



**THE EFFECT OF APPLYING NEUROLOGICAL IMPRESS METHOD ON
STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE
STUDENTS' OF MA LABORATORIUM UINSU MEDAN**

A SKRIPSI

*Submitted in Partial Satisfaction of the Requirement for the
Degree of Scholar of English Education*

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY NORTH SUMATRAMEDAN

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2019



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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya sudah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang di berikan oleh universitas batal saya terima.

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Assalamu Alaikum Wr.Wb

Dengan Hormat

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Lena Marlina Harahap** yang berjudul “**THE EFFECT OF APPLYING NEUROLOGICAL IMPRESS METHOD ON STUDENTS’ READING COMPREHENSION AT ELEVENTH GRADE STUDENTS’ OF MA LABORATORIUM UINSU MEDAN**”, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalam,

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ABSTRACT

Lena Marlina Harahap (34.15.4.180) The Effect of Applying Neurological Impress Method on The Students' Reading Comprehension 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 (2019)

Keywords: *Neurological Impress Method, Reading Comprehension*

This Research was attempted to improve students' ability in reading comprehension text by using Neurological Impress Method. This research will be conducted by using quantitative design. The experimental research is used to carry out this research. The sample then will be divided into two groups, experimental and control group. The experimental group is taught by using neurological impress method and the control group by using grammar translation method. Both groups are give pre-test before doing the treatment and the test itself is the same test. Finally the students both in the experimental and control group will be give post test with the same test. The design is apply in order to find out the effect of neurological impress method on the student's ability in reading narrative text. 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. Students were active and interested in reading. The result of this research showed that NIM can improve students' ability in reading comprehension. There was effect of applying Neurological Impress Method on the students' ability in reading comprehension that they became more joyful, cheerful, active and interesting in reading to express their ideas. It showed by the final result t_{obs} which was 6.09 > and t_{table} was 1.67. t_{table} was found based on the result of degree of freedom (df). The fact showed that t_{obs} was higher than the value of t_{table} because $t_{obs} > t_{table}$ was 6.09 > 1.67. it means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted

ACKNOWLEDGMENT



In the Name of Allah the Most Gracious and the Most Merciful

All praise is due to Allah SWT, the sustainer, the most gracious, and the most merciful, who had given the writer love and blessing to finish a last assignment in my study, “Thesis”. Peace and His blessing, mercy is onto beloved and our dear the holly prophet Muhammad Saw (peace be upon Him) and his family, his companion, and his adherence.

The thesis: “The Effect of Applying Neurological Impress Method on The Students' Reading Comprehension of MA LAB UIN-SU Medan” is a simple and small creation was created by me to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2019.

It is pleasure to acknowledge the help and contribution to all of lecturers, family, friends, and institution who have contributed in the different ways hence this thesis is processed until it becomes a complete writing which will be presented to the Faculty of Tarbiyah and Teachers’ Training in partial fulfillment of the requirement for the degree S.Pd in English Language Education.

Therefore, I would like to extend appreciation to all of them, especially to:

1. **Drs. Amiruddin Siahaan, M.Pd.**, as the Dean of Tarbiyah Faculty and Teachers' Training at State Islamic University of North Sumatera.
2. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum.**, the Head of English Educational Department.
3. **Maryati Salmiah, S.Pd, M.Hum.**, as the Secretary of English Education Department and also as my Advisor II who patiently guided and helped me to finish this thesis. There is no single word that I can say except, "Thank you very much for guiding and consulting me".
4. **Dr. Hj. Farida Repelita Waty Kembaren, M. Hum.**, as the first advisor who had given much of her time, suggestion, knowledge, and her patience guidance in preparing and finishing this thesis. There is no single word that I can say except, "Thank you very much for guiding and consulting me".
5. All lecturers of English Education Department for the sciences, and thought which had been given to me during study at English Educational Department.
6. **BUK NANDA**, She is headmaster of MA LAB UINSU Medan who had given me the chance and permission to conduct the research at that school.
7. **PAK RUDI**, the English Teacher of MA LAB UINSU Medan who given a great participation during the research. Then it was amazing moments, and never forget to all students at IA-1 for the nice participants in completing this thesis.
8. All of my friends in English Education Department, who made my insanity become totally logical when I was with you. A 'favorite' class with chivalrous, hilarious, and cranky persons spent plenty of times together fighting with a ton of tasks by shedding sweat and tears until we felt like we could barely eat, sleep, and breathe. And tada! We are still alive today! Thanks a ton for all my friends

