students ability to read the text well.

In order to control the students' ability in reading comprehension especially on narrative text, the I use neurological impress method in the research. Neurological

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<sup>1</sup>Asmith, N.B 2014. The Many Faces of Reading Comprehension : The Reading Teacher. New York: Teachers Collage Press

impress method in learning. It purposes to make students active since the learning is begun.

By implementing neurological impress method, it helps the students to comprehend reading comprehension. It makes the students enjoy in learning because this method based on students' experiences and they can share their story to their friends. It is also active in the beginning activity of learning until the last activity of learning.

Based on the explanation above, the focus of this I interested in doing research entitle "The Implementation of Neurological Impress Method to Improve Students' Reading Comprehension on Narrative Text at Eighth Grade of MTs. PAB 2 Sampali Medan".

## **B. The Identification of Study**

Based on the background of study above, the problems that can be identified are:

1. The students have low motivation in studying English
2. The students have low ability in comprehending reading narrative texts
3. The teacher rarely uses method in teaching.

### **C. The Research Question**

- a. How are the students' ability in reading comprehension on narrative text before using neurological impress method?
- b. How to apply of neurological impress method in reading comprehension on narrative texts?

### **D. The Purpose of study**

- a. To know students' ability at reading comprehension before using neurological impress method..
- b. To know the implementation of neurological impress method to improve in reading comprehension.

### **E. The Significant of Study**

The significant of this study can be viewed from theoritically and practically aspects, as describing below :

- a. Theoritically: This research is hoped to give additional knowledge in learning English in order the students become active, creative and effective in learning.
- b. Practically: The result of this study will be expected to give benefit for the principal, the teacher, the students and other researcher, as follow:
  1. For the principal of MTsPAB 2 Sampali: This result is used as the basic information to improve the ability in reading comprehension of students on narrative text.
  2. For the teacher: It can be applied by teacher to improve students' ability in reading comprehension on narrative text.

3. For students: It is expected to give them motivation in English learning in order to easier to comprehend reading text by using neurological impress method.
4. For other research: It can be compared for other researchers who want to do further research on the same subject and solve this problem.

#### **F. The Limitation of Study**

The limited the problem about “The Implementation of Neurological Impress Method to Improve Students’ Reading Comprehension on Narrative Text at Eighth Grade of MTsPAB 2 Sampali”.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

This theoretical framework was presented in order to give clear concept about the application of the study that uses Neurological Impress Method in teaching towards students' ability in reading comprehension on Narrative Text. To support the idea of this research, some theories and some information would be include to help the researcher designs this research.

#### 1. The Concept of Reading Comprehension

##### a. Definition of Reading

According to Gambrell and Dromsky, a cognitive-constructivist, reading is a process in which readers actively search for and make meaning for them selves in what they read. The message in any text cannot be absorbed passively by a reader. It requires sustained cognitive effort on the reader's part. Other definition about reading is a complex process, complex to learn and complex to teach.<sup>2</sup>

As muslim, we are commanded in reading by Allah. It can be seen from verse Al A'laq 1-5:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝  
إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝  
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ ۝

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<sup>2</sup>BuyaHamka, *tafsir al-azhar*, (Jakarta: pustakapanjimas, 2000), pP. 99-

*.The Meaning:1. Read in the name of your Lord Who created, 2. He created man from a clot, 3. Read and your Lord is Most Honorable, 4. Who taught (to write) with the pen, 5. Taught man what he knew not.*

In Buya Hamka's Exegesis was explained that the first command from Allah to prophet Muhammad saw reading. Jibril came to Prophet Muhammad to deliver these verses. Jibril said "iqra" until three times and Prophet Muhammad said "iqra" too. Finally, Prophet Muhammad could read. Since that when Jibril's reading and memorized them in order to share with all of human being.

From the explanation above, the researcher made conclusion that reading is very important to us because with reading, we can get knowledge and can develop our ability through the knowledge which is gotten. We also can share the knowledge to other people in order to get knowledge too. So, our live is useful because of sharing the knowledge.

According to Crawl and Mountain in Farida Rahim's book, there are three terms which are three terms which are often used in basic competents of reading process; they are recording, decoding and meaning. Recording process refers to words or sentences then associate with sounds which connect with written system is used. Decoding and recording process are usually ongoing in begining reading. Reading pressing in this term is the process of perceptual. Perceptual is identification in correspondence combination of letter with language sounds. Meanwhile, meaning process is presser in high classes of Elementari School.<sup>3</sup>

Besides decoding skill, the readers also have meaning comprehension skill. Meaning comprehension is going though various levels from level until creative

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<sup>3</sup>Rahim, Farida. 2010. *Pengajaran Membaca di Sekolah Dasar. Padang: Bumi Aksara.*

level. Next, reading as visual process is the process of translating written symbol into sound. As thinking process, reading include identification, literal comprehension, interpretation, critical reading and creative reading. Reading as linguistic process, readers' schematic help to build meaning meanwhile , semantics and syntactical features help to communicate and to interpret messages. Metacognitive process involves planning, emendating of method, monitoring of comprehension and assesing the result.

Reading in interactive. The complicity of readers with the texts depends on context. The people who love reading a benefit text will find some goals which are wanted to reach. But people with do not know what is the goal of reading will not catch the goal of reading.

### **b. Definition of Reading Comprehension**

According to Munro, J. "reading comprehension is thus a cognitive, motivational and affective activity". According to Larry Lewis, reading comprehension is a very complex activity so much occurs inside the mind of readers as the eyes glide over the printed words. Accomplice readers have become so good at it through a lifetime of practice that it is easy to forget how tough it really is, how complicated the comprehension proces is.<sup>4</sup>

Reading comprehension has been described as 'a complex intelectual process involving a number of abilities. The readers must use the information that they had already acquired to filter, interpret, organize, reflect and establish

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<sup>4</sup>Munro, J. 2013. *The Use of Reading Comprehension Stratgies at Multiple Levels of Text Processing*.

relationship with the new incoming information on the next page. In order to comprehend the text, the reader must be able to identify words rapidly, know the meaning of all the words and combine meanings unit into a coherent message. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She used the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements.<sup>5</sup>

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part.

In considering the reader, It include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, It included the purposes, processes, and consequences associated with the act of reading.

From the explanation above, the researcher made conclusion that reading comprehension is a complex activity which connected to our mind and our eyes. This activity is needed identifying of the sentences in a text and comprehending the meaning of the text in order to get the information from the text.

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<sup>5</sup>K .R. Harris, (2007), *Teaching Comprehension To Students With Reading Difficulties*, (New York: The Guildford Press), p.11.



The main purpose of reading is understand or to comprehend the communication between the author and the readers. Some students do not comprehend the material they read. They verbalize words but do not understand the author's message. It is fortunate because they do not know the message from the author's writing.

Readers who understand what they are reading can more easily go beyond the given information on the page in order to predict, infer and make connections. Good readers almost always have some personal feelings or reactions to what they are reading. They are 'active' readers in the sense of becoming involved cognitively and in what they read. They are keen and interested in using text as a way of obtaining information, learning new ideas, solving problems as a source of enjoyment. Children who don't understand much of what they read are likely to turn away from reading as it provides no satisfaction.

Poor comprehension may also be the result of the students not having the necessary background or schema for reading as a word-calling process. Students may have had an instructional emphasis on oral reading during which they concentrated to decoding and not meaning. Students may read slowly and therefore be unable to chunk enough information together at a time to create meaning. The students may not know or understand that comprehension is a major purpose for reading and therefore may read without setting a purpose. Students may not concentrate on or attend to the reading task. Previous instruction may have concentrated on getting fact and not on higher levels of comprehension. Or students may not be interested in reading or the subject they are reading about.

### **c. Purpose of Reading**

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Reading from academic purpose is a multifaceted subject. However, there is no fundamental aspect which can be starting point for other consideration. When students read, it is a purpose. The purposes are:<sup>6</sup>

1. To understand the information or theories
2. To acquire information ( fact or data)
3. To discover authors' viewpoints
4. To seek evidence for their own point of view or quote all of which may be need for writing.

### **d. Level of Reading Comprehension**

Level of comprehension refers how far the students understand the information gotten from the text and which level that has been achieved.<sup>7</sup>

1. Literal comprehension

That is the skill of getting primary direct literal meaning of a word, idea, or sentence in context. In this level, the readers know the words meaning, able to paraphrase or recall of details directly in own words.

2. Inferential comprehension

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<sup>6</sup>Mikulecky, Beatrice S., 2010. *More Reading Power*. London: Addison-Wesley Publishing Company.

