THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD IN TEACHING READING HORTATORY EXPOSITION AT GRADE ELEVENTH STUDENTS OF MA LAB UIN-SU MEDAN

THESIS

Submitted to Tarbiyah Science Faculty of State Islamic University

North Sumatera Medan As a Partial Fulfillment of The Requirement for S1 Degree

By

ERNIS ELIA
(34.14.1.011)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER' TRAINING

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2018

ABSTRACT

Ernis Elia (34.14.1.011) The Implementation of Neurological Impress Method in Teaching Reading Hortatory Exposition at Eleventh Grade Students of MA LAB UIN-SU Medan.

Mini thesis, Medan: Department of English Education, Faculty of Tarbiyah Science And Teachers' Training the State Islamic University Of North Sumatera, Medan (2018)

Keywords: *Neurological Impress Method, Reading Hortatory Exposition*

This Research was attempted to improve students' ability in reading hortatory exposition text by using Neurological Impress Method. This study was conducted by using classroom action research. The subject of the research was class IPS-1 MA LAB UIN-SU Medan that consist of 30 students. The research was conducted in two cycles. The first cycle consisted of two meetings and the second cycle two meetings. The instruments of collecting data were reading test for quantitative data and observation sheet, interview sheet, and diary notes for qualitative data. Based on the reading test score, students' score kept improving in every test. In the pre test the mean was 45,66. In the post test I the mean 63 and the post test II was 75. Based on the data collected from observation sheet and diary notes, it was found that teaching learning process ran well. Students were active and interested in reading. The result of this research showed that NIM can improve students' ability in reading Hortatory Exposition Text

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the beneficient, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this this thesis wouldn't finish effectively. That's why obviously I would like to thanks to the following people:

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Finally, the writer realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

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Medan,   April 2018

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34.14.1.011
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CHAPTER I

INTRODUCTION

A. The Background of Study

Reading is one of those skills which is actually not easy as people think. Moreover, in this new era reading activity is needed because there is much information that must be shared. By knowing much information, we will able to cover the news all over the world which is spread through magazines, newspapers and book.

Reading is most important language skill for academic achievement beside writing, listening and speaking. To practice in reading, people can read a text. Collier stated that successful reading performance is the strong predictor of students' academic performance in the second language at secondary and post secondary level.[1]

Reading is an essential skill for all levels. This is in fact the main goal of learning at school or at university. Knowledge comes or is derived from reading. When a student understands what he reads, he has already acquired some knowledge. The knowledge is later expanded by reading another text. Students learn to read and learn better by reading. students can read whatever according to their interest. It is difficult for students who are very lazy or seldom to read, absolutely they are hard to achieve the goal of their study.

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[1] Virginia P. Collier.(2002). *How Long? A Synthesis on Echievement in Second Language*, (New York;Tesol Quartely), p.509.

Reading is a complex activity deploy a large number of separate actions. This is in fact the main goal of learning at school or at university. Reading is central to the learning process. By reading activity, people may gain important information that is not presented by teacher in the classroom.

A text is a passage of discourse which coherent in these two regards. It is coherent with respect to the context of situation and therefore consistent in register, and it is coherent with respect to itself, and therefore cohesive. For a text to be coherent, it must be cohesive, but it must be more besides. It means that text is discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraphrase, annotation or commentary.[2]

Exposition text provides information or invites and explains to the reader how and why an existing phenomenon around can occur. Exposition text is usually presented in a personal and emotional tone / nuance.[3]

In foreign language learning, reading is likewise a skill that teacher simply expert learner to acquire.[4] Reading is way to get information delivered verbally and it is the result of the opinions, ideas, theories and research expert to be known and knowledge of learners. To understand what we reading, it is influenced by many factors such as, mastering vocabulary, mastering reading theory and model of teaching.

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[2] Oxford Learner's Pocket Dictionary, New Edition, (2015), p.446.

[3] J.p.william and k.m. Hall, (2004), *Teaching Expository Text Structure To Young*, (At-Risk Learners: Building the Basic of Comprehension Instruction), p.129-144

[4] Douglass Brown, (2000), *Language Assessment Principle and Classroom Practice*, (United States of America:Longman), p.306-311.

To make the students able to read effectively and efficiently, the teachers should implement the good method of teaching English, especially in reading. We know that teachers should use the good understand the material.

In reality, most teachers reading skill with conventional method, they just asked the students to read the text and answer the questions from the text. This teaching method makes the condition of the class boring. So, the teacher needs to make the students to be more active in comprehending the text. Many students had difficulties to understand the text well. So many students are hard to get the idea or meaning of the text. They were unable to comprehend the text and had less vocabulary to support them in comprehending the text. As the result, the students were unable to answer the questions at the end of the chapter. Therefore, they had low score in reading.

The method of teaching English is needed in order to improve the students' skills especially in reading skill. So, the teacher of English should select the suitable method in teaching learning process. Therefore, to make the teaching learning process intresting and reach the purpose of the teaching learning process, the teacher needs a special method. The purpose of using special method are to make the students easy to learn, understand the lesson, and also make the teaching learning process more effective and make the students more active.[5]

For senior high school students, they have to able to comprehend an analytical expository text. The next problem the students can not comprehend the text well. Infact, the aim of standars competence which is stated in curriculum is

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[5] Aris Shoimin, (2014), *Model Pembelajaran Inovatif Dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media), p. 122.

not successful yet. Therefore, reading skill should be taught seriously in the classroom in order to make the students understand the text and they can get good score in final examination.

Dealing with the problems above, the writer is interested to find the ways on how to overcome these problems.,There are many method to interact and improve the achievement of student's in reading. One of them is Neurological Impress Method (NIM). This method can build reading rate and fluency. The neurological impress method involves the teacher and the student reading aloud simultaneously from the same book. The teacher reads slightly faster than the student to keep the reading fluent. The teacher usually sits next to the student and focuses his or her voice near the ear of the student.

The Neurological Impress Method (NIM) attempts to teach reading skills by having the pupil and the teacher read aloud in unison. The method is describe in precise detail by Heckelman. However, little research has been conducted regarding the NIM, and none has been published relating the NIM to learning disabled pupils.[6]

The Neurological Impress Method is the activity that be used in a clinical setting with adults and children working together as partners. The partners sat side by side, and the adult spoke clearly into an ear of the student while they read aloud together a text at the child's instructional reading level. Reading was developed by Eldredge to use in classroom settings with students working

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[6] Michelle Lynn Klvacek, (2015), *Dyad Reading Experiences of Second-Grade English Learners with Fiction and Nonfiction Texts* . Mckay School Education*, (*Brigham: Young University), p.15

together as partners. Texts were chosen based on the interests of both students and were at any reading level, as long as the lead reader was able to decode the text. This type of student pairing enabled an entire class to engage in oral reading simultaneously, as the teacher monitored the whole class, helping keep students on task.[7]

One of the appropriate and comprehensive strategies for teaching reading is Neurological impress method. The Neurological impress method involves the teacher and the student reading aloud simultaneously from the same book. The teacher reading slightly faster than the student to keep the reading fluent. The teacher usually sits next to the student and focuses his or her voice near the ear of the student. By using Neurological Impress Method, the writer tries to makes students reading easily, because the students follow what the teacher reads.

This one of the main reasons why the researcher is very much interested to conduct a study by using Neurological Impress Method to improve students' reading . The reason is because Neurological Impress Method helps the students to distribute their participation orderly. The researcher is expecting that Neurological Impress Method can help students to make them fluent to read in English.

The advantages of using Neurological Impress Method to help students reading fluently and students not shy for reading in front of their friends. Because the Neurological Impress Method is a very simple method to be applied for teacher and students.

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[7] Ibid. p.16

Based on the things mentioned above, the researcher tried to make reading activities more effective for students in learning English by determining the techniques which are appropriate and effective to teach reading. The researcher tried to use Neurological Impress Method in teaching reading. Therefore, the researcher would implement Neurological Impress Method in order to improve the students reading skills, as an effort to make the students able to use English to communicate. The Researcher hopes from the Neurological Impress Method, students can read and comprehend what they read.