Aisyah,Aidil, Ayu, Devi, Halimah, Ihda, Indah R, Indah D, Intan, Irma, Ismah, Ismail, Jam'ah, Jasar, Kiky, Melan, Marni, Nisak, Rizky, Ulfa, Ummi, Sari, Wahidah, Yuni, I'm so glad to know you.

9. Especially my best friends of **NAFASTA** Yusnidar Tanjung,S.Pd, Fadly Ramadhan, S.Pd, Astrida Hafni,S.Pd, Sudrajat Arif Wicaksono,S.Pd, Atikah Gunasyah,S.Pd, and my Struggle friends Dwi Larasati,S.Pd as my twin in our class, Puspita sari Nasution, S.Pd as my mom in my class, Tungky Ariwibowo,S.Pd, Asparudin,S.Pd, who had given much love, time, support, laugh, and every togetherness that never forget.
10. And the last I say Thanks to my beloved someone. . . .

Furthermore, I would like to express my best gratitude and deep appreciation for all people who love and help me. Finally, the I hope that my thesis will be useful for the readers, especially the students of English Education department who want to conduct similar research. May Allah the almighty bless of us.

Medan, 09 October 2019

Lena Marliana Harahap

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SPECIAL DEDICATION

In this very special moment, I would like to dedicate my mini thesis to my family. A special feeling of gratitude to my beloved heroes, they are **Ali Guntur Harahap** (a man who never hurts and makes me like a princess and always gave me much love and support until the end of time. I Love you so much dad) and **Risdawati Hasibuan** (a greatest woman in this world who I never can be as strong as her, always gave me anything I want in my life. Love you so much mom). Thanks for always pray for me, for love, encouragement, advices, supports both financially and mentally that made me possible to finish my study.

My special thanks and dedication are also addressed to my lovely elder brother **Abdul Husni Amril Harahap**, and my twin **Leni Marliani Harahap, S.Pd** and her husband, and my beloved little sister **Rena Oktofiana Harahap**, your funny behaviors make me never feel tired during finishing this thesis. You are my everything in my life.

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CHAPTER I

INTRODUCTION

1.1 The Background of Study

According to education unit curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) of Indonesia, students have to comprehend the information from the text. That is why teach reading is a big responsibility for the teacher nowadays, because the governments use reading to assess the students' ability in English which implicated in national examination. In the national examination 2014, the reading text for junior high school consists of 35 questions from the 50 question tested.

English is learned in all levels of education, from the elementary school to the level of university. Based on the syllabus of senior high school the students are expected to be able in mastering the four language skills in English subject, namely: listening, speaking, reading, and writing. And this study will be focused in reading skills.¹

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension means how the reader can find out the message and comprehend the text well. So, the teacher is not only teaches the students how to read, but how to comprehend and find out the meaning from the text.²

However, the students at MA UINSU MEDAN are not able to achieve this objective. It can be proven by the fact that the student score in reading are still below

¹William Grabe and Fredricka L. Stooler. 2002. *Teaching and Researching Reading*. Longman. P.9

²Cathrine Snow. 2002. *Reading for Understanding*. RAND. P.9

the Minimum Passing Grade, namely 75. The result of research observation said that most of student cannot understand and have low expectation in reading comprehension. The student are low ability in reading comprehension, the student are difficult to understand the grammar, vocabulary, low motivation in reading comprehension and not interest in learning reading comprehension.