<sup>7</sup>Lewin Larry. 2003 *Paving the Way in Reading and Writing*. USA: JOSSEY-BASS

Inferential comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. In this level, the reader is able to infer factual information, main idea, comparisons, causes-effects relationship which is not explicitly stated in the passage.

### 3. Critical Comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgment, and personal reacting about the ideas of information that writers offers in a passage. In critical reading, readers evaluate written material, compare the ideas found in the material with their previous knowledge and draw conclusion appropriately.

### 4. Creative Comprehension

Creative comprehension is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to form new concepts or to expand old ones. In this level, the reader able to product a new idea, develop his new insight through the reading materials.

## **2. Narrative Text**

### **a) Definition of Narrative Text**

A narrative is a type of spoken or written text that tells a story of one character or more who face certain situation. There are various kinds of narratives such as fairy stories, mysteries, science fictions, novels, movies and so on. It is usually contains a predictable set of elements: setting, characters, problem,

attempts in solutions, consequence the actions, theme or message of the story. It purpose to certain people or reader.<sup>8</sup>

### **b) Generic Structure of Narrative Text**

A narrative text is usually consist of the following structure:

- a. Orientation, introduction of the story in which the characters, setting and time of the story are established. Usually answer who? When? And it is stated in the beginning of the story.
- b. Complication or problem, the complication usually involves the main character(s) (often mirroring the complication in real life).
- c. Resolution, there needs to be a resolution of the complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to resolved. These add and sustain interest and suspense for the reader.

### **c) The Language Features of Narrative Material**

According to Ministry of Education (2010: 98-106). The classification the features of the narrative text follows:<sup>9</sup>

- a. Usually use simple past tense,
- b. Using action verb in the story related to the chronologically arranged of the story

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<sup>8</sup>Karolina, Intan, 2013 *Teaching Narrative Text in Improving Reading*. New York: The Guilford Press.

<sup>9</sup> Ministry. 2013. *The Effectiveness of Using Language Features of Narrative Text to Improve Students' Achievement*, p.16.

- c. Using Connectives, linking words to do with time such as once upon a time, on the next day, etc and
- d. Using imagery such as metaphor for example “She has a heart of stone”

The language features of narrative text used to identify the characteristics of the text and make the reader easy to understand the materials.

#### **d) The Example of Narrative Text**

**This text is the example of narrative text**

### **SANGKURIANG**

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered.<sup>10</sup>

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog

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<sup>10</sup>Anderson, Mark and Kathy Anderson, *Text Types in English*, New York: Macmillan, 2009.

Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother—they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.<sup>11</sup>

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<sup>11</sup>Arsyad, Azhar, *Media Pembelajaran*. Jakarta: PT.Raja Grafindo Persada, 2008.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up clearly and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard again.

### **3. The Neurological Impress Method**

The neurological impress method (NIM) may well be an ideal way to address many of the needs of the disabled middle school reader.. Its origins lie in research by speech therapists who fed the voice of a stutterer back into his ears, causing the stuttering to stop.<sup>12</sup>

Neurological Impress Method is a strategy used for students who are struggling with fluency. According to Jennings, Caldwell, & Lerner, “students learn by emulating a fluent reading model.” When using the NIM strategy, one

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<sup>12</sup> Heckelman, R. G., (2013), *N.I.M. Revisited*. Academic Therapy 21.p.4

student is paired up with the teacher. The teacher and student read together at the student's independent reading level. Teachers can also use material that the student has read before. The teacher should make sure the book is of high interest of the student so they will be engaged the entire time they are reading.<sup>13</sup>

When first starting out with this strategy, the teacher should read a little louder and faster than the student. Once the student seems to be gaining their confidence and fluency is improving, the teacher can start to read quieter and a little behind the student.

R. G. Heckelman developed the NIM in an attempt to utilize alternative neural pathways through a strong reinforcement technique with a multisensory approach. Its goal is to bring about changes in the functional systems of the brain which may have suffered due to lack of development, or are operationally impaired. Intact or functional areas of the brain are called into use by passing those areas interfering with the learning task. He feels that the NIM also allows the attention of the child to be focused in a manner not found in many other remedial reading methods. He states that "As the unison reading proceeds, there is an additional screening out process whereby extraneous stimuli are prevented from interfering with the reading, while at the same time a reinforcing of reading input takes place."<sup>14</sup>

Current research has found the neurological impress method to be effective in improving the attitudes and self-confidence of remedial readers, which can be a major victory with middle school struggling readers. Bedsworth comments in her

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<sup>13</sup>Flood, J., Lapp, D., & Fisher, D. (2014). *Neurological Impress Method Plus. Reading Psychology*, p. 147-160.

<sup>14</sup>Heckelman, R. G. (2014). *Using the Neurological Impress Remedial-Reading Instruction*. Available: <http://journals.sagepub.com> ( assessed on march 10<sup>th</sup> 2018).



observations of using NIM with her middle schoolers that she, parents, and other teachers noticed major changes in attitudes and reading behaviors of these students. She suggests one reason that the NIM works is that it offers a non-threatening reading experience that gives the same freedom from failure as "lap reading" does for preschooler.<sup>15</sup> Strong and-Traynelis-Yurek found that the neurological impress method improved the self-confidence, comprehension, oral reading fluency, and attitude of remedial readers. They stated that their subjects were reading more pages per session with increased fluency regardless of the source of their reading problems. Henk, Helfeldt and Platt state that "Many students report enjoying the NIM because it allows them to deal with more challenging and interesting material in a way that resembles the pace and sound of mature reading.

Heckelman points out that the close physical, one-on-one relationship contributes to a psychological affective component, and that the blending of voices is hypnotic in effect, which may serve to diminish emotional feelings in the right hemisphere by reduction of stress. Clearly the use of the neurological impress method is indicated for any middle school reader who struggles with fluency, and may well be the answer to the opposition and poor attitudes that teachers of these students so often encounter.

Neurological impress method is "a system of rapid-unison reading by the student and teacher" (Lerner & Johns). Heckelman (cited in Flood, Lapp & Fisher) adds that NIM is "an impress, an etching in of word memories on the natural processes". Together, the teacher and student read a passage in the book.

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<sup>15</sup>Bedsworth, B. (2013). *The Neurological Impress Method with Middle*. Available: <http://books.google.co.id> (assessed on march 5<sup>th</sup> 2018)

The teacher points to the words and reads aloud with the student. The teacher's voice may be louder and faster than the student's voice, but the goal is to create confidence in a reader's ability to read. With this method, the teacher becomes a role model of what a good reader should sound like and lets the child enjoy reading without the stress of reading by him or herself.

#### **a) The purpose of the Neurological Impress Method**

The Neurological Impress Method technique was developed to improve reading fluency by providing an oral model of the passage at the same time that the student is attempting to read it.<sup>16</sup>

With NIM, students are able to read through different modalities. First, the child's brain is reading the words on the page. The child is saying the words aloud. So, the child is not only seeing the words, but is also hearing the words. The child is also hearing the words from the adult who is sitting next to them. While not talking directly into the child's ear, the student is close enough to hear the words clearly. NIM will provide enough focus to help that child not only become a fluent reader, but also understand what he or she is reading.

While there are certain students who will pick up their own reading skills on their own; inevitably there will be those who fall behind, and mainstream approaches will not be enough. NIM is a great way to build confidence in a reader, and help them on their way to being a fluent reader and ultimately comprehending what they are reading.

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<sup>16</sup>Lorenz, L., &Vockell, E. (2014).*Using the Neurological Impress Method with Learning Disabled Readers*. Journal of Learning Disabilities, 12(6),p. 67-69.

## **b) Teaching Reading Procedures with the Neurological Impress Method**

1. The teacher distributes the text to all students.
2. Then all students and teachers read the text with a loud voice
3. After all students and teachers finish reading in a concurrent voice,
4. The teacher asks the students to read the text aloud in front of the class one by one
5. Students repeat reading that have been corrected by the teacher in a loud voice
6. In this stage, reading students from time to time, with practice, the number of errors will decrease and / or the number of text read will increase.

## **c) Advantage and Disadvantages of Neurological Impress Method**

### **Advantages**

1. Reading aloud gives the teacher a valid a way of evaluating the progress of reading skill, that is intonation, word pressure, beheading, phrasing, and finding specific teaching needs.
2. Reading aloud provides verbal practice for reader and enhances the listening ability for listeners.
3. Reading aloud is the teacher's medium in guiding wisely, it can be used to improve the ability to adjust to shy students.