Based on explanation above, researcher will conduct the mini research with the tittle " **Implementation of Neurological Impress Method in Teaching Reading Hortatory Exposition At Eleventh Grade Students of MA Lab UIN-SU Medan"**

B. **The Identification of Study**

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

1. The students are not serious in studying English

2. The students have low motivation in studying English

3. The students have low ability in comprehending reading text

4. The teacher rarely uses method in teaching.

C. **The Research Questions**

1. How is the students' ability at reading hortatory exposition text before using Neurological Impress Method (NIM)?

2. How is the implementation of Neurological Impress Method in teaching reading hortatory exposition text?

3. How is the students comprehend at reading hortatory Exposition text by implementing Neurological Impress Method?

D. The Purpose Of Study

1. To Know the students' ability at reading hortatory exposition text before using Neurological Impress Method (NIM)

2. To know the implementation of Neurological Impress Method (NIM) in teaching reading hortatory exposition text.

3. To know the students comprehend at reading hortatory Exposition text by implementing Neurological Impress Method.

E. The Significance Of Study

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

a. Theoretically: This result is hoped to give additional knowledge to English teacher 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 teacher: It can be applied by teacher to increase students' ability in reading comprehension especially on Hortatory exposition text.

2. For the reader, the result of this study can give knowledge about teaching reading process that is also can be applied in daily life.

3. For other researcher: It can be compared for other researchers who want to do further research on the same subject and solve this problem.

CHAPTER II
REVIEW OF LITERATURE

A. Theoretical Framework

To conduct a research, theories are needed to explain some concept and terms applied in research concerned. The term must be classified to avoid confusion. Therefore, the clarification of the concepts will minimize possible misunderstanding between the writer and the readers. In order words, they are very important to be explained, so that the readers will get the points clearly.

A.1. The Concept of Reading Comprehension

A.1.1. Definition of Reading

Reading is one of the language skills that the students have to learn. The goal of teaching reading is make them cope and different text, and prepare them to have asses to the text written in English when they continue their study to higher education. It will discuss the objective of reading, method in learning reading, finally discuss how to evaluate reading.

Robert Rude stated that, Reading is not just saying the words; reading must be always be a meaning getting process. Many children can read the words in a passage perfectly, but are unable to answer questions that all for making inferences for identifying the main ideas.[8]

Thus, it is not astonishing to see because reading experts' definition of reading is an active process of thinking. It is a thinking process that sets two

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[8] Robert Rude, et.el, (2015), *How To Teach Reading*, (Entwisle: The Worit of Reading), p.20.

people in action together-an author and a reader.[9] To read is to develop relationship between ideas. They also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. Reading is also one of four basic skills of English language learning, reading has much contribution to the students for improving their English as well as enriching their experiences and intellectual ability.

The worlds in discourse are often used to describe both what the beginners do when they engage influent reading. Through reading a reader obtains a lot of meaningful information or many things. As the same thing, we know that Allah SWT said in Holy Qur'an reveals in Surah Al-Alaq verse 1-5 as follow:
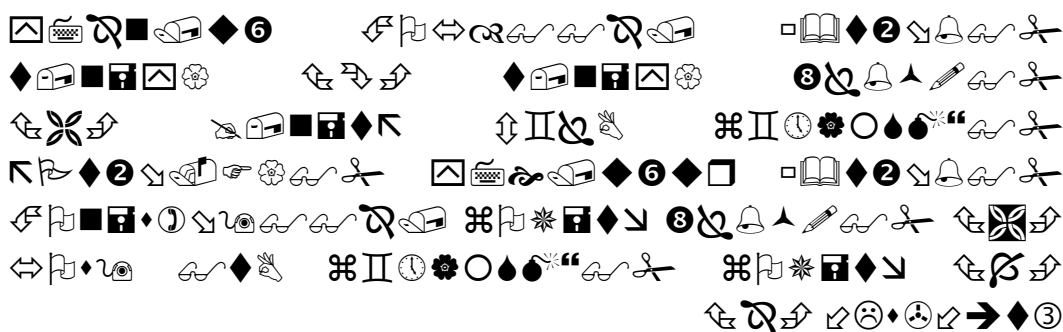
Meaning :

1. Read in the name of loard who has created (all exist)

2. He has created man from a clot (a piece of thick coagulated blood),

3. Read!, and your lord is the most generous

4. Who has thought (the writing) by pen

5. He has thought man that which he know not.[10]

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[9] Grabe and Stoler, (2002), *Teaching Researching Reading,(*Malaysia: Pearson Education), p.5.

[10] Buya Hamka, (2000), *Tafsir Al-Azhar*, (Jakarta:Pustaka Panjimas), p.99-100.

So, from the verse that, we know that human ability can be influenced by reading. In the other words, students do not only read the text, but also understand the information from the reading text. In reading, students are expected to be knowledgeable information from the text.

And then based on the verse above it is clear that we as Muslim are encourage to read. That is because the reading will certainly add to our knowledge even with the reading we will find out the truth. In addition, the word, "IQRA" in the verse above is repeated twice. It means that reading will be impossible to penetrate into the soul, but is has to be repeated and accustomed. So Allah's repeated order has the same meaning with the reading. It also comes with Allah's order to Muhammad.

Rasulullah SAW said:

أفضل الناس المؤمن العالم الذي إن احتيج إليه نفع وإن استغني عنه أغنى نفسه (رواه البيهقي)

Meaning: "The main human being is a believer who knowledgeable. If he is needed, then he benefits. And if he is not needed then he can benefit himself. "(HR Al-Baihaqi).[11]

This hadith explains how the primacy of science for a person, where he will provide benefits and needed by the people around him. Even if a disciple is

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[11]https://www.al-islam.org/forty-hadith-anexposition-second-edition-imam-khomeini/twenty-sixth-hadist-pursuit-knowladge

slimming from the surrounding life, the knowledge he has will benefit himself, and be the comforter in his solitude.

In buya Hamka's Exegesis was explained that the first command from Allah SWT to prophet Muhammad SAW was reading. Jibril came to prophet Muhammad to deliver these verses. Jibril said "iqra" but prophet muahmmad said that he could not read, but jibril said "iqra" too. Finally prophet Muhammad could read. Since that when jibril delivered the verses of al-qur'an, prophet Muhammad just followed jibril's reading and memorized them in order to share with all of human being.[12]

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 reading comprehension involve the genre. Genre is kind of type the text. The kind of genre are narrative, descriptive, recount, report, news items, procedure, analytical exposition, etc. exposition text is a text that exposes the author's idea of the surrounding phenomenon. The goal is to get the reader concerned about what is being discussed and give their attention to the issue.

Reading means of language acquisition, communication, sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The

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[12] Ibid. p.100

reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis.

A.1.2. Types of Reading

There are two kinds of reading according to Jeremy Harmer.[13]

A.1.2.1. Intensive reading

According Patel and Jain, intensive reading is related to further process in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. [14] Intensive reading can be increasing learners' knowledge of language feature and their control of reading strategies. This activity is likely more emphasize the accuracy activity involving reading for detail. It is use to gaining a deep understanding of a text, which is important for the reader.

The classic procedure of intensive reading is the grammar-translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence. The use of translation is to analyze feature of language that they learnt, and to make sure the learners' comprehension.[15]

A.1.2.2. Extensive reading

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[13] Jeremy Harmer, (2007), *How to Teach English*, (Kuala Lumpur: Pearson Education), p. 99.

[14] M. F. Patel and Praveen M. Jain, (2008), *English Language Teaching (Methods, Tools, Strategies), (*Jaipur: Sunrise Publishers & Distributors), p. 117.

[15] I. S. P. Nation, (2009), *Teaching ESL/EFL Reading and Writing*, New York: Routledge, p.25

Brown explains that extensive reading is carried out to achieve a general understanding of they are reading.[16] According Paten and Praveen the purpose of extensive reading is to ask the students to read directly and fluently in target language for enjoyment, without aid of teacher. It means that extensive reading does not need teacher's guidance. So, the teacher can be only a facilitator to care for them whether or not they understand. Extensive reading is always done for the comprehension, not for specific details.

Extensive reading can be source of enjoyment and a way of gaining knowledge of the world. Extensive reading is focused on the story not on items to learn. So it can be said that the aim of extensive reading is to read pleasure and get the general idea of the story or texts.

A.1.3. Purpose of Reading

Reading is a fluent process of readers combining information from a text and their own back ground knowledge to build meaning. The goal of reading is comprehension. Reading from academic purpose is a multifaceted subject[17]. However, there is no fundamental aspect which can be starting point for other consideration. When students read , it is a purpose. The purpose are:

1. To understand the information or theories

2. To acquire information (fact or data)

3. To discover authors' viewpoints

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[16] H. Douglas Brown, (2001), *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Wesley Longman), p. 313.
[17] K .R. Harris, (2007), *Teaching Reading Comprehension To Students With Reading Difficulties,* (New York: The Guildford Press), p.11.