Students sometimes have low expectation in reading comprehension. They consider that is difficult to comprehend the content of the text, and they feel bored and it reduces the motivated of students.³ There are many factors influencing the student lack in reading, they are: Internal and External factors. The internal factors are interest, motivation, less practice, IQ. And the external factors are environment, strategy, teacher, method and media. Therefore, the research choose a media, it is a tool of transfer information from someone to other people.

Neurological impress method is one way that can arouse students interesting especially in reading and help them to understand of the material easily. They feel enjoyable to express their ideas. Reading is one of language skill. It will occupy a place in most English language courses, people need to learn reading in English, for occupational or academic purposes. If they will study about reading well, of course they can read effectively.

Ideally, if the teacher used media in teaching especially neurological impress method in the class make the students easier in reading. The researcher will guide the students to read the text based on researcher practice in front of the students by their eyes or the instruments sense that the students' hands and then they follow. So it makes

³Jeremy Harmer. 2003. *The Practice of English Language Teaching*. Cambridge: UK. P.208

the students easier in developing their ideas in reading comprehension, so the student enjoyed and were interested in reading comprehension text. Beside that, the students were easy to understand reading comprehension. So the student will active in teaching learning process. The researches hopes using neurological impress method bring a better result. As an English teachers should create a good method or technique in teaching and learning English. So the students will be interest and have an enjoyable atmosphere in the classroom in studying English especially in reading.

Therefore, based on the description above, the researcher is interested in conducting a researcher entitled "**The Effect of Applying Neurological Impress Method on Students' Reading Comprehension at eleventh grade students of MA LABORATORIUM UINSU MEDAN**".

1.2 The Identification of Problem

Based on the background of the study, the low ability in reading of the students could be found by the external factor were :

1. The students have the less interesting in English
2. The students in reading text was still low.
3. The students were difficulty in understanding in reading comprehension text.

The external was the teacher seldom used media in teaching reading.

1.3 The Formulation of Problems

Based on the limitation of study, the problems are formulated as the follow:

1. Is there any effect of applying neurological impress method on students' in reading comprehension?

1.4 The Objectives of Study

The objective of this study is to answer the problem as mentioned in formulation of the problem. Thus, the aims of this study can be listed as follows :

- 1 To find out the effect of applying neurological impress method on the students' in reading comprehension.

1.5 The Significances of Study

The findings of this study are expected to be useful theoretically and practically,

a. Theoretical significances

This study is significant for science development, especially teaching reading comprehension.

b. Practical significances

1. For the headmaster is expected to suggest the teachers of English to use Neurological impress method.
2. For the English teachers, the result of this research is intended to give them input to use appropriate media in teaching reading comprehension through Neurological impress method.
3. For the students, this study is expected to increase their reading comprehension teaching through Neurological impress method.

4. For the research, hopefully this can be used as a reference in conducting the same research for obtaining better result.

CHAPTER II

THEORITICAL REVIEW

2.1. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied. The concepts must be clarified to avoid confusion among the readers by quoting some experts view from some books in the related fields. The concepts will lead to a better analysis of the variable taken because they will help the research to limit the scope of the problem. The following concepts are used in this studied.

2.1.1 Ability Reading Comprehension

Ability means as the quality of being able to do something a neutral or acquired skill and course. If one does not have the ability, it means he lacks of knowledge, strength to do something. The assessment of reading ability does not end with the measurement of comprehension.⁴ A person's ability can be judged on how much they know or achieve. Human being according to Al-Qur'an has the ability when the first time they were born. Allah SWT said in Al-Qur'an (An-Nahl: 78)

وَالْأَفْئِدَةَ وَالْأَبْصَارَ السَّمْعَ لَكُمْ وَجَعَلَ شَيْئًا تَعْلَمُونَ لَا أُمّهَاتِكُمْ يُطُونَ مِنْ أَخْرَجَكُمْ وَاللَّهُ
تَشْكُرُونَ لِعَلَّكُمْ

Meaning: And Allah has brought You out from the wombs of Your mothers while You know nothing. and He gave You hearing, sight, and hearts that You might give thanks (to Allah).