## **Disadvantages**

1. Reading aloud requires more power than reading in the heart.
2. Reading in the heart most popular than reading aloud.
3. Reading aloud caused a commotion

## **B. Conceptual framework**

There are many definition of reading. Reading is interactive activity to get or understanding the meaning that consist in the text. Reading with use neurological impress method is a one of method that can help students to easier to get knowledge because the purpose of the reading with use neurological impress method is to make the students interesting to learn something or to reading some text ( book, magazine, newspaper,etc).

## **C. Related Study**

In this planning research, I found the other related study from as follow:

1. Iqbal Faisal Rambe (2012, UIN-SU). His thesis on the tittle “ Improving Students Achievement in reading comprehension through team pair solo”. The subject of his research was class VIII-2 MTs Al-Jihad which consisted of 41 students. The research was conducted in two cycles, cycle I consisted of 4 meetings and cycle II consist of 2 meetings. The instrument of collecting data were quantitative data (reading comprehension test) and qualitative data ( diary notes, observation sheet, and questionnaire sheet). Based on the reading comprehension scores, students’ score kept improving in every reading comprehension test. Based on diary notes, observation sheet, and questionnaire sheet, it was

found that the students were active, interested, and enthusiastic in reading. The result of the research showed the team pair solo significantly improved students achievement in reading comprehension.

2. Thesis by Nurlaila (2009, UIN-SU) by the Tittle “The Effect of critical reading and problem solving strategies on the students’ ability to comprehend based-gendre reading text at MTsN 2 Medan” the aim of the study are to find out more about critical reading and problem solving strategy in teaching reading, to analyze the difference between critical reading and problem solving strategies, the population of her research 1032 students in 23 classes and the random sampling technique was used in taking 86 students as sample, the instrument in her research test and post test. The data were analyze by using t-test. Finally, the result of this research showed the t-test 2.13 is the greater than t-table 1.67. it means that the null hypothesis is rejected and the alternative hypothesis is accepted.
3. Sori Merianda Sigalingging (2017, UNIMED) by the tittle” teaching reading comprehension of analytical exposition text to the eleventh grade students of SMA in Medan”. The study aimed to describing how the teachers teach reading comprehension of analytical exposition text to the eleventh grade students of SMA in Medan and revealing the underlying reason why the do that way. This study was conducting by using descriptive qualitative research design. the data were recorded utterances of the teachers and the students during the teaching reading process and transcript of the interview which were collected by observing, tape

recording, and interviewing and analysed by using Miles and Huberman technique. The finding of the study showed most of the teachers' way didn't focusing on teaching reading comprehension but rather focusing on teaching the knowledge of genre because they did not provide the use of text structure knowledge which is considered as a help to enhance comprehension.

4. Yemima Alberti (2014, UIN-SU) by the Tittle " Improving Students' Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Grade VIII Of SMP N 1 Pondok Kepala Bengkulu Tengah". She found that in this research, the researcher used quantitative and qualitative data to see the improvement of the students' reading comprehension and the factors influence the changes of the students' reading comprehension. The instruments of this research were reading comprehension test, observation checklist and field notes, and interview. Based on the result of the test, the students' who passed the standard score improved from 30% in the preliminary data 73,33% at the end of the research. It means that story grammar strategy improves students' reading comprehension that was influenced by student's factors ( attention, interes, and participation) and teacher's factors (choosing the material and classroom management).

#### **D. Hypothesis**

Based on the explanation of the theoretical and framework of thought above, the hypothesis of this research is through Neurological Impress Method can improve students' reading comprehension on Narrative Text at Eighth Grade Student of MTs PAB 2 Sampali

## CHAPTER III

### RESEARCH METHOD

#### **A. Approach and Method of Classroom Action Research**

The study was conducted by using class action research. This kind of research was used to improve the aspects of teaching and evaluate the success and or appropriate activities and procedures. The characteristic of action research was collaborative, which means in learning everyone contributed to understand the subject. In the research researcher focused on the students, the problems they faced in each meeting and came up with solution in the next meeting. In this case, I collaborated with the teacher. Kemmis and McTaggart have developed a simple action research model.<sup>17</sup>

classroom action research consisting of three words that can be understood as follows understanding:

1. Research: Examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a think that interest and important of researchers.
2. Action: something movement activities that are deliberately made with a specific purpose, which in this study form a series of cycles of activity.

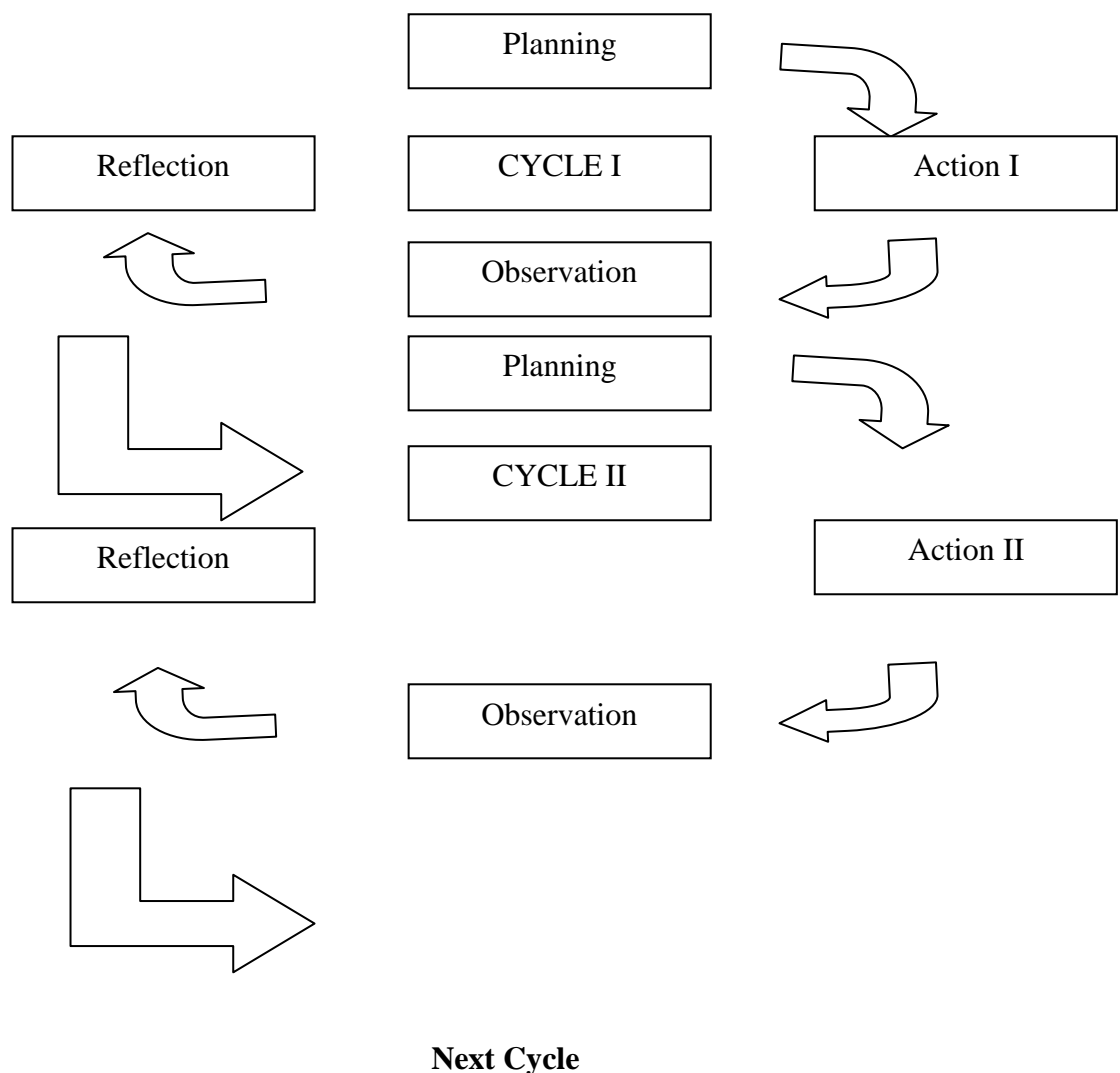
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<sup>17</sup>Kemmis And Mc Taggart, R. *The Action Research Planner*. Victoria, Australia: Deakin University Pers. 1999



3. Class: is a group of students who are in the sometime received the same lesson from a teacher. Restrictions written for understanding of the notion that class is long, to knock out a misconception and is widely understood by the public with” the room where the teacher teaches” not a form of class but a group of students who were studying. (see figure 1)

**.CYCLE OF ACTION RESEARCH**



**Figure (1) Action Research Model By: (Kemmis and Mc Taggard, 1999).**

Based on Kemmis and Mc Taggart's action research design above, I would like to describe the implementation of action classroom research in the cycle I and cycle II, as following:

### **I. Cycle: 1**

There is four steps in doing action that should be done by the teacher if they wants to conduct a research about Action. Classroom Research approach, the steps are: planning, action, observation, and reflection.<sup>18</sup>

#### **A. Planning**

This step explains about what, why, when, where, by whom, and how the action will be done. Ideally, the action did with the partner namely between the researcher and the teacher. Here the researcher will arranged some plans to be done and prepare the material that made in the lesson plan as the teaching learning process by using Neurological Impress Method (N.I.M) method. The researcher will prepare many things, as follows:

- a. Determine the material well
- b. Design the lesson plan
- c. Prepare the media and strategy
- d. Prepare the instruments of collecting the data such as, observation sheet, and test to measure the result of the research later.
- e. Prepare the learning sources.<sup>19</sup>

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<sup>18</sup>Douglass Brown. 2000. *Language assessment principle and classroom practice*. United states of America: longman, P. 306-311.