4. To seek evidence for their own point of view or quote all og which may be need for writing.

Reading is not just a task for infant that once mastered, can be taken for generated. It is an art which need contains development and practice. When we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. Only by keeping the purpose of reading very much in prevent of mind. We will find the main of paragraph and the meaning of the text. The readers must focus on text and the readers will think how to get the meaning of that.

There was a natural reaction to all this methodology seeing the particular difficulties that students bring own intelligence to bear. Someone is very quickly to understand the point and techniques of reading and even those who is slower reveal intelligence at work. Other researcher said that, the main of instruction in beginning reading is to make the child as an independent reader. It will appropriate to help his reading and give positive effect, the object he wants to obtain, such as the information on the main idea from whole material. In order setting, usually academic or professional ones, we sometimes synthesis information from multiple reading sources from different parts of long and complex text or from a prose text and accompanying diagram or cart.

Each purpose for reading is explained further in the upcoming section, there are:

A.1.3.1. Reading to search for simple

Reading to search for simple information is a common reading ability, though some researches see it a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as of reading ability.

A.1.3.2. Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person need to learn is usually carried out at reading rate somewhat slower than general reading comprehension (primary due to pre reading and reflections to help remember information).

1. Reading to integrate information

Multiple sources Reading to integrate information requires additional decision about the relative important of complementary, mutually supporting or completing information and the likely restructuring of theoretical frame to accommodate information from.

2. Reading to critique text

May be task variant of reading to integrate information both require abilities to compose, select and critique information from a text.

3. Reading for general comprehension

The nation of general reading has been intentionally saved for last in this discussion for two reasons. First, it is most basic purpose for reading,

underlying and supporting most other purposes for reading. Second, general reading is actually more complex than commonly assumed.[18]

A.1.4. Definition of Reading Comprehension

Reading comprehension is an ability of a reader to comprehend the text that they are reading. To comprehend the text, the reader needs a lot of effort because every people have different background knowledge. There are some people would have a broader background knowledge while some others do not. It makes people have to glide over the text.

According to Kristen Lerns, reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according o the purposes for reading and the text that is involved.[19] It means that reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and meta-cognitive.

Caldwell also stated that, "comprehension encompasses three components: an active process of comprehending; the skill, knowledge base, and motivation of the comprehender; and the difficulty and characteristic of the text that is read, listened to, or watched."[20] It can be said that in comprehending the text, readers need some skill, strategies, and aptitude towards constructing the meaning from the text.

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[18] William Grabe and F.L Stoller, (2002), *Teaching and Researching Reading.* (Britian: First Published), p. 11.

[19] Kristin Lems, Leah D.Miller, and Tenena M.Soro. (2010), *Teaching Reading to English Language Learners,* New York: The Guildford Press, p. 170

[20] JoAnne S Caldwell, (2008), *Comprehension Assessment*, New York: The Guilford Press, p. 4.

Reading comprehension is a dynamic interactive process of constructing meaning by combining the reader's existing knowledge with the text information within the context of reading situation. reading is very important. Allah said in Holy Qur'an. Surah Al-Fatir verse 29-30 as follow:

★✐𐎣𓂀 ✿𑀢⏰◆♌𐎣𓃰 ⚶𖠚□➜🔋⟳🜚◆③ ◆✖⇦𐎣⚐⚰✐𐎣𓂀 □𝒮𐎡①
■□𝄞□■🔋〇⏱☸𐎣𓂀 ☎𓂀□↖⚗𐎣✦⚐□𝄂◆□
⟰𑀝⇐Ɏ⏰◆₵⇑⚐⬛𑀳◆❻ 𐎣〇☺𐎣⚜ ☎𓂀□➔①⊠𝍠✿□𝄂◆□
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Ⅱ𐎣𖣯⚜ 𖠚➔⚏⊠⑨③𑀳❽◆③◆□ ⟰𖠚➔⚏◆❻□↖Ƴ↑𝄂
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⚘✖𐎠𐎮
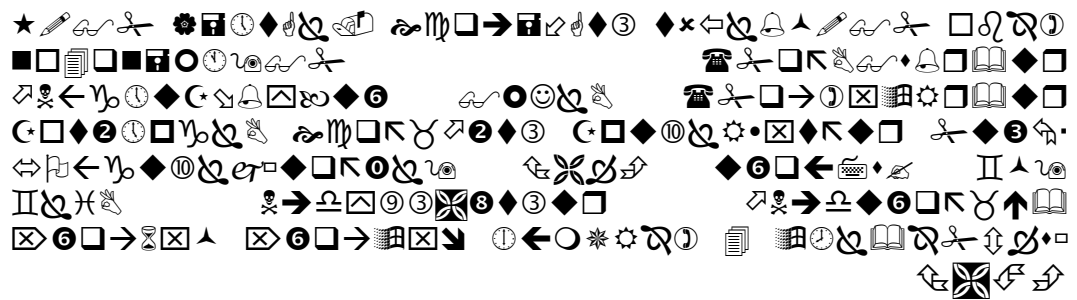
Meaning : "*Those of you who always read the book of Allah and establish prayer, spend out of the substance which we have bestowed upon them secretly and openly, they were expecting a trade that will not less money. In order to enhance their god reward them and add to them of his bounty. Allah is forgiving , most ready to appreciate*"[21]. Al-fatir: 29-30.

The prophet Muhammad SAW also mention it; " *The likeness of Muslim who reads the Qur'an is like a fruit Utrujah, smells good too. The parable of Muslim who does not read the Qur'an is like a fruit Dates, no smells and tastes sweet*".

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise meta-cognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most

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[21] http://www.alquranenglish.com/quran-surah-fatir-29-35-29-in-arabic-and-english-translation

important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. It means that a good readers should make connections between background knowledge and the new information in the text.

Those are some statements that assume reading comprehension. In other words, reading comprehension is a complex activity that includes many purposes such as reading to get the specific information and general idea of the text. Moreover, the reader has to read a lot and train his ability to get the idea of the text. In addition, reading without comprehending is merely a wasting time.

A.2. Hortatory Exposition Text

A.2.1. Definition Hortatory Exposition text

Exposition is a statement or type of composition intended to give information about (or an explanation of) an issue, subject, method, or idea. Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way.

Exposition text is a type of spoken or written text that s intended to explain the listeners or readers that something or should not happen or be done[22]. According to Siahaan and shinoda, hortatory exposition text is a text functioning to persuade the readers that they should do something for the

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[22] Rafika Dewi,dkk,(2013), *Reading*. (Medan: Unimed Press), p.108

benefit of others[23]. Exposition means descriptive of explanatory. Inform means to communicate information, news, knowledge or fact.

In exposition text, the students learn how to share opinions, ideas or arguments in form of writing. The students are required to have the sufficient knowledge to support their idea about the given topic. This condition encourages the students to be able to develop or elaborate their argument in order to strengthen their explanation. It also motivates them to think more critically about the issues that arise in their daily life.

A.2.2. Purpose of Exposition Text

Exposition text is used giving information, making explanation and interpreting meaning. It includes editorial, essay and informative an instructional material. Used in combination with narrative, exposition supports and illustrates.

Purpose of exposition text may be used to explain a process, that is, to tell how something is made. To explain a process well, the essential steps must be stated and clearly in logical sequence-first things first, second thing second, and so on, going from the simple to the most complex. Something, the most familiar is the process is the most difficult to explain, especially without benefit of illustration.

A.2.3. Generic Structure of Exposition Text

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[23] Sanggam Siahaan and Kisno Shinoda, (2008), *Generic Text Sructure* ,(Jakarta, Graha Ilmu,) p.101

Every text has specific structures that differentiate one to others. Exposition text consists of these following structures are:

1. Thesis

   Thesis is the announcement of the issue of concern. The thesis is the followed by the argument stage. With texts produced by early writers, this may comprise only one point and elaboration. In many cases, this is contained on the one sentence.

2. Arguments

   Argument contains of the reasons of doing something. In writing arguments, this stage becomes more complex. The points may increase in number, along with the degree of detail in the elaboration. The ordering of the points or the logic is of primary importance to the effectiveness of the argument.

3. Recommendation

   Recommendation is the statement of what ought to happen or the concluding statement where the thesis is recommended.