Allah SWT says in Al-Mujadalah verse 11

⁴Douglas Brown. 2004. *Language Assesment: Principles and Classroom Practice*. San Francisco: Longman. p. 185.

زُوقِيلَ وَإِذِ اللّٰهُ يَفْسَحُ فَافْسَحُوا لِمَجْلِسِ فِي تَفْسَحُوا لِكُمْ قِيْلَ إِذَاءَ اٰمَنُوۤا الَّذِيْنَ يَتَّخِذُهَا
 خَيْرٍ تَعْمَلُوْنَ بِمَا وَاَللّٰهُ دَرَجَاتٍ الْعِلْمِ اَوْ تَوَاوَالَّذِيْنَ مِنْكُمْ ءَاٰمَنُوۤا الَّذِيْنَ اللّٰهُ يَرْفَعُ فَاَنْشُرُوۤا اَنْشُرُوۤا اَنْشُرُوۤا

Meaning: O you who believe! When you are told to make room in the assemblies, then make a space. Allâh will give you room (from his mercy). And when you are told to rise up, jihâd (holy fighting in Allâh's cause), or for any other good deed, rise up. Allâh will exalt in degree those of you who believe, and those who have been granted knowledge. And Allâh is well-acquainted with what you do.

Allah SWT says in Al-fatir verse 29 :

اِنَّ الَّذِيْنَ يَتْلُوۤا كِتٰبَ اللّٰهِ وَاَقَامُوا الصَّلٰوةَ وَاَنْفَقُوۡا مِمَّا رَزَقْنٰهُمْ سِرًّا وَّعَلٰنِيَةً يَّرْجُوۡنَ تِجَارَةً لَّا تَبۜوۡ
 وَرَّ

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”⁵

Rasulullah SAW says :

خَيْرُ النَّاسِ اَنْفَعُهُمُ لِلنَّاسِ

Meaning : As best as humans are the most useful for humans (HR. Ahmad, ath-Thabrani, ad-Daruqutni. Hadits ini dihasankan oleh al-Albani di dalam *Shahihul Jami'* no:3289).

Rasulullah SAW says :

⁵<http://www.alquranenglish.com/quran-in-arabicandenglish-translation> accessed on 26March 2019/ 09.35

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : كُلُّ
مَوْلُودٍ يُوَلَّدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ (رَوَاهُ الْبُخَارِيُّ
وَمُسْلِمٌ

Meaning : From Abu Hurairah R.A, he said: Rasulullah SAW said: "Every child was born in a sacred state, his father and mother make Jews, Christians, or Magi."

(H.R Bukhori and Muslim).

Rasulullah SAW says :

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ (رَوَاهُ
الْبُخَارِيُّ وَمُسْلِمٌ)

Meaning : Whoever wants good in the world then with knowledge.
Whoever wants good in the hereafter then with knowledge.
Whoever wants both of them then with knowledge "

(HR, Bukhori and Muslim)

2.1.2 Reading Comprehension

Reading is a language Process. Children being taught to read must understand the relationship between reading and their language.⁶ While someone's reading, the reader accept visual sensation of word or phrase which is in the text. After seeing that word, our brain tries to connect it with the information that we have known before, and then try to construct the meaning from the whole text. Information in reading passage can be found in two ways: by what is stated directly and written clearly on the page.⁷ Some individuals require adaptation to support the decoding process. Understanding is determined by the purposes for reading, the context the nature of the text, and the

⁶Arthur W. Heilman. 2005. *Principles and Practices of Teaching Reading*. USA: Charles E. Merrill Publishing Company. p. 7.