## **B. Action**

This step will be explained about the implementation of lesson plan. In this section the researcher done teaching learning process in the class as the English teacher. The researcher ordered the students to learn the material that suitable with the lesson plan that had prepared will earlier. The researcher will apply Neurological Impress Method (N.I.M) method in the learning process. In this section, there were some actions that done together by the English teacher and the students, as follows:<sup>20</sup>

### **a. Introduction**

Activities:

- 1) Teacher introduce his self to the students.
- 2) Teacher asked about students' condition

### **b. Main Activity**

Activities:

1. The teacher distributes the text to all students.
2. Then all students and teachers read the text with a loud voice
3. After all students and teachers finish reading in a concurrent voice,
4. The teacher asks the students to read the text aloud in front of the class  
one by one

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<sup>19</sup>SuharsimiArikunto, (2006), *ProsedurPenelitian*, (Jakarta: BumiAksara). p.91

<sup>20</sup> SuharsimiArikunto,( 2010), *ProsedurPenelitianSuatuPendekatanPraktik*, (Jakarta: RinekaCipta) , p. 138-139.

5. Then the teacher assesses fluency, accuracy, pronunciation, intonation in their Reading
6. Then the teacher corrects the wrong reading of the students in these four aspects
7. Students repeat Reading that have been corrected by the teacher in a loud voice
8. In this stage, Reading students from time to time, with practice, the number of errors will decrease and / or the number of text read will increase.

**c. Closing**

Activities:

- 1) Teacher and students repeat the Reading together with the text.
- 2) Teacher delivered the next material for next meeting.<sup>21</sup>

**C. Observation**

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process. Observation was conducted to get data from action. The process of observation was conducted by the observer to know the condition, process teaching learning, activity and ability that done by teacher and student. Besides that, the researcher took the dairy notes, wrote and analyzed activities during the learning process. It

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<sup>21</sup>Jack C Richards, and Thomas S. C. Farrel,( 2005 ), *Profesional Development for Language Teacherse* University: Cambridge Language Education, p. 85-86.

was done to know the influence of Neurological Impress method in improving students' Reading comprehension.

#### **D. Reflection**

In this step the researcher reflected some things, as follows:

- a. Reflected the evaluation of teaching learning process.
- b. Reflected and evaluated of what had been done in cycle 1.

## **II. Cycle 2**

### **A. Planning**

The researcher plan the implementation of lesson plan that related to the cycle 1 that had evaluated and developed for the action of cycle 2.

### **B. Action**

In this section, the researcher did the action that looked on the reflection that had evaluated and revised.

### **C. Observation**

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process. Observation was conducted to get data from action. Besides that, the researcher took the dairy notes, wrote and analyzed activities during the learning process.

## **D. Reflection**

In this section, the researcher reflected the evaluation of learning process and evaluated what had been done in the cycle 2 to attain whether the students get progress in scores whether the students still low.

## **B. Location and Subject of Research**

### **1. Location of Research**

This study was conducted at MTsPAB 2 SAMPALI MEDAN. The reason of the researcher chosen the location is there was no researcher that conducted study in this school with same title before.

### **2. Subject of Research**

The subject of this research is the students of Eighth Grade of MTs PAB 2 SAMPALI MEDAN. This subject will consist of 25 students. Other individual who provide information on the subject under research are classified as informant. These include the teacher English subject and the principle of MTs PAB 2 SAMPALI MEDAN.

## **C. Research Procedures**

The procedures of data collection for this study will be conducted by conducting fifth meetings and two cycles. Cycle I consists of three meetings

and Cycle II consist of two meetings, every meeting included into four steps namely planning, action, observation and reflection.<sup>22</sup>

#### **D. Data collection**

##### **This steps is the data collection**

##### **1. Instrument of Collecting Data**

There is some instruments that used by the researcher in this research in collecting the data, they are:

##### **a. Observation Sheet**

In teaching learning process, observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it. Observation is widely used as means of collecting data in classroom research. So, from the explanation above, the researcher can concluded that observation will a process of watching the activities or anything that had been seen, heard to get some information.

##### **b. Interview Sheet**

Interview is used in order to get the important information related to the main objective of research. Interview will be some dialogues which done by interviewer to get the information from the participants by asking them some questions.

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<sup>22</sup>Bums, 2010. *Doing Action Research in English Language Teaching*. New York: Routledge Completely Revised and update. London: Addison Wesley Longman.

### **c. Test**

Testing is an important part of every teaching experience. A test can help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve. A test in simple terms is a method of measuring a person's ability, knowledge, or a performance in a given domain.<sup>23</sup>

### **d. Documentation**

Documentation is one of the important instruments to get the information for collecting the data in doing classroom action research. Collecting the document was to get the information about the students' improvement. It includes of students' attendance list, students' score, and the students' evaluation. Technique of documentation is one of the some efforts to get the data and variable such as, notes, transcript, agenda, books, and photo.

### **e. Dairy Notes**

The dairy notes will be conducted to get information or the data about the condition and the situation of the object areas of the research. It was described of the students' activity, students' improvement, students' progress, and also described everything that happen in the classroom during learning process. Besides that, the dairy notes given the descriptions about students' attitude, behavior, and students' personality.

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<sup>23</sup>Kunandar. 2013. *Langkah Mudah Penelitian Tindakan Kelas*. Jakarta: rajawali Pers



## E. Data Analysis

One of the important elements of a research is technique of data analysis. In this research the researcher analyzed all the data by using quantitative and qualitative data. The qualitative data was analyzed from the observation sheet, interview sheet, and test. The quantitative data was analyzed by the test and it was calculated all the student's scores of Reading comprehension.

To know the progress of the student's scores for each cycle, the mean of student's score are calculated in order to know the categories of student's ability, and the percentage of students who are get score 70 is calculated by using formulation as follow:

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

Where : X = the mean of the test

$\Sigma x$  = the total score

N = the number of the students

Next, to categorize the number of students who are competent on reading comprehension, the following formula is applied:

$$P = \frac{RT}{T} X 100\%$$

Where:

P: The percentage of students who get the point up to 70

R: The number of students who get point up to 70 above

T: The total number

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. The Data

This research involved quantitative and qualitative data. The quantitative data were obtained from the mean of students in reading test. The qualitative data were obtained from diary note, observation sheets, and interview teacher. The data were taken from a class which consist of 25 students. The class named VIII of MTs PAB 2 SAMPALI MEDAN. It was accomplished in two cycles. Every cycle consisted of four of action research (planning, action, observation, and reflection). Each cycle was conducted for two meetings. So, there were four meetings for this research.