A.2.4. Grammatical pattern of Hortatory Exposition text

In exposition text also has a grammatical pattern, those are:

1. A exposition text focuses on generic human and non-human participants, except for a speaker or writer referring to self.

2. A exposition uses of mental processes. It is used to state what writer thinks or feels about issue for example: realize, feel, appreciate.

3. A exposition text uses of material process and using simple present tense. It means to state what happens. For example: is polluting, should be treated.

4. Connectives are used in arguing to maintain logical relations and to link points. Like temporal conectives are used to order prepositions in the preview or at other stages in a more complex argument.

5. It usually uses simple present tense and simple perfect tense

6. Enumeration is something necessary to show the list of given arguments, firstly, secondly,…finally, etc.

A.2.5. The Example of Exposition Text

Why Students Should Eat Breakfast Everyday

THESIS : A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don't have time for that, and begin their day with no meal. I believe that everyone should eat breakfast before going to their activities. The purpose of this paper is to show the importance of breakfast, especially for students.

ARGUMENT 1 : The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because it's not healthy to have an

empty stomach all day long. It's very important to have a meal and not let your stomach work empty. All you are going to get is gastritis and a lot of problems with your health if you don't eat breakfast.

ARGUMENT 2 : Another reason for eating breakfast is because you need food for to do well in your classes. You body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. A lot of people think that they should not eat because they are going to feel tired, but that's not true. Breakfast is not a very big meal, and on the contrary, you're going to feel tired if you don't have breakfast because you have spent the entire previous night without food.

ARGUMENT 3: The last reason to have breakfast every day is because you can avoid diseases if you eat some breakfast in the morning. If you don't eat, you are going to get sick, and these diseases will have a stronger effect on you because you're going to get sick easier than people who have breakfast every day.

RECOMMENDATION : You have to realize that breakfast is the most important meal of the day, and you cannot skip it without consequences for your health, your school and your defense mechanism. It is better to wake up earlier and have a good breakfast that run to school without eating anything. It is time for you to do

something for your health, and eating breakfast is the better way to start your day.[24]

A.3. The Neurological Impress Method

A.3.1. Definition of Neurological Impress Method

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.

Neurological Impress Method (NIM) 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 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.

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

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[24] Kendal Heaven,(2004), *Get It Write; Creating Lifelong Writers, From Expository To Narrative*, USA: Teacger Ideas Press, p.215-216

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.

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[25]. Bedsworth comments in her 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[26]. 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 stated that "Many students report enjoying

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[25] Heckelman, R. G. (2007). *Using the Neurological Impress Remedial-Reading Instruction.* Available: http://journals. .sagepub.com (assessed on march 10th 2018).

[26] Bedsworth, B. (1991). *The Neuroloical Impress Method with Middle.* Available: http://books.google.co.id (assessed on march 5th 2018)

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".

According to 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 oppositon and poor attitudes that teachers of these students so often encounter[27].

Neurological impress method is "a system of rapid-unison reading by the student and teacher" (Lerner & Johns). Heckelman 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. 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[28].

A.3.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.

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[27] Heckelman, R. G., (2015), *N.I.M*. Revisited. Academic Therapy 21.p.4
[28] Flood, J., Lapp, D., & Fisher, D. (2005). *Neurological Impress Method Plus. Reading Psychology*, p. 147-160.

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 to the reader, and help them on their way to being a fluent reader and ultimately comprehending what they are reading

A.3.3. 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.

A.3.3. Advantage and Disadvantages of Neurological Impress Method

A.3.3.1. 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.

A.3.3.2. 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 is considered as the skill that has to be learned firstly before the other skills. It is because in the actual

life, the students may find the actual reading materials such as a newspaper, letters, booklets, leaflets, advertisements, labels, magazines, the telephone directory, the social media (facebook, twitter, youtube, etc.) and so on.

In the learning process the English teacher is as a facilitator. The English teacher has responsibility to make the students motivated in study especially in reading skill. The English teachers have to able in improving students' reading skill so that the learning process can run well. There are some ways that can be done by the English teacher in improving students' reading skill. For example by encourage the students to read by their read loudly.

Neurological Impress Method is done by divided the students in the class. The researcher will apply Neurological Impress Method and teach the students through hortatory exposition text to improve their reading skill. The researcher hopes by teaching the students through hortatory exposition text by Neurological Impress Method can improve students' reading skill.

In this method, students read together with the teacher in the class about the text. And then, after reading together, English teacher calls one of the students to come forward in front of class, student reads the text loudly in front of his friends and teacher. And the teacher corrects the Pronunciation of the student.

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 (NIM) is to make the students interesting to learn something or to reading some text (book, magazine, newspaper,etc).

Exposition is a statement or type of composition intended to give information about (or an explanation of) an issue, subject, method, or idea. Exposition means descriptive of explanatory. Inform means to communicate information, news, knowledge or fact. Exposition text is used giving information, making explanation and interpreting meaning. It includes editorial, essay and informative an instructional material. Used in combination with narrative, exposition supports and illustrates.

From the definition about, the writer define that reading is a process to get some information and process to comprehend something. Exposition text is text that to share opinions, ideas or arguments in form of writing. That have function is to persuade the readers that they should do something for the benefit of others

C. Related Study

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

1. 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.

2. 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.

3. 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)

4. 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.

D. Hypothesis

Based on the explanation of the theoretical and framework of thought above, the hypothesis of this research is through Neurological Impress Method

(N.I.M) can improve students' reading skill at Eleventh Grade Students of MA

Lab UIN-SU Medan**"**

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research design that was used in this study classroom action research (CAR). According to David Hopkins Classroom Action Research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation in which practice are carried out.

From definition above, on the educational contexts, Classroom action research is a form of self reflective activities which done by the teacher on the educational situation to improve the rationality. Classroom action research also have the meaning a research that done by the teacher on his own classes with doing, looking, and make reflection by some actions that aimed to improve or increase the result of education it self.

According to Arikunto 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.

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.[29]

By combining the understanding of three-word limit can be concluded that the research in a class action against activities that are deliberately accruement raised and occurs in a classroom. Classroom action research not really difficult, because the teacher can do with a deliberate and carefully observed the results. Sometimes the obstacles that arise lies in how they search for a little when it was started it is activity, in fact the teachers are so many problems.

The classroom action research including qualitative approach even though the data that had been collected may be quantitative. The aim of classroom action research is to improve and increase the result quality of learning process, developed the teacher's skill, and increase the student's motivation in the learning process.[30]

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[29] Suharsimi Arikunto, (2006), *Prosedur Penelitian*, (Jakarta: Bumi Aksara). p.91

[30] Kuandar,(2011), *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. (Jakarta: Rajawali Press). p. 45-46

B. Subject of Study

The subject of this research was the students of Eleventh Grade of IPS-1 at MA Laboratorium UINSU Medan academic year 2017-2018. This subject consisted of 30 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 MA Lab UIN-SU Medan.

C. Time and Place of Research

The action research was conducted for about 1 month starting on April 2018 at MA LAB UIN-SU Medan. It is located on Jl. William Iskandar Pasar V Medan Estate. The subject of this research consisted of 30 students . This subject chosen because the researcher found the problem on their Reading skills and the researcher assumed that the students need the improvement for their Reading skills.

So, it is needed to improve student's ability in reading comprehension by implementing Neurological Impress Method. By implement this method, it is hoped the ability of students in reading comprehension especially in reading hortatory Exposition will be improved.

D. Research Procedure

The procedures of data collection for this study were 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.