⁷Neil J. Anderson. 2008. *Active: Skills of Reading*. China: Heinle. p. 26.

reader's method and knowledge. In teaching reading, instructor need to be involved in helping language learners acquire the literate skills which will aid them in comprehending text in standard English.⁸

Based on the explanation above there are several definition of reading. It can be concluded that reading is the process of interacting the information from the printed page with the reader prior knowledge to construct the meaning from the whole texts. Reading is also called an active process because it involves our brain for linking the new information from the text with the readers' experience.

Reading with comprehension means understanding what has been read. Identifying words on page does not make someone a successful reader. When the words are understood and transcend the pages to become thought and idea then someone is truly reading. Comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author's purposes, making judgement and evaluating. A relatively important skill in comprehension is grasping the main idea from reading a paragraph, an article or a story.

Reading comprehension is the process of making meaning from text. The goal, therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.⁹

Snow define reading comprehension as the process simultaneously extracting and constructing meaning.¹⁰ It recognize both challenges: figuring out how print represents words and engaging in the translation of print to sound accurately and

⁸Beatrice S. Mikulecky. 1990. *A Short in Teaching Reading Skills*. USA: Addison-Wesley Publishing Company. p. 9.

⁹ G. Wooley. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. Springer. p. 15.

¹⁰ Catherine E. Snow. 2002. *Reading for Understanding: Toward an R & D Program in Reading Comprehension*. RAND. p. 11.

efficiently (extracting), and the same time formulating a representation of the information being presented, which certainly requires building new meanings and integrating new with old information (constructing meaning). Therefore, the words constructing and extracting are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Based on the definitions above, it is concluded that in reading comprehension the reader's background knowledge and information decoded from the text should be possessed by the reader and those two aspects proceed both interactively and simultaneously. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing.

2.1.3 Comprehension text

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

The teacher has to realize that reading is purposeful and meaningful for the students, and it divides the purpose of reading into seven, they are:

a. Reading to Search for Simple Information and Reading to Skim

Reading to search for simple information is common reading ability, and it is as a relatively cognitive process. It is used often in reading task and it is probably best seen as a type of reading ability. In reading to search, people typically scan the text for a specific piece of information or a specific word. Similarly, reading to skim is a common part of many tasks and a useful skill in

its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text.

b. Reading to Learn from the Text

Reading to learn typically occurs in academic and professional context in which a person needs to learn considerable amount of information from a text. It requires abilities to:

1. Remember main ideas as well a number of details that elaborate the main and supporting ideas in text.
2. Recognize and built rhetorical frames that recognize the information in the text.
3. Link the text to the reader's knowledge base.

c. Reading to Integrate Information, Write and Critique Text.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple sources. In this respect, both reading to write and reading to critique text may be text variants of reading to integrate information. Both require abilities to compose, select and critique information from a text.

d. Reading for General Comprehension

Reading for general information is the most basic for reading, underlying and supporting most other-purpose for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general

meaning representation of mind idea, and efficient coordination of man, process under very limited time constant.¹¹

2.2. Teaching Reading Comprehension

The process of comprehension begins before we start to ‘read’ and continuous even after the ‘reading’ is finished. Good readers used pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during ‘reading’ itself. By dividing instruction into pre-reading, during reading, and post-reading.¹²

¹¹William Grabe and Fredricka L. Stooler. 2002. *Teaching and Researching Reading*. Longman. p. 13-14.

¹²Professional Development Service for Teachers. 2012. *The Reading Process*. p. 9.

2.2.1 Pre-Reading Activities

This stages is useful to prepare the learners before they are going to read text. Pre reading activities do the following:

1. Guess the topic of the text from headings, illustration, etc.
2. Brainstorm around a topic word.
3. Predict what the text will say.
4. Write question that might be answered by the text.

In addition,when readers prepare to read, they activite background of knowledge (schemata), set purpose, and plam for reading. Students often make predictions about the content of the text and preview the selection during the pre-reading stage. In can be concluded that the most important thing in pre-reading stage is helping the students to tap their prior knowledge and making predictions about the text.