##### A.1. The Quantitative Data

The quantitative data were taken from the test result of reading evaluation which is carried out into two cycles. It was given to the students in every cycle. The following table was the result of the students score:

**Table 4.1 the students' score from the first until the last meeting**

| NO | Initial Name | Pre-Test | Post-test I | Post-test II |
|----|--------------|----------|-------------|--------------|
| 1. | HS           | 50       | 70          | 70           |
| 2. | DR           | 70       | 80          | 100          |
| 3. | AA           | 20       | 40          | 60           |
| 4. | TNH          | 30       | 40          | 70           |
| 5. | GSR          | 20       | 70          | 70           |

|              |     |                                    |                                   |                                   |
|--------------|-----|------------------------------------|-----------------------------------|-----------------------------------|
| 6.           | DDP | 50                                 | 80                                | 80                                |
| 7.           | HHS | 70                                 | 70                                | 90                                |
| 8.           | DHP | 50                                 | 60                                | 70                                |
| 9.           | DDJ | 70                                 | 80                                | 80                                |
| 10.          | RD  | 60                                 | 70                                | 70                                |
| 11.          | JAT | 50                                 | 60                                | 70                                |
| 12.          | AA  | 30                                 | 40                                | 70                                |
| 13.          | CQ  | 50                                 | 80                                | 60                                |
| 14.          | ES  | 50                                 | 60                                | 80                                |
| 15.          | NR  | 40                                 | 70                                | 70                                |
| 16.          | SA  | 30                                 | 50                                | 90                                |
| 17.          | MZ  | 40                                 | 60                                | 70                                |
| 18.          | MI  | 50                                 | 60                                | 70                                |
| 19.          | FIS | 50                                 | 80                                | 80                                |
| 20.          | JN  | 50                                 | 70                                | 70                                |
| 21.          | JW  | 70                                 | 80                                | 90                                |
| 22.          | YS  | 40                                 | 70                                | 80                                |
| 23.          | SK  | 30                                 | 50                                | 70                                |
| 24.          | MA  | 40                                 | 60                                | 70                                |
| 25.          | MZR | 40                                 | 50                                | 60                                |
| <b>TOTAL</b> |     | <b><math>\Sigma X= 1150</math></b> | <b><math>\Sigma X=1600</math></b> | <b><math>\Sigma X=1860</math></b> |
| <b>MEAN</b>  |     | <b><math>X=46</math></b>           | <b><math>X=64</math></b>          | <b><math>X=74,4</math></b>        |

## **A.2 The Qualitative Data**

The qualitative data were taken from diary notes, interview sheet, and observation sheet.

### **1. Diary Notes**

Diary notes were used to write down situation when teaching learning process was done. The diary notes were useful for knowing all the students' activities, students' difficulties, and students' interested during teaching and learning process.

### **2. Interview Sheet**

Based on the interview which was done between researcher with the teacher and the teacher with the students, it was found out that teacher and students gave good opinion about Neurological Impress Method.

### **3. Observation Sheet**

The observation sheet could be seen in the first cycle of the study, some of the students were not interested in reading narrative text. But after thought by Neurological Impress Method, most of them realize that reading aloud is enjoyable activity. In the second cycle they were more active and serious in reading narrative text and students had good interest in learning reading narrative text.

#### 4. Documentation

From some documentation, it was found that students were active and enthusiastic during teaching learning process after using Neurological Impress Method.

### **B. Data Analysis**

#### **B.1 The Quantitative Data**

The improvement of students' score kept growing from pre-test until post-test of the cycle two. In the pre-test, total score of the students was 1150 and the number of students who took the test was 25 students, so the mean of students' score was:

$$X = \frac{\Sigma x}{N} = 1150 = \frac{1150}{25} = 46$$

In the post-test of the first cycle, the students' score was 1600 and the number of students who took the test was 25 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 1600 = \frac{1600}{25} = 64$$

In the post-test of the cycle two, the students' score was 1860 and the number of students who took the test was 25 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 1860 = \frac{1860}{25} = 74,4$$

The number of the students who pass the exam was calculated by the following formula:

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

$$P1 = \frac{4}{25} \times 100\% = 16\%$$

$$P2 = \frac{13}{25} \times 100\% = 52\%$$

$$P3 = \frac{22}{25} \times 100\% = 88\%$$

Where:

P = the percentage of students who get point up to 70

R = the number of students who get point up 70

T = the total number of students who took the test

P1 = the percentage of students who point up to 70 in pre-test

P2 = the percentage of students who point up to 70 in post test I

P3 = the percentage of students who point up to 70 in post test II

**Table 4.1 the percentage of the students who got point up to 70**

| <b>Test</b>  | <b>Students got point up to 70</b> | <b>Percentage</b> |
|--------------|------------------------------------|-------------------|
| Pre test     | 4 students                         | 16%               |
| Post test I  | 13 students                        | 52 %              |
| Post test II | 22 students                        | 88 %              |

From the table above, it can be seen the improvement of the students' score. In the pre test, there was 16 % (4 Students) who got point up to 70. In post test I, there was 52 % (13 Students). In the post test II, there was 88 % (22 Students). The improvement from pre-test until the post test II was 72 %.

## **B.2 The Qualitative Data**

The researcher was conducted in two cycles and each cycle consisted of two meetings.

### **1. First Cycle**

#### **a. Planning**

Planning is essential element in the development of any activities. In a situation teaching learning process, planning is needed. There was some planning in learning process:

1. Preparing the activities in learning process by using Neurological Impress Method.
2. Created and provided question that related to their subject matter be taught, the question such as reading comprehension.

3. Introduced or explained reading through the question which could not be answer or less understanding by the students.
4. Provide the test for the students.

**b. Action**

Researcher explained the students about the intention of doing the research, gave the students a brief explanation of what narrative is. 30 minutes before the end of the lesson, researcher ask the students to do the pre test individually.

**c. Observation**

In this observation, the observer recorded every action, comment, and certain behavior of students. It means, in this phase the students' behavior and their responses during teaching learning process was recorded by using documentations, namely photos and diary notes. There were many things which had been observed is follows:

1. Observer observed the students' activities and participation during the teaching learning process.
2. Observer took notes on students' participation in the activity and on language using during the learning activity.
3. Many students were still confused of what the best way to comprehend narrative text.
4. Many students were not active in doing the task and some students were serious in the class but there were some students still a little noise.



#### **d. Reflection**

The researcher evaluated the teaching learning process in the end of meeting of first cycle. Researcher as the teacher asked the students about their difficulties and problem in understanding the lesson. The evaluation of two meeting became the reflection to the researcher in making cycle two. Cycle two was held to achieve the important score of the students. The evaluation could be from students' result test and observation of the students' attitude and also from diary notes. From the data, the researcher decided to continue cycle two in order to get the better result.

### **II. Second Cycle**

The first cycle was started at the first meeting until second meeting. In the second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get better improvement of the students. In doing the second cycle, the researcher felt better to begin because the researcher has already got the reflection from the first cycle to be used as the information on the students' problem. Similar to the first cycle conducted to the second cycle with the same steps as follows:

#### **a. Planning**

Based on the reflection in the first cycle, the researcher rearranged the plan tend to the students' needs. Many activities that were done in this phase, they are:

1. Preparing and design the lesson plan
2. Preparing the text that were used during the cycle and evaluation

3. Preparing the observation sheet and diary notes in order to find out the improvement that were exist during the application of Neurological Impress Method and also find out the students reaction and condition the teaching learning.
4. Preparing the media that was needed when doing the teaching learning process.
5. Giving the motivation to the students.
6. Making evaluation and improvement toward the students' problem.
7. Giving more explanation about the subject and Neurological Impress Method and made all students understand.

**b. Action**

After this cycle was conducted, it was expected that the result was better than the first cycle. The researcher had tried the best in teaching the students and motivated them to improve their ability in reading narrative text by using Neurological Impress Method. The actions were:

1. The researcher as the teacher reviewed the students' achievement in the first cycle and gave motivation in order to do better action in the second cycle.
2. The researcher as the teacher explained the definition of Narrative Text.
3. The researcher as the teacher gave chance for students to ask about reading Narrative Text if they did not understand yet.

**c. Observation**

In this phase, the observation was done in order to find out the students' activities during the teaching learning process, they are:

1. In what part the students were not confused of using neurological impress method in reading hortatory exposition text.
2. Many students were active in doing the task even though some of them still made noise when teaching learning process.
3. Many students tried to write their opinion confidently.

**d. Reflection**

In this phase, the feedback of teaching and learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

1. The researcher as the teacher could be improved on the students' ability in reading narrative text by using neurological impress method. It was based on the observation sheet that showed the improvement in every meeting. Every students read enthusiastic, many students were active in doing task, every student had braveness in asking what they don't understand yet and gave their opinion.

Students' score had improved too. It was based on the percentage of the students score. At the pre test there was 16 %, 52 % at the post I, and there was 88 % at post test II. The total improvement from pre-test until the post test II was 72 %.

### **C. Research finding**

The result was indicated that there was an improvement on the students ability in reading narrative by using neurological impress method. It could be seen by the fact of the mean that the students' score in each cycle increased. The mean of the pre test was 46. The mean of post test I (cycle I) was 64 and in the post test II (cycle II) was 74,4.

The percentage of students who got point up to 70 grew up also. In pre test, students who got point up to 70 were only 4 of 25 students (16 %), in the post test I, there were 13 Students of 25 students (52 % ), and in the post test II, there were 22 Students of 25 students (88 %).