CYCLE OF ACTION RESEARCH

	Planning	
Reflection	CYCLE I	Action I
	Observation	
	Planning	
	CYCLE II	Action II
Reflection		
	Observation	

Next Cycle
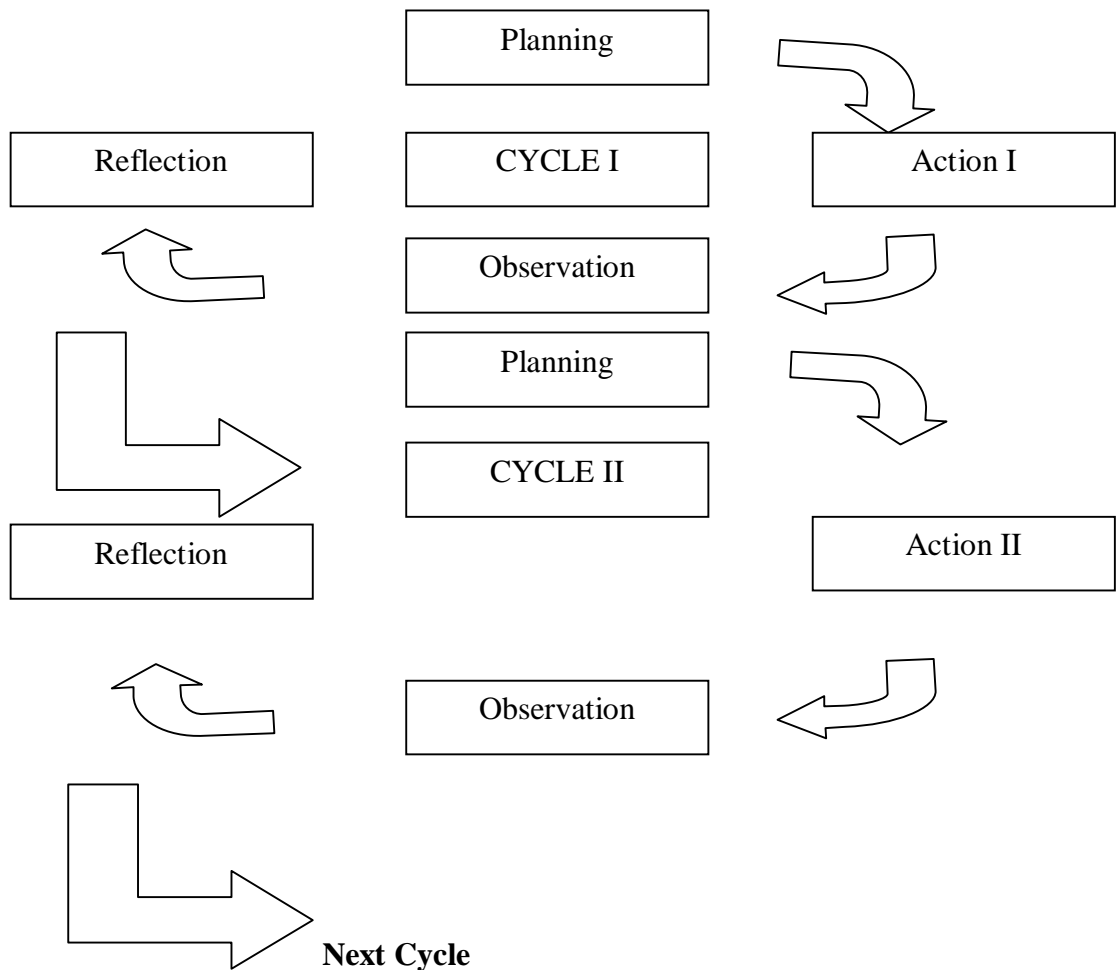
Figure Action Research Model By: (Kemmis and Mc Taggard, 1989).

I.   **Cycle: 1**

According to Suharsimi Arikunto, 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.[31]

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[31] Suharsimi Arikunto,(2010), *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta) , p. 138-139.

1. **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 arranged some plans to be done and prepared the material that made in the lesson plan as the teaching learning process by using Neurological Impress Method (N.I.M) method. The researcher prepared many things, as follows:

a. Determined the material well

b. Designed the lesson plan

c. Prepared the media and strategy

d. Prepared the instruments of collecting the data such as, observation sheet, and test to measure the result of the research later.

e. Prepared the learning sources.

2. **Action**

This step will 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 earlier. The researcher applied 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:

a.   Introduction

Activities:

1) Teacher introduced 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

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 repeated the Reading together with the text.

2) Teacher delivered the next material for next meeting.

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

4. 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

1. Planning

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

2. Action

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

3. 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.

4. 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.

E. 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.[32] 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.

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.[33] A test in simple terms is a method of measuring a person's ability, knowledge, or a performance in a given domain.

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'

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[32] Jack C Richards, and Thomas S. C. Farrel,(2005), *Profesional Development for Language Teachers*. Cambridge University: Cambridge Language Education, p. 85-86.

[33] Harold S. Madson, (2002), *Teqhniques in Testing*. (England: Oxford University Press), , p.5

improvement. It is 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, photo, and video.

e. Dairy Notes

The dairy notes were 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.

F. 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 skills.

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:

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

Where :   X = the mean of the test

              Σx = 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:

$$P = \frac{R}{T} \, X \, 100\%$$

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 of students who took the test

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 30 students. The class named XI IPS-1 of MA Lab UIN-SU 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.	AIR	70	80	100
2.	AN	50	70	70
3.	AH	30	40	70
4.	ASS	20	40	60
5.	ASR	20	40	70

6.	DP	70	80	90
7.	FR	50	70	80
8.	FH	50	60	70
9.	FAR	70	80	80
10.	FIH	60	70	70
11.	HKP	30	40	60
12.	IQ	50	60	70
13.	IH	40	70	90
14.	IW	50	80	80
15.	KA	30	50	70
16.	KS	40	60	70
17.	KAN	30	50	60
18.	LSS	70	80	90
19.	MRS	40	60	90
20.	MT	50	60	70
21.	MK	40	60	70
22.	MSP	30	50	60
23.	MI	60	80	90
24.	PF	60	80	80
25.	NSP	30	50	60
26.	RAP	40	60	70
27.	RAS	70	80	90
28.	MR	50	70	70

29.	KHS	40	70	80
30.	MM	30	50	70
	TOTAL	ΣX= 1370	ΣX=1890	ΣX=2250
	MEAN	X=45, 66	X=63	X=75

A.2 The Qualitative Data

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

A.2.1. 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.

A.2.2. Interview Sheet

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

A.2.3. Observation Sheet

The observation sheet could be seen in the first cycle of the study, some of the students were not interested in reading hortatory exposition 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 hortatory exposition text and students had good interest in learning reading hortatory exposition text.

A.2.4. 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' mean kept growing from pre-test until post-test of the cycle two. In the pre-test, total score of the students was 1370 and the number of students who took the test was 30 students, so the mean of students' score was:

$$X = \frac{\Sigma x}{N} = 1370 = \frac{1370}{30} = 45, 66$$

In the post-test of the first cycle, the students' score was 1890 and the number of students who took the test was 30 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 1890 = \frac{1890}{30} = 63$$

In the post-test of the cycle two, the students' score was 2250 and the number of students who took the test was 30 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 2250 = \frac{2250}{30} = 75$$

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

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

$$P1 = \frac{5}{30} X\ 100\% = 16, 66\ \%$$

$$P2 = \frac{14}{30} X\ 100\% = 46, 66\ \%$$

$$P3 = \frac{25}{30} X\ 100\% = 83, 33\ \%$$

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 4.2 the percentage of the students who got point up to 70

Test	Students got point up to 70	Percentage
Pre test	5 students	16, 66 %
Post test I	14 students	46, 66 %
Post test II	25 students	83, 33 %

From the table above, it can be seen the improvement of the students' score. In the pre test, there was 16, 66 % (5 Students) who got point up to 70. In post test I, there was 46, 66 % (14 Students). In the post test II, there was 83, 33 % (25 Students). The improvement from pre-test until the post test II was 66, 67 %.

B.2 The Qualitative Data

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

B.2.1 First Cycle

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.

Action

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

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 hortatory exposition 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.

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.

1. 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:

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.

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 hortatory exposition 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 Hortatory Exposition Text.

3. The researcher as the teacher gave chance for students to ask about reading Hortatory Exposition Text if they did not understand yet.

<u>Observation</u>

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.

<u>Reflection</u>

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 hortatory exposition 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, 66 %, 46, 66 % at the post I, and there

was 83, 33% at post test II. The total improvement from pre-test until the post test II was 66, 67 %.

C. Research finding

The result was indicated that there was an improvement on the students ability in reading hortatory exposition 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 45, 66. The mean of post test I (cycle I) was 63 and in the post test II (cycle II) was 75.

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 5 of 30 students (46, 66 %), in the post test I, there were 14 Students of 30 students (46, 66 %), and in the post test II, there were 25 Students of 30 students (83, 33 %).

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 hortatory exposition text was still low. They were confused how to comprehend reading hortatory exposition text and what parts of hortatory exposition 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 hortatory exposition 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 hortatory exposition 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 hortatory exposition 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 Hortatory Exposition Text. The students enjoy the study because they can do reading with reading aloud.