2.2.2 During Reading Activities

This stage helps the learners understand the text. Students use their knowledge of decoding and word identifications, high frequency words, strategies and skill to understand what they are reading. In this stage, the learners may first do an easy scanning or skimming task, then a task requiring more through comprehension. This stage is useful for the readers in understanding the text.

During reading activities do the following:

1. Scan for two or four items of information.
2. Skin for the general idea.
3. Answer the question
4. Complete a table, map or picture.

5. Ask each other question.

2.2.3 Post Reading Activities

In the post reading activities help the readers connect what they have read with their own ideas and experience. This stage help students clarify their understanding about the text and synthesize the newly developed knowledge.

Post reading activities do the following:

1. Discuss what was interesting or new in the text.
2. Discuss or debate the topic of the text that is controversial.
3. Do tasks on the language or structure of the text.
4. Summarize the text, either orally or writing.

2.3 Design

Design is a generalized set of classroom specification for a accomplishing linguistic objective. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic as subject matter objectives, sequencing, and materials.¹³

Although methods may also be taken to include the more specific features of the scientific enterprisesuch as forming concepts and hypotheses, building models and theories, and sampling procedures,we will limit ourselves principally to the more general techniques which researchers use.¹⁴Method is a way that is used to get the learning goal. In teaching learning process, method of teaching is needed by the teacher by using variation method have on the learning goal as a teacher cannot get the learning goal if teachers do not have the variation method in teaching.

¹³ H. Douglas Brown. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. California : Longman. p. 16.

¹⁴ Lois Cohen, et.al. 2007. *Research Method in Education*. New York: Rouletdge. p. 47.

Based on the sentences, it involves the design of a syllabus for the course. There are three terms is often confusion among the terms. Approach, method and strategy, this terms view as point of language and continue from the theoretical (approach) in which basic beliefs about language learning are considered to design (method) in which practical plan for teaching a language is considered, to the detail technique where the actual learning activity take place.

2.4. Procedure

2.4.1 Definition of Neurological Impress

Neurological Impress Method is a remedial reading method whereby the student and instructor read aloud together in unison. A tutor and a student read aloud together from one shared copy of the text.¹⁵The instructor leads the reading while a finger is slid along under the words of the sentence being read. Care is taken that the finger is precisely located where the word is being read. The instructor sits to the right side and to the rear of the student. The instructor's voice is directed toward the right ear of the learner.

Reading one-on-one this way can be intense for students, so initial NIM sessions should be kept to just a few minutes. Even over time, most sessions should last no longer than 15 minutes.¹⁶No corrections are made during or after the reading session.

2.4.2 How to Use Neurological Impress

In the beginning the teacher should make the child aware that they will be reading together each day for 15 minutes to improve the child's reading. The accompanying reader should be the same person throughout the program and he/she

¹⁵Commonwealth of Australia. 1999. *Programming and Strategies Handbook*. NSW.p. 36.

¹⁶<http://www.scholastic.com/teachers/article/implementing-assisted-reading>. Accesedon 25 January 2019/ 11:45

should also be thoroughly familiar with the goals of the program and important factors for becoming a fluent reader. The teacher should participate in the selection of the reading materials, making sure that they will be easy for the student (high interest low vocabulary books are recommended). Because anticipation of potentially problematic words is also required, the teacher should be thoroughly familiar with the student's reading abilities. The teacher also refrain from quizzing the child about the materials they have just read, nor can he/she turn it into a lesson on getting clues from context or sounding out the words. All comments made must be positive.