The writer organized all quantitative and qualitative data from all meetings. In very cycle, the researcher conducted reading evaluation. From the first evaluation, it was found that the students' achievement in reading narrative text was still low. They were confused how to comprehend reading narrative text and what parts of narrative text are. Next, the first cycle of classroom action research was conducted and students were given treatment of neurological impress method. Although they still had problem, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

The researcher also analyzed data to support the quantitative data ( reading evaluation score), namely the qualitative data which were taken from diary notes, observation sheet, and interview sheet, and interview sheet. Observation result showed that the students gave good responses and good attitude during the

teaching learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They become more active and interested in reading. The diary notes and the interview sheet showed that the application of neurological impress method had helped them in reading narrative text. These all qualitative data support the research finding which is based on the quantitative data. Based on the result of quantitative data, it found that the application of neurological impress method had successfully improved students' achievement in reading narrative text.

#### **D. Discussion**

Using Neurological Impress Method can influence the result of learning. When a teacher is teaching in front of class, the teacher should choose the suitable method and creative media that can make their students understand the lesson and enjoy their study. Neurological Impress Method is suitable method in teaching reading narrative text. The method is simple and easy to be applied. It can be used and understood quickly by the students. By the method, the students were more active and confidence to read the reading text especially narrative Text. The students enjoy the study because they can do reading with reading aloud.

From the statistic data, the students' ability in reading narrative text by using Neurological Impress Method in the post test II showed that the highest score is 100 and the mean was 74,4. Teaching without using Neurological Impress Method, the highest score was 70 and the mean was 46. It means that students' score increased.

The fact said that the students more interested in learning reading Narrative Text by using Neurological Impress Method. They were fun and still serious in learning Narrative Text. Based on the research in eighth grade of MTs PAB 2 SAMPALI MEDAN, the researcher found that Neurological Impress Method is suitable in teaching reading narrative text. By this method made the students enjoy, fun and easy to comprehend the text as material in the class. The students also more braveness and had self confident. Based on the result, there was an improvement on students' ability in reading narrative text by using Neurological Impress Method.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The data have been presented in the previous chapter, the researcher found that average score of the students every evaluation kept improving. It can be said that there is a significant improvement on the students' achievement in reading narrative text by using Neurological Impress Method. It can be seen from the improvement of mean students' score, namely: the mean of first evaluation (46) increasing to be mean of second evaluation (64) and the mean of third evaluation (74,4). The score continuously improved from the first evaluation to the third evaluation. Observation result showed that the students gave their good attitude and responses during teaching and learning process by applying the NIM (Neurological Impress Method). Diary notes and interview report showed that students agree that application of Neurological Impress Method had help them in reading narrative text. It can be concluded that the application of NIM (Neurological Impress Method) significantly improved students' ability in reading narrative text.

#### B. Suggestion

The result of this study showed that the application of NIM (Neurological Impress Method) could improve students' ability in reading narrative text. In relation to the conclusion above, some points are suggested, as follows:

1. The English teacher are suggested to use NIM (Neurological Impress Method) as teaching method to stimulate the students' learning in reading spirit in teaching learning process.
2. For the readers who are interested for further study related to this research show explore the knowledge to enlarge the understanding about how to improve students' ability in reading and search another references.



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APPENDIX I

LESSON PLAN

(FIRST CYCLE)

**School : MTs PAB2 SAMPALI MEDAN**

**Subject : English**

**Class/semester : VIII**

**Academic Year : 2017/2018**

**Skill : Reading**

**Time Allocation : 2 x 45 minutes**

**Meeting :**

**A. Standard Competency**

Understanding the meaning of simple short essays in a form of narrative to access knowledge in daily life context.

**B. Basic Competence**

Responding the meaning and the rhetorical steps of simple short essays forms by using variety of written language accurately, fluently, and acceptably to access knowledge in daily life in a form of narrative.

**C. Indicator**

1. Cognitive

d. Process

- Define narrative text
- Identify generic structure of narrative text
- Identify language features of narrative text

- Identify main ideas of narrative text
- Identify meaning of narrative text

a) Product

- Answer questions which are related to narrative text
- Students read the text about narrative text
- Students find the generic structure of text

1. Affective

- Characters : students are able honest, creative, critical and logical, responsible
- Social skill : students are able asking question, giving idea and opinion, communicating in a good manner.

2. Psychomotor

- Read narrative text
- Find main ideas of narrative text
- Find generic structures narrative text
- Find language features of narrative text

**D. Material**

- Narrative text

Material of teaching.

Read the text below!

**SANGKURIANG**

A long time ago, the ancient land of sunda was ruled by a king and queen who had but a single daughter. Her name was DayangSumbi. She was beautiful and clever but also pampered.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. DayangSumbi had to marry him.

They lived happily together , and DayangSumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, DayangSumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, DayangSumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet.

Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up clearly and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard again.

### **E. Teaching Method/Technique**

1. Method : NIM (Neurological Impress Method)
2. Technique : textbook

### **F. Activities Plan**

1. Opening Activities (10 minutes)
  - Greeting and checking student attendance
  - Students identify the material about narrative text
  -

## 2. Main Activities (70 minutes)

- Students give the respon of the material about narrative text
- Students get a text from teacher about narrative text
- Students read the text about narrative text
- Students identify the generic structure of the text about narrative 1 text
- Students discuss of the text about narrative text

## 3. Closing activities (10 minutes)

- Summarizing the lesson
- Giving chances for student to ask questions dealing with the material
- Closing the lesson

## **G. Learning Sources/ Media and Tools**

- Internet
- the relevan book ( English in focus book for Eighth grade ) reading text

## **H. Evaluation**

- Assessment Technique : individual task
- Assessment instrument : Multiple choice
- Sample of instrument :

(the instrument can be looked at the appendix)

- Assessment guidance :

For each correct answer have score ten (10), wrong answer have score zero (0)

Maximum score :  $10 \times 10 = 100$

APPENDIX II

**LESSON PLAN**  
**(SECOND CYCLE)**

**School : MTsPAB 2 SAMPALI MEDAN**

**Subject : English**

**Class/semester : VIII**

**Academic Year : 2017/2018**

**Skill : Reading**

**Time Allocation : 2 x 45 minutes**

**Meeting :**

**E. Standard Competency**

Understanding the meaning of simple short essays in a form of narrative to access knowledge in daily life context.

**F. Basic Competence**

Responding the meaning and the rhetorical steps of simple short essays forms by using variety of written language accurately, fluently, and acceptably to access knowledge in daily life in a form of narrative.

**G. Indicator**

2. Cognitive

e. Process

- Define narrative text
- Identify generic structure of narrative text
- Identify language features of narrative text



- Identify main ideas of narrative text
  - Identify meaning of narrative text
    - f. Product
      - Answer questions which are related to narrative text
      - Students read the text about narrative text
      - Students find the generic structure of text
3. Affective
- Characters : students are able honest, creative, critical and logical, responsible
  - Social skill : students are able asking question, giving idea and opinion, communicating in a good manner.
4. Psychomotor
- Read narrative text
  - Find main ideas of narrative text
  - Find generic structures of narrative text
  - Find language features of narrative text
5. **Material**
- Narrative Text

Material of teaching.

Read the text below!

#### TIMUN EMAS

Long tim ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked

eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt.

‘Timun, take these things’

‘What are these things?’

‘These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!’

Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that this prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees.

Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buta Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Emas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

### **E. Teaching Method/Technique**

3. Method : NIM (Neurological Impress Method)
4. Technique : textbook

### **F. Activities Plan**

#### 1. Opening Activities (10 minutes)

- Greeting and checking student attendance
- Students identify the material about narrative text

#### 1. Main Activities (70 minutes)

- Students give the respon of the material about narrative text
- Students get a text from teacher about narrative text
- Students read the text about narrative text
- Students identify the generic structure of the text about narrative l text
- Students discuss of the text about narrative text

#### 2. Closing activities (10 minutes)

- Summarizing the lesson
- Giving chances for student to ask questions dealing with the material
- Closing the lesson

### **G. Learning Sources/ Media and Tools**

- Internet
- the relevant book ( English in focus book for Eighth grade ) reading text

### **H. Evaluation**

- Assessment Technique : individual task
- Assessment instrument : Multiple choice
- Sample of instrument :

(the instrument can be looked at the appendix)

- Assessment guidance :

For each correct answer have score ten (10), wrong answer have score zero (0) Maximum

score :  $10 \times 10 = 100$

## APPENDIX III

### INSTRUMENT PRE-TEST

NAME :  
GRADE : VIII  
SUBJECT : Reading

Choose The Best Answer From The Question Below !

#### **SANGKURIANG**

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, DayangSumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, DayangSumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When DayangSumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up clearly and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused DayangSumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain TangkubanPerahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and DayangSumbi drowned themselves. They were never heard again.