From the statistic data, the students' ability in reading hortatory exposition text by using Neurological Impress Method in the post test II showed that the highest score is 100 and the mean was 75. Teaching without using Neurological

Impress Method, the highest score was 70 and the mean was 45, 66. It means that students' score increased.

The fact said that the students more interested in learning reading Hortatory Exposition Text by using Neurological Impress Method. They were fun and still serious in learning Hortatory Exposition Text. Based on the research in eleventh grade of MA LAB UIN-SU Medan, the researcher found that Neurological Impress Method is suitable in teaching reading hortatory exposition 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 hortatory exposition text by using Neurological Impress Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on result of research, it could be conclude that:

1. The Students' achievement or Students' ability in Reading Hortatory Exposition Text before using Neurological Impress Method was low. It could be observed with the mean of students' score in pre-test of cycle I was 45,66. The percentage of students' score in pre test of cycle I was 16, 66 %.

2. The process of implement Neurological Impress Method consisted of teacher as a researcher read loudly that teacher asked to the student read text about hortatory exposition one by one by the teacher sit beside the student. So the teacher could be corrected the pronoun from the student. In cycle one, the students till got difficulties in implementing Neurological Impress Method because they were seldom in read. In cycle two, there was students ability improvement by implementing Neurological Impress Method, reading material was more interesting, enjoyable for the students.

3. The students ability in reading Hortatory Exposition text was increase in comprehend the text after implement Neurological Impress Method. It could be seen from the students value from percentage of pre test in cycle I until post test II, that is 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 5 of 30 students (46, 66 %), in the post test I, there were 14 Students of 30 students

(46, 66 %), and in the post test II, there were 25 Students of 30 students (83, 33 %). Students' score had improved too. It was based on the percentage of the students score. At the pre test there was 16, 66 %, 46, 66 % at the post I, and there was 83, 33% at post test II. The total improvement from pre-test until the post test II was 66, 67 %.

B. Suggestion

The research finding showed that the application of NIM (Neurological Impress Method) could improve students' ability at reading hortatory exposition 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.

3. For other researcher: It can be compared for other researchers who want to do further research on the same subject and solve this problem.

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APPENDIX I

LESSON PLAN

(FIRST CYCLE)

School : MA LAB UIN-SU MEDAN

Subject : English

Class/semester : XI / IPS-1

Academic Year : 2017/2018

Skill : Reading

Time Allocation : 2 x 45 minutes

Meeting :

A. Standard Competency

Understanding the meaning of short functional texts and essays in form of narrative, spoof,and **hortatory exposition** to access knowledge in daily life context.

B. Basic Competence

Responding meaning and rhetorical structures in essay forms by using variety of writtenlanguage accurately, fluently, and acceptably to access knowledge in daily life context inform of narrative, spoof, and **hortatory exposition**

C. Indicator

1. Cognitive

a) Process

- Define hortatory exposition

- Identify generic structures of hortatory exposition

- Identify language features of hortatory exposition

- Identify main ideas of hortatory exposition

- Identify meaning of hortatory exposition

b) Product

- Answer questions which are related to hortatory exposition

- Students read the text about hortatory exposition

- Students find the generic structure of text

2. 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.

3. Psychomotor

- Read hortatory expositions

- Find main ideas of hortatory exposition

- Find generic structures of hortatory exposition

- Find language features of hortatory exposition

D. Material

- Hortatory exposition

Material of teaching.

Read the text below!

Tourism Development Program.

Faster planes and cheaper flights are making it easier than ever before for people to travel. In the most 'developed' societies, visiting exotic places is

a sought-after status symbol. The tourism industries of both developed and developing countries have recognized this fact and are learning to take advantage of it.

There are, however, some problems associated with this new industry. Firstly, there is the increasing crime rate. Some locals see tourists as an easy prey because, not only are they in unfamiliar territory and therefore less able to take care of themselves, but also they carry visible items of wealth, such as cameras and jewelry which can be disposed of quickly for profit.

Another major problem is health. With greater mobility comes greater danger of spreading contagious diseases around the world. One carrier returning home could easily start an epidemic before their illness was diagnosed. Moreover, he emergence of many diseases which resist antibiotics is causing scientists to be increasingly concerned about this issue.

Also to be considered is the natural environment, which can be seriously threatened by too many visitors. Australia's Great Barrier Reef, for example, is in danger of being destroyed by tourists and there are plans to restrict visitors to some of the more delicate coral cays.

These are just three of the reasons why any country should be wary of committing itself to an extensive tourism development program.

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 hortatory exposition

2. Main Activities (70 minutes)

   - Students give the respon of the material about hortatory exposition

   - Students get a text from teacher about hortatory exposition

   - Students read the text about hortatory exposition

   - Students identify the generic structure of the text about hortatory l exposition

   - Students discuss of the text about hortatory exposition

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 Elevent 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 x 10 = 100

APPENDIX II

LESSON PLAN

(SECOND CYCLE)

School : MA LAB UIN-SU MEDAN

Subject : English

Class/semester : XI / IPS-1

Academic Year : 2017/2018

Skill : Reading

Time Allocation : 2 x 45 minutes

Meeting :

E. Standard Competency

Understanding the meaning of short functional texts and essays in form of narrative, spoof,and **hortatory exposition** to access knowledge in daily life context.

F. Basic Competence

Responding meaning and rhetorical structures in essay forms by using variety of writtenlanguage accurately, fluently, and acceptably to access knowledge in daily life context inform of narrative, spoof, and **hortatory exposition**

G. Indicator

1. Cognitive

   a. Process

   - Define hortatory exposition

   - Identify generic structures of hortatory exposition

- Identify language features of hortatory exposition

- Identify main ideas of hortatory exposition

- Identify meaning of hortatory exposition

  b. Product

- Answer questions which are related to hortatory exposition

- Students read the text about hortatory exposition

- Students find the generic structure of text

2. 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.

3. Psychomotor

  - Read hortatory expositions

  - Find main ideas of hortatory exposition

  - Find generic structures of hortatory exposition

  - Find language features of hortatory exposition

4. Material

  - Hortatory exposition

  Material of teaching.

  Read the text below!

Pakistan's Houbara Bird Facing Extinction

The indiscriminate hunting of endangered houbara bustard birds in Pakistan by rich hunting parties from the Gulf nations have pushed the species toward extinction. The hunting was initially banned by the Pakistani courts, but under continuous pressure from the provincial governments of Sind, Baluchistan, and Punjab, as well as the federal government, recently the courts lifted the ban on the hunting of this vulnerable species.

Some people in Pakistan have been advocating for sustainable hunting of the species instead of a complete ban, but this is highly debatable. Reckless hunting for decades has pushed this beautiful species toward extinction and it is now critically endangered in Pakistan.

No reliable or credible statistics on the population dynamics of the species are available either. Unless specially protected by the law, the species runs the risk of becoming extinct in the wild in the next few decades.

Under these circumstances, they only logical approach to save the species from extinction in the not-so-distant future is to immediately start comprehensive captive breeding program for the species across the nation.

If the captive breeding program runs successfully and produces an appreciable number of chicks. then reintroduction programs could be initiated in their wild habitats. only after rebuilding population for some time in the wild and allowing them to breed naturally to reach a sustainable population could some restricted hunting be planned. Currently, the low numbers have made this species vulnerable and with zero or poor monitoring, sustainable hunting practices in Pakistan for this dwindling species will not work.

Game hunting works only when a stable population is achieved with strict monitoring on the ratio of males to females hunted per season. If the females (no true statistics available) are being taken out of the population through random hunting, the population is sure to pass through a bottleneck in the wild habitat, with high vulnerability to eventual extinction.

The people of Pakistan need to decide what is more important-a few petrodollars or protecting the biodiversity of the nation.

Saikat Kumar Basu

Lethbridge, Canada.

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 hortatory exposition

    1. Main Activities (70 minutes)

- Students give the respon of the material about hortatory exposition

- Students get a text from teacher about hortatory exposition

- Students read the text about hortatory exposition

- Students identify the generic structure of the text about hortatory l exposition

- Students discuss of the text about hortatory exposition

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 relevan book (English in focus book for Elevent 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 x 10 = 100

APPENDIX III

NAME   :

GRADE   :

PRE-TEST

Instruction:

Choose the correct answer by crossing a, b, c, d

Text 1

The following text is for questions 1 to 5

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

1. Where do the kids usually ride their skateboard?
   A. In the main roads and foot paths.
   B. In front of the supermarket.
   C. In front of their home.