1. The student sits on the teacher's left and holds the book. They read out loud simultaneously, the teacher being sure to read at the same rate as the student.
2. At the same time, the teacher uses a finger or a pen to point to the words as they are read, moving the pen slowly, to focus the child's attention to both the words and the smooth flow of the reading.
3. This flow is only interrupted when a problem word is reached, at which point the pen is held at this word and the child is given the chance to sound it out (aided or not as the case may be). If it is a sight word, the teacher should provide it quickly for the student to repeat and reading should continue (the word is simply noted for later review, which occurs at the beginning of each subsequent lesson, until it is read as a sight word 3 to 4 times).
4. As the child progresses, the teacher may let the child take the lead in reading while he/she trails slightly behind as reinforcement.
5. In order for the child to see his/her progress, two sentences or one minute of reading may be repeated at each session and the errors graphed, over time since, with

practice, the number of errors will decrease and/or amount of text read will increase.¹⁷

2.4.3 Advantages of Disadvantages Neurological Impress

NO	Advantages of Neurological Impress	Disadvantages of Neurological Impress
1	Develops reading comprehension	Reading aloud requires more power than reading in the heart.
2	Helps impress the words into the learner's memory	Reading in the heart most popular than reading aloud.
3	Helps learners imitate correctpronunciation, intonation, andphrasing	Reading aloud caused a commotion
4	Increases confidence in reading	
5	Models reading comprehension and mechanics	
6	Provides a pleasant, non-threatening reading experience	
7	Provides immediate feedback and success in reading	

¹⁷www.oise.utoronto.ca accessed on 28 March 2019/ 09.35

2.5. Related Study

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

1. Thesis by Nurlaila (2009, UIN-SU) by the Title “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 title “ 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 Title “ 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, interest, and participation) and teacher’s factors (choosing the material and classroom management).

4. Sori Merianda Sigalingging (2017, UNIMED) by the title” 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 analysis 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.

5. Thesis by Nurlaila (2009, UIN-SU) by the Title “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 analyzed by using t-test. Finally, the result of this research showed the t-test 2.13 is greater than t-table 1.67. It means that the null hypothesis is rejected and the alternative hypothesis is accepted.

2.6. Conceptual Framework

This research tries to find Neurological impress method as a tool to know the students’ reading comprehension. Neurological impress is a method using by all readers to find relevant information in a text. When neurological impress, the reader has to observe the author’s use of organizers such numbers, letters, steps, or the words, first, second or next. Besides that, they can look for the words that are bold face, italics, or in different font size, style, or color. So they can imagine story using expression based on text. It is a fun method that can be used by any levels or any subject, it can make the students confident to read a text and easier to get the topic of the text by combine the sentence to the sentence and it is very easy to do because they do not need other particular tool just use the eyes and hands and the other instrument sense, but need the skill for use it.

By applying neurological impress method to increasing the students’ ability in reading. It will be influenced the students to be more enthusiastic and interested in reading about narrative text. Learning by applying this method will have the students to

increasing their reading ability because this method gives an opportunity for students to reading.

2.7. Hypothesis

The hypothesis will be formulated as the following:

Ha = there is a significant effect of applying neurological impress on the students' in reading comprehension

H0 = there is no significant effect of applying neurological impress on the students' in reading comprehension.

CHAPTER III

METHOD OF THE RESEARCH

3.1 Location of Research

This research would be conducted at MA LABORATORIUM UINSU in the academic year 2019/2020. The reason to choose this school was based on the researcher's experience during doing teaching practice process (PPL) at that school, she find the students feel boring to read a text because it was not interesting . the students have limit vocabulary so they are difficult to understand the reading text, and the students don't know the structure of the sentence, it make them work hard to translate the words in the sentence of the text. That all conditions cause bad result in their report mark.

3.2 Population and sample

3.2.1 Population

Sugiono defined population as all members of any well defined class of people, events on objects that has certain quality and characteristics made by researcher to study and taken the conclusion.¹⁸ The population of this research would take from the XI grade students of MA LABORATORIUM UINSU at academic year 2019/2020 in which there are two parallel classes. They are XI-IA1, XI-IA2. There are 28 students in XI-IA1, 28students in XI-IA2. So, the total number of population are56 students.

3.2.2 Sample

¹⁸Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.p.