1. What kind of the text is it?
  - a. Persuasive
  - b. Argumentative
  - c. Narrative
  - d. Descriptive
  - e. Exposition
2. What is the purpose of the text?
  - a. To inform about Sangkuriang
  - b. To describe the story of Sangkuriang
  - c. To give information that Sangkuriang's life
  - d. To amuse the reader with the story of Sangkuriang
  - e. To describe how Sangkuriang felt in love with his mother
3. Who was Dayang Sumbi's husband?
  - a. The King
  - b. Sangkuriang
  - c. Tumang
  - d. Her fiancée
  - e. Her father
4. Why did she marry her dog, Tumang? Because....
  - a. She exclaimed to marry one who gave it back her shuttle
  - b. It was a companion Sangkuriang
  - c. She fell in love with it
  - d. It was a demigod possessing magic powers
  - e. She detected the scar on the temple

5. Why did Sangkuriang kill his dog? Because....
  - a. It had married his mother
  - b. He wanted to take Tumang's powers
  - c. Sangkuriang loved Dayang Sumbi
  - d. He hates the dog
  - e. He worried about facing his mother empty-handed
6. What did Dayang Sumbi do after she knew about Tumang?
  - a. She married Sangkuriang
  - b. She struck her son so hard
  - c. She exclaimed she would marry him
  - d. She asked Sangkuriang to make a lake
  - e. She kicked the half-finished boat back into the forest
7. Why did Dayang Sumbi avoid to marry Sangkuriang? Because.....
  - a. Sangkuriang had shot her dog
  - b. She didn't love him
  - c. Dayang Sumbi elected the scar on her fiancée's head
  - d. Sangkuriang was not a king
  - e. Sangkuriang didn't have magic powers
8. What did Sangkuriang have to do to marry Dayang Sumbi?
  - a. He had to make a lake and built a boat before dawn
  - b. He had to make a lake and built a temple after dawn
  - c. He had to make a palace and built a boat before dawn
  - d. He had to be a king and built a boat before dawn
  - e. He had to be a make a lake and built a boat before evening
9. What did Sangkuriang do after he realized that he had been deceived?
  - a. He took an arrow and shot Dayang Sumbi
  - b. He struck Dayang Sumbi
  - c. He Chopped down a huge tree in the forest
  - d. He Cursed Dayang Sumbi and kicked the half-finished boat back into the forest.
  - e. He returned home and handed over the meat to his pleased mother
10. Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. What is the synonym of the underlined word?
  - a. Ugly
  - b. Brave
  - c. Pretty
  - d. Good
  - e. Kind



## APPENDIX IV

### INSTRUMENT POST TEST 1

NAME :  
GRADE : VIII  
SUBJECT : Reading

Choose The Best Answer From The Question Below !

#### **SANGKURIANG**

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, DayangSumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

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Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When DayangSumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up clearly and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused DayangSumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain TangkubanPerahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and DayangSumbi drowned themselves. They were never heard again.

1. What kind of the text is it?
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  - c. Narrative
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  - e. Exposition
2. What is the purpose of the text?
  - a. To inform about Sangkuriang
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  - d. To amuse the reader with the story of Sangkuriang
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3. Who was Dayang Sumbi's husband?
  - a. The King
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  - c. Tumang
  - d. Her fiancée
  - e. Her father
4. Why did she marry her dog, Tumang? Because....
  - a. She exclaimed to marry one who gave it back her shuttle
  - b. It was a companion Sangkuriang
  - c. She fell in love with it
  - d. It was a demigod possessing magic powers
  - e. She detected the scar on the temple
5. Why did Sangkuriang kill his dog? Because....

- a. It had married his mother
  - b. He wanted to take Tumang's powers
  - c. Sangkuriang loved Dayang Sumbi
  - d. He hates the dog
  - e. He worried about facing his mother empty-handed
6. What did Dayang Sumbi do after she knew about Tumang?
- a. She married Sangkuriang
  - b. She struck her son so hard
  - c. She exclaimed she would marry him
  - d. She asked Sangkuriang to make a lake
  - e. She kicked the half-finished boat back into the forest
7. Why did Dayang Sumbi avoid to marry Sangkuriang? Because.....
- a. Sangkuriang had shot her dog
  - b. She didn't love him
  - c. Dayang Sumbi elected the scar on her fiancée's head
  - d. Sangkuriang was not a king
  - e. Sangkuriang didn't have magic powers
8. What did Sangkuriang have to do to marry Dayang Sumbi?
- a. He had to make a lake and built a boat before dawn
  - b. He had to make a lake and built a temple after dawn
  - c. He had to make a palace and built a boat before dawn
  - d. He had to be a king and built a boat before dawn
  - e. He had to be a make a lake and built a boat before evening
9. What did Sangkuriang do after he realized that he had been deceived?
- a. He took an arrow and shot Dayang Sumbi
  - b. He struck Dayang Sumbi
  - c. He Chopped down a huge tree in the forest
  - d. He Cursed Dayang Sumbi and kicked the half-finished boat back into the forest.
  - e. He returned home and handed over the meat to his pleased mother
10. Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. What is the synonym of the underlined word?
- a. Ugly
  - b. Brave
  - c. Pretty
  - d. Good
  - e. Kind

## APPENDIX V

NAME :

GRADE : VIII

SUBJECT : Reading

### INSTRUMENT POST TEST 2

Choose The Best Answer From The Question Below !

#### TIMUN EMAS

Long tim ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children. Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Emas. The farmers were happy. Timun Emas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Emas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Emas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Emas several bamboo needles, seeds of cucumber, dressing and salt.

‘Timun, take these things’

‘What are these things?’

‘These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!’

Timun Emas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that this prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Emas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Emas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Emas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the dense bamboo forest. Meanwhile Timun Emas could run farther.

Buta Ijo chased her again. When he almost catch her again and again Timun Emas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Emas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Emas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly. Timun Emas was thankful to god and came back to her home.

1. What is the type of the text?

- a. Myths
- b. Plays
- c. Folk Tales
- d. Modern Fantasy

- e. Fable
2. What is the purpose of the text?
    - a. To inform about Buta Ijo and Timun Emas
    - b. To describe the story of Buta Ijo and Timun Emas
    - c. To give information that Buta Ijo chase his prey
    - d. To amuse the reader with the story of Buta Ijo and Timun Emas
    - e. To describe how Timun Emas fights with Buta Ijo
  3. Who was Buta Ijo?
    - a. A ferocious and powerful monster
    - b. A scary and powerful monster
    - c. A ugly and weak monster
    - d. A bad and stori king
    - e. A kind and weak King
  4. When did Buta Ijo came to the farmers to take Timun Emas?
    - a. When she was child
    - b. When she was adult
    - c. When she was teenager
    - d. When she was old
    - e. When she was a wife
  5. What did the farmers gave to Timun Emas?
    - a. Bamboo needles, seeds of cucumber, rice and salt
    - b. Seeds of cucumber, salt, rice, and bamboo needles
    - c. Rice, salt, bamboo needles and seeds of cucumber
    - d. Bamboo needles, seeds of pumpkin, salt and rice
  6. .... He had a sharp nose so he knew what direction his prey ran. The SYNONYM of sharp is?
    - a. Dull
    - b. Blunt
    - c. Polite

- d. Incisive
  - e. Hard
7. When Timun Emas threw her bamboo needles, soon they turned into?
- a. Shay bamboo trees
  - b. Leafy bamboo trees
  - c. Dense needles trees
  - d. Leafy needles trees
  - e. Dense bamboo trees
8. Where did Buta Ijo sank?
- a. Lake
  - b. Beach
  - c. Mount
  - d. Ocean
  - e. River
9. What is the dominant structure used in the text?
- a. The simple present tense
  - b. The simple past tense
  - c. The present continuous tense
  - d. The future tense
  - e. Imperative
10. What happened at the last story?
- a. Timun Emas was safe from Buta Ijo and came back to her home
  - b. Timun Emas death in the ocean
  - c. Buta Ijo won the fighting
  - d. Timun Emas did not win the fighting
  - e. Buta Ijo ate Timun Emas



## APPENDIX VI

### ANSWER'S KEY

#### PRE-TEST

- |      |       |
|------|-------|
| 1. C | 6. B  |
| 2. D | 7. C  |
| 3. C | 8. A  |
| 4. A | 9. D  |
| 5. E | 10. C |

## APPENDIX VII

### ANSWER'S KEY

#### POST TEST 1

- |      |       |
|------|-------|
| 1. C | 6. B  |
| 2. D | 7. C  |
| 3. C | 8. A  |
| 4. A | 9. D  |
| 5. E | 10. C |

## APPENDIX VIII

### ANSWER'S KEY

#### POST TEST 2

---

- |      |       |
|------|-------|
| 1. C | 6. D  |
| 2. D | 7. E  |
| 3. A | 8. D  |
| 4. C | 9. B  |
| 5. D | 10. A |
-

## **APPENDIX IX**

### **DIARY NOTES**

#### **First Meeting (Friday, 2018)**

Introducing and giving pre test

The researcher entered the class and prepared many tools for pre test. Then, the researcher opened the class. Firstly, the researcher introduced herself to the students and the researcher's purpose being front of them. There were dialogue between the researcher and the students. The students received the pre test sheet. The researcher explained the instruction in the pre test sheet. It was done in order to know the basic skill of the students in reading narrative text. They did pre test but during the test some time they asked what they understand yet.