D. In the suburbs.

E. In the park.

2. What is the main idea of paragraph 3?
   A. There is no safe place for skateboarders.
   B. Kids seek an excitement in skate.
   C. The goodness of skateboarding.
   D. The skateboarding is a serious sport.
   E. How to prevent overweight by skateboarding.

3. The writer's purpose in writing the text is ….
   A. to invite the local teenagers to skate in a park built specifically for skaters.
   B. to convince the readers that they need a safe place for skaters to skate.
   C. to provoke youngsters into the local government policy.
   D. to promote the writer's business of skateboarding class.
   E. to inform parents about the goodness of skateboarding.

4. What must we do to let the skaters play?
   A. Join with them anywhere.
   B. Give them space in the park.
   C. Let them play in the main roads.
   D. Let them play in the local street.
   E. Build a skate park in the suburbs.

5. They need to practice their 180s, 360s and Ollie's free from restrictions. (Paragraph 5)
   The synonym of the underlined word is ….
   A. Approval
   B. Allowance
   C. Improvement
   D. Prevention
   E. Limitation

Text 2

The text is for questions 6 to 10

Government should not raise fuel price to solve the problem of economic issues. People were affected severely with the high fuel price like last year. Obviously they cut their spending. As an example, they had to buy lower quality of rice or palm oil. There were also fewer buyers of secondary commodities like flour, or canned meat or fish.

Furthermore, the condition of low income family will become even worse because their expenses will increase while their salaries will not. Many companies will have to trim the number of employees because they are incapable of managing, buying or selling price, standard wages and personal affairs.

Finally, government should not raise fuel price to overcome economic problem but the solution should be sought by tapping into the nation's own potential and utilizing it to enhance productivity to its maximum.

Answer the following questions based on the text!

6. The text above is in the form of?

a)   Hortatory exposition text

b)   Narative text

c)   Analytical exposition

d)   descriptive text

e)   procedure text

7. The generic structure of the first paragraph is?

a)   arguments

b)   Thesis

c)   Recommendation

d)   Idntification

e)   orientation

8. What is the generic structure of the text ?

a)   arguments ,recommendation and thesis

b)   recommendation, arguments and thesis

c)   thesis, arguments and recommendation

d)   orientation, thesis and arguments

e)   re-oroentation, thesis and arguments

9. What is the tittle of the text ?

a)   Why Should Wearing a Helmet when Motorcycling

b)   Mobile Phones in the School

c)   Solve the Problem of Economic Issues

d)   condition of low income family

e)   government and family

10. What problem has been discussed in the text ?

a)   Solve an economic issues

b)   effects of smoking

c)   Floods hit Jakarta

d)   food and transfortation

e)   economic and goverment

APPENDIX IV

NAME   :

GRADE   :

POST TEST 1

Instruction:
Choose the correct answer by crossing a, b, c, d

Text 1

The following text is for questions 1 to 5

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form firm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs or break laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180s, 360s and Ollie's free from restrictions. We must build skate parks in the suburbs so that streets are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

1. Where do the kids usually ride their skateboard?
   A. In the main roads and foot paths.
   B. In front of the supermarket.
   C. In front of their home.

D. In the suburbs.

E. In the park.

2. What is the main idea of paragraph 3?

A. There is no safe place for skateboarders.

B. Kids seek an excitement in skate.

C. The goodness of skateboarding.

D. The skateboarding is a serious sport.

E. How to prevent overweight by skateboarding.

3. The writer's purpose in writing the text is ….

A. to invite the local teenagers to skate in a park built specifically for skaters.

B. to convince the readers that they need a safe place for skaters to skate.

C. to provoke youngsters into the local government policy.

D. to promote the writer's business of skateboarding class.

E. to inform parents about the goodness of skateboarding.

4. What must we do to let the skaters play?

A. Join with them anywhere.

B. Give them space in the park.

C. Let them play in the main roads.

D. Let them play in the local street.

E. Build a skate park in the suburbs.

5. They need to practice their 180s, 360s and Ollie's free from restrictions. (Paragraph 5)

The synonym of the underlined word is ….

A. Approval

B. Allowance

C. Improvement

D. Prevention

E. Limitation

Text 2

The text is for questions 6 to 10

Government should not raise fuel price to solve the problem of economic issues. People were affected severely with the high fuel price like last year. Obviously they cut their spending. As an example, they had to buy lower quality of rice or palm oil. There were also fewer buyers of secondary commodities like flour, or canned meat or fish.

Furthermore, the condition of low income family will become even worse because their expenses will increase while their salaries will not. Many companies

will have to trim the number of employees because they are incapable of managing, buying or selling price, standard wages and personal affairs.

Finally, government should not raise fuel price to overcome economic problem but the solution should be sought by tapping into the nation's own potential and utilizing it to enhance productivity to its maximum.

Answer the following questions based on the text!

6. The text above is in the form of?

a)   Hortatory exposition text

b)   Narative text

c)   Analytical exposition

d)   descriptive text

e)   procedure text

7. The generic structure of the first paragraph is?

a)   arguments

b)   Thesis

c)   Recommendation

d)   Idntification

e)   orientation

8. What is the generic structure of the text ?

a)   arguments ,recommendation and thesis

b)   recommendation, arguments and thesis

c)   thesis, arguments and recommendation

d)   orientation, thesis and arguments

e)   re-oroentation, thesis and arguments

9.   What is the tittle of the text ?

a)   Why Should Wearing a Helmet when Motorcycling

b)   Mobile Phones in the School

c)   Solve the Problem of Economic Issues

d)   condition of low income family

e)   government and family

10. What problem has been discussed in the text ?

a)   Solve an economic issues

b)   effects of smoking

c)   Floods hit Jakarta

d)   food and transfortation

e)   economic and goverment

APPENDIX V

NAME   :

GRADE   :

POST TEST 2

Instruction:
Choose the correct answer by crossing a, b, c, d

Text 1

Higher Education for Women

In this modern era, there are still some parents who are reluctant about sending their daughters to college. The narrow attitude shown to women's education is largely due to the traditional role of women in society. A woman is expected to be a wife and a mother. Most parents believe that if their daughter gets married and chooses to be a housewife, then the higher education will be waste. However, an educated woman is not only a better wife but also contributes something to the society.

Nowadays, more and more women are successfully combining their career and marriage. Educated women are richer both emotionally and financially. They are able to find an outlet for their monotonous drudgery of their housekeeping. They bring more satisfaction and contentment to their lives.

Depriving girls of higher education is crash discrimination. Times have changed; modern society needs the talents of its people regardless of gender. Today, women work alongside men. In fact, in the last few decades, women have made outstanding contributions to society.

Women should be given the freedom to be educated whether or not they get married or go to work after finishing their education, because it is only through education that a woman will find herself useful and discover that she wants in life. A woman who works is not an insult to her husband. Conversely, her husband should feel proud of her achievements since. marriage is actually an equal partnership.

Therefore, parents should not think that girls should receive less education just because they will get married one day.

1. What makes parents reluctant to send their daughters to college ....

    A. They think education will be a waste

    B. More women are successful in their career

    C. It is a waste for women to go to college

    D. Traditional roles of women in society do not need high education

    E. They have to contribute something to the society

2. What is the main purpose of the text ....

    A. To put forward a point of view or argument about higher education for women

    B. To tell the parents in this modern era about how to educate their daughters

    C. To persuade readers what should and should not do about education

    D. To explain to readers about how to give education for their daughters

    E. To describe the fact about how some parents educate their daughters

3. Modern society needs ....

    A. Educated career women

    B. Married women

C. Educated women

D. Good housewives and mothers

E. Talented people regardless gender

4. "In fact, in the last few decades, women have made outstanding contributions to society." (Paragraph 3).

The synonym of the italic word is ....

A. Main

B. Major

C. Ordinary

D. Well known

E. Remarkable

Text 2

The following text is for questions 5 to 9.

Anybody who is over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents youngpeople from enjoying an active, energetic, and adventurous pastime.

Just watch a local street for a short while and note the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and old ladies can be knocked down as they struggle home carrying their cat food from supermarkets.Thunderous rattles are heard on our main roads each night as skaters travel without lights and without signs to oncoming cars.

Skateboarding is a serious sport that improves young people's health. It increases fitness, improves balance, and strengthens the joints in knees and ankles.

Although it appears to be a solo sport, when groups practice together and compete to perform stunts or runs they form fi rm friendships.