#### **Second Meeting (Saturday, 2018)**

In this meeting, they were taught about definition of narrative text. The students seemed enthusiast to learn it. They were active and some of them gave opinion about the narrative text. Having gotten the definition and parts of narrative text, the researcher and the students do reading narrative text by using Neurological Impress Method. But researcher explained firstly about what is Impress Method.

### **Third Meeting (Friday 2018)**

In this meeting, the researcher entered the class and greeted the students. All the member in the class prayed together. The researcher gave the post test I. before doing the post testI, the researcher explained the instruction in the paper. Some of students have known about the instruction. The students were directly took paper and did the post test I. most of the students did the test by their own self, but there were still many students cheated from their friends and made noisy.

### **Forth Meeting (Saturday,2018)**

In this meeting, the researcher taught the students based on the problems which were found in the previous meeting and the students' answer sheet. Researcher found that most of the students still difficult to comprehend the text. The researcher also found that the students had difficulties in organize the text because they didn't understand about generic structure of the text. So the researcher explained again about the generic structure and language feature of the text, and gave another example about narrative text. Researcher asked the students to read one by one with using Neurological Impress Method by the researcher beside students. Finally, every student was more understand about narrative text.

### **Fifth Meeting ( Friday, 2018)**

This was the last meeting. The students were asked to answer the post test II. The students were serious to do the test. After checking the answer of the test, the researcher found out that their score increased from the first meeting until last meeting. It means their ability in reading narrative text had improve by using Neurological Impress Method.

## **APPENDIX X**

### **Interview Sheet**

#### **Interview With the Teacher in the First Session**

**Researcher:** what do you think about this class sir?

**Teacher:** I think this class is very interesting. The students are active and have good behavior, although there are some students who like to make trouble. But they are little noisy

**Researcher :** Do you think they like English?

**Teacher:** I think... actually, they like English but sometimes they are confused and can be bored when they do not know the meaning of the English words and the strategy or method that used in teaching learning process in not interesting.

**Researcher :** How are about the skill of the students in reading narrative text?

**Teacher:** Their ability in reading narrative text is still low and they need more practice. When I asked them to read the text, many of them do not know how to pronounce the words.

**Researcher :** How do you teach your students in reading skill especially in reading narrative text?

**Teacher :** Actually in reading skill they are seldom to practice, because we just continue the lesson and are rarely to practice reading text.

## **Interview with the Teacher in the Last Session**

**Researcher** :what do you think about the application of NIM in improving students ability in comprehend reading text especially narrative text?

**Teacher** : I think this Method is very good. They are more active and enjoyable. They are also more confidence. Their reading skill especially in reading and comprehendnarrative text. It is very good to applied in teaching reading especially narrative text.

In which:

R : Researcher

T : Teacher



## **Interview with the Students in the First Session**

**Researcher :** Do you like reading?

**Student 1 :** sayakurang suka miss, karna susah dalam mengucapkannya

**Student 2 :** Yes, I like miss

**Student 3 :** No miss, karena saya tidak terlalu yakin dan susah untuk di lafalkan, tapi saya sukamendengarkan orang yang membaca text bahasa Inggris.

**Researcher :** what kind of reading text do you like to read?

**Student 1 :** I like Reading Novel Text Miss

**Student 2 :** I like Reading Story miss

**Student 3 :** I like Reading Comic miss, webtoon

**Researcher :** do you like Reading Narrative Text?

**Student 1 :** saya tidak suka miss

**Student 2 :** sometime miss

**Student 3 :** I think yes miss

**Researcher :** do you want to try reading skill especially reading narrative text?

**Student 1 :** yes, miss

**Student 2 :** iya miss, saya mau belajar dan mencobanya

**Student 3 :** yes, I want

## **Interview with the students in Last Session**

**Researcher** :what do you think about NIM ?

**Student 1** : I think it is good

**Student 2**:bagus miss, sayajaditidakmalumembacasendiridansaya tau caramembacayang  
benarnya

**Student 3** : NIM is good miss

**Researcher** : If NIM applied in Teaching reading , do you like and practice reading?

**Student 1** : yes miss

**Student 2**: yes..

**Student 3** : May be miss..

In Which:

R : Researcher

S : Student

APPENDIX XI

OBSERVATION SHEET IN CYCLE I

Date :

The number of students : 25 Students

Meeting : First Cycle

Put a checklist (√) in column Yes and No based on observation

| Focus                             | Activities  | Yes | No |
|-----------------------------------|---|-----|----|
| The researcher<br>( as a teacher) | <ul style="list-style-type: none"> <li>-The teacher comes on time</li> <li>-The teacher greets students</li> <li>-The teacher explain teacher' objectives and she motivates students to show their in reading narrative text.</li> <li>-The teacher prepares teaching material systematically and clearly</li> <li>-The teacher explain about definition, generic structure, and purpose of narrative text.</li> <li>-the teacher explain about neurological impress method.</li> <li>-the teacher gives chance to the students to ask some question, if</li> </ul> |     |    |

|              |  |  |  |
|--------------|--|--|--|
|              | <p>any</p> <ul style="list-style-type: none"> <li>-The teacher try to solve the students problem</li> <li>- The teacher gives feed back to all students</li> <li>-the teacher manages the time effectively and efficiently</li> </ul>  |  |  |
| The students | <ul style="list-style-type: none"> <li>-All of the students comes on time</li> <li>-The students pay attention to the teacher explanation</li> <li>-the students ask question to the teacher if there is something unclear</li> <li>-the students answer question to that are given by the teacher</li> <li>-the students give good respond to the topic given</li> <li>-the students try to solve their problem seriously</li> <li>-all the students do their task</li> </ul> |  |  |
| Context      | <ul style="list-style-type: none"> <li>-The classroom is save from crowded</li> <li>-The classroom is comfortable (clean and calm)</li> </ul>  |  |  |

|  |   |  |  |
|--|---|--|--|
|  | -The classroom has teaching aids (chalk, black board, duster nd so on). |  |  |
|--|---|--|--|

English Teacher

Mhd. Bowo S.Pd

APPENDIX XII

OBSERVATION SHEET IN CYCLE II

Date :

The number of students : 25 Students

Meeting : Second Cycle

Put a checklist (√) in column Yes and No based on observation

| Focus                             | Activities  | Yes | No |
|-----------------------------------|---|-----|----|
| The researcher<br>( as a teacher) | <ul style="list-style-type: none"> <li>-The teacher comes on time</li> <li>-The teacher greets students</li> <li>-The teacher explain teacher' objectives and she motivates students to show their in reading narrative text.</li> <li>-The teacher prepares teaching material systematically and clearly</li> <li>-The teacher explain about definition, generic structure, and purpose of narrative text.</li> <li>-the teacher explain about neurological impress method.</li> <li>-the teacher gives chance to the students to ask some question, if any</li> </ul> |     |    |

|              |  |  |  |
|--------------|--|--|--|
|              | <ul style="list-style-type: none"> <li>-The teacher try to solve the students problem</li> <li>- The teacher gives feed back to all students</li> <li>-the teacher manages the time effectively and efficiently</li> </ul>   |  |  |
| The students | <ul style="list-style-type: none"> <li>-All of the students come on time</li> <li>-The students pay attention to the teacher's explanation</li> <li>-The ask the question to the teacher if there is something unclear</li> <li>-The students answer the question which are given by the teacher</li> <li>-The students give good responses to the material</li> <li>-The students learn the material actively and seriously</li> <li>-all the students do their task</li> </ul> |  |  |

|         |  |  |  |
|---------|--|--|--|
| Context | -The classroom is save from crowded<br><br>-The classroom is comfortable (clean and calm)<br><br>-The classroom has teaching aids (chalk, black board, duster nd so on). |  |  |
|---------|--|--|--|

English Teacher

Mhd. Bowo S.Pd



APPENDIX XIII

DOCUMENTATION