Young people should be prevented from becoming overweight couch potatoes. If they are actively involved in skating, they do not smoke, take drugs, or break laws for fun.

Kids will always seek thrills and excitement. They need to practice their 180's, 360's, and Ollie's free from restrictions. We must build skate parks in the suburbs so that street are safe for small children and senior citizens and skaters have spaces where they can race, chase, speed, and soar towards the sun.

5. Where do the kids usually ride their skateboard?

    A. In the main roads and footpaths

    B. In front of the supermarket

    C. In front of their home

    D. In the suburbs

    E. In the park

6. What is the main idea of paragraph 3?

    A. There is no safe place for skateboarders

    B. Kids seek an excitement in skate

    C. The goodness of skateboarding

    D. The skateboarding is a serious sport

    E. How to prevent overweight by skateboarding

7. The writer's purpose in writing the text is ....

    A. To invite the local teenagers to skate in a park built specifically for skaters

    B. To convince the readers that they need a safe place for skaters to skate

C. To provoke youngsters into the local government policy

D. To promote the writer's business of skateboarding class

E. To inform parents about the goodness of skateboarding

8. What must we do to let the skaters play?

A. Join with them anywhere

B. Give them space in the park

C. Let them play in the main roads

D. Let them play in the local street

E. Build a skate park in the suburbs

9. They need to practice their 180's, 360's, and Ollie's free from restrictions. (paragraph 5)

The synonym of the underlined word is ....

A. Approval

B. Allowance

C. Improvement

D. Prevention

 E.Limitation

The following text is for questions 10

Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in systems and implies respect for one another. However, it is one the many values that is not easy for our students to learn.

Inner discipline, one that comes from an understanding of the set rules and regulations, is the highest from of the behaviour. Most exellent schools try to

instill this with a loving environment. Why, even adults arrive late to meetings, work, etc. Here, we do not agree that late comers should be shut out. They can be given warnings, most of which are enough to make them try their best to reach the school on time later. If this fails, invite their parents to school.

By closing the gates, the school is behaving cruelly, to which we prefer not to expose our children. Every school has a responsibility to implant good educational principle, but it should be in appropriate ways. Good schools create competitive students who can organize themselves effectively in society, so that everyone gets a quality life as a result of ethics and values learned for as long as 12 years.

Children are precious and dependent on the adults for guidance. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

10. What should the school do if a student can't stop his/her habit to come late to school?

    A. Punish him/her

    B. Shut him/her out

    C. Fail him/her

    D. Talk to his/her parents

    E. Try to understand him/her

APPENDIX VI

ANSWER'S KEY

PRE-TEST

1. A   6. A

2. C   7. B

3. B   8. C

4. E   9. C

5. E   10. A

APPENDIX VII

ANSWER'S KEY

POST TEST 1

1. A   6. A

2. C   7. B

3. B   8. C

4. E   9. C

5. E   10. A

APPENDIX VIII

ANSWER'S KEY

POST TEST 2

1. D   6. C

2. A   7. B

3. E   8. E

4. E   9. E

5. A   10.D

APPENDIX IX

Diary Notes

First Cycle

First Meeting (Tuesday, May 1ˢᵗ 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 hortatory exposition text. They did pre test but during the test some time they asked what they understand yet.

Second Meeting (Monday, May 7ᵗʰ 2018)

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

Third Meeting (Tuesday, May 8ᵗʰ 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 test I, 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 (Monday, May 14ᵗʰ 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 hortatory exposition 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 hortatory exposition text.

Fifth Meeting (Tuesday, May 15ᵗʰ 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 hortatory exposition text had improve by using Neurological Impress Method.

APPENDIX X

Interview Sheet

Interview With the Teacher in the First Session

R : what do you think about this class sir?

T : 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

R : Do you think they like English?

T : 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.

R : How are about the skill of the students in reading hortatory exposition text?

T : Their ability in reading hortatory exposition 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.

R : How do you teach your students in reading skill especially in reading hortatory exposition text?

T : 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

R : what do you think about the application of NIM in improving students ability in comprehend reading text especially hortatory exposition text?

T : 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 comprehend hortatory exposition text. It is very good to applied in teaching reading especially hortatory exposition text.

In which:

R : Researcher

T : Teacher

Interview with the Students in the First Session

R : Do you like reading?

S1 : saya kurang suka miss, karna susah dalam mengucapkannya

S2 : Yes, I like miss

S3 : No miss, karena saya tidak atu artinya dan susah untuk di lafalkan, tapi saya

suka mendengarkan orang yang membaca text bahasa inggris.

R : what kind of reading text di like to read?

S1 : I like Reading Narrative Text Miss

S2 : I like Reading Story miss

S3 : I like Reading Comic miss, webtoon

R : do you like Reading Hortatory exposition Text?

S1 : saya tidak suka miss

S2 : sometime miss

S3 : I think yes miss

R : do you want to tried reading skill especially reading hortatory exposition text?

S1 : yes, miss

S2 : iya miss, saya mau belajar dan mencoba nya

S3 : yes, I want

Interview with the students in Last Session

R : what do you think about NIM ?

S1 : I think it is good

S2: bagus miss, saya jadi tidak malu membaca sendiri dan saya tau cara membaca

yang benar nya

S3 : NIM is good miss

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

S1 : yes miss

S2: yes..

S3 : May be miss..

In Which:

R : Researcher

S : Student

APPENDIX XI

OBSERVATION SHEET IN CYCLE I

Date   :

The number of students :

Meeting   :

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

Focus	Activities	Yes	No
The researcher (S as a teacher)	- The teacher explain teacher' objectives and she motivates students to show their in reading hortatory exposition. - The teacher prepares teaching material systematically and clearly -The teacher explain about definition, generic structure, and purpose of hortatory exposition text. -the teacher explain about neurological impress method. -the teacher gives chance to the students to ask some question, if any -The teacher try to solve the		

	students problem - The teacher gives feed back to all students -the teacher manages the time effectively and efficiently		
The students	-The students pay attention to the teacher explanation -the students ask question to the teacher if there is something unclear -the students answer question to that are given by the teacher -the students give good respond to the topic given -the students try to solve their problem seriously -all the students do their task		
Context	-The classroom is save from crowded -The classroom is comfortable (clean and calm) -The classroom has teaching aids (chalk, black board, duster nd so on).		

APPENDIX XII

OBSERVATION SHEET IN CYCLE II

Date :

The number of students :

Meeting :

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

Focus	Activities	Yes	No
The researcher (as a teacher)	- The teacher explain teacher' objectives and she motivates students to show their in reading hortatory exposition. - The teacher prepares teaching material systematically and clearly -The teacher explain about definition, generic structure, and purpose of hortatory exposition text. -the teacher explain about neurological impress method. -the teacher gives chance to the students to ask some question, if any		

	-The teacher try to solve the students problem - The teacher gives feed back to all students -the teacher manages the time effectively and efficiently		
The students	-The students pay attention to the teacher explanation -the students ask question to the teacher if there is something unclear -the students answer question to that are given by the teacher -the students give good respond to the topic given -the students try to solve their problem seriously -all the students do their task		
Context	-The classroom is save from crowded -The classroom is comfortable (clean and calm) -The classroom has teaching aids (chalk, black board, duster nd so on).		

APPENDIX XIII

DOCUMENTATION

Researcher Explained The Material

STUDENTS DO THE TEST

tudents And Researcher Do Neurological Impress Method In Reading Text

Medan,   April 2018

Nomor   : Istimewa   KepadaYth:

Lamp   : -   Bapak Dekan FITK

Perihal   : Skripsi   UIN-SU

           a.n. **Ernis Elia**   di-

Tempat

AssalamualaikumWr.Wb.

        Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Ernis Elia** yang berjudul:

"THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD IN TEACHING READING HORTATORY EXPOSITION AT GRADE ELEVENTH STUDENTS OF MA LAB UIN-SU MEDAN",

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

        Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. WassalamualaikumWr.Wb

    ADVISOR I   **ADVISOR II**

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : **Ernis Elia**

NIM : 34.14.1.011

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul :**THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD IN TEACHING READING HORTATORY EXPOSITION AT GRADE ELEVENTH STUDENTS OF MA LAB UIN-SU MEDAN**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, April 2018

Yang Membuat Pernyataan

Ernis Elia
NIM. 34.14.1.011

BIOGRAPHY

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Address	: Padang , Pasaman Barat
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Motto	: "Don't Wait Till Tomorrow What You can do today"