According to Sugiono¹⁹ A sample is any group of individual, which is selected to represent population due to the large number of the students and for the purpose of efficiency¹⁹.¹⁹ in this researcher take all the population as the sample that are 56 students, of those two classes (XI-IA1 and XI-IA2) and due to there are only two classes with less students, this research applied total sampling.

Table 3.1
Population and sample

No	Class	Number of Population	Sample
1	XI-IA1	28	28
2	XI-IA2	28	28
Total Number		56	56

3.3 Research Design

This research will be conducted by using quantitative design. The experimental research is used to carry out this research. The sample then will be divided into two groups, experimental and control group. The experimental group is taught by using neurological impress method and the control group by using grammar translation method.

Both groups are given pre-test before doing the treatment and the test itself is the same test. Finally the students both in the experimental and control group will be given post test with the same test. The design is applied in order to find out the effect of neurological impress method on the students's ability in reading narrative text.

Table 3.2

¹⁹Ibid., p. 81.

Research design

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Neurological Impress Method	✓
Control	✓	Grammatical Translation Method	✓

In this research, there were three procedures were hold to collect the data. They will be representative as follows ;

3.3.1. Pre-Test

A pre-test would conducted to find out the homogeneity of the sample. It would use to determining whether the two groups are relatively equal in reading. The homogeneity was seen from the average score of each group. Before starting the experiment, a pre-test will administrating to samples both groups with the same items. It will expect the difference of the average score between them not too far because the two groups are in the same level knowledge.

3.3.2. Treatment

The treatment wouldbe conducted after the administration of the pre-test . the process of experiment would conducted in three meetings. The activities during the treatment are neurological impress method in teaching narrative text in the experimental group, as describe in table 3.3.

Table 3.3

Teaching Procedure in Experimental Group

No	Teacher activities	Students activities
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1	Teacher guiding the students and checking the attendances list, then introducing the lesson that will be teach.	Students giving responses to the teacher and listening to the teacher.
2	The teacher introducing the concept of comprehension monitoring strategy.	Students listening to the teacher's explanation.
3	Teacher giving a text for each students.	The students have the text, but they don't read the text until the teacher giving them an instruction.
4	Before reading the text the teacher asking the students to make a list of words or information that interrupting their reading.	The students listening to the teacher's instruction and make a list of words in their notebook.
5	After finishing making a list, the teacher asking the students to guess the meaning first if it does not making sense, the students should check them out from dictionary	The students done the teacher's instruction
6	After reading the text, the teacher guiding the students interaction by asking them some questions concerning with the text.	The students answering the teacher's question.
7	The teacher asking the students to make their own question that possible occur the rest.	The students done the teacher's instruction. Make the question based on the text.
8	Teacher asking students retell what will reading some ways, orally (students listening and retelling orally) or oral drawing (students listening and retelling by drawing)	The text by using in of the way.
9	The teacher also asking students to summary the text, but the teacher explaining first how to make the summary, the students should shorting the passage without omitting the important.	The students make the summary
10	The teacher evaluating the students by giving them real question	The students answering the set of questions.

Table 3.4

Treatments in Control Group

No	Teacher activities	Students activities
1	Teacher guiding the students and checking the attendances list, and then introducing the lesson that will be teach.	Students giving responses to the teacher and listening to the teacher.
2	Teacher giving a text for aeach students .	The students have the text but they don't read the text until the teacher giving them an instruction.
3	The teacher asking the students to read.	The students read the text loudly.
4	After finishing to read the teacher giving the students a set of question to answer.	The students answering the question.
5	At last, the teacher with the students discussing the answer together.	The students and the teacher discussing the answer of the questions.

3.3.1. Post-Test

After have conducting the treatments , both of groups has been tested by giving a post-test . the researcher give the students a post-test in order to see the result whether the method would effective or not. The post-test is exactly the same as pre-test. It was intended to found out the mean of both groups.

3.3.2. Scoring the Test

In scoring the reading narrative text of the students, the researcher scoring it based on the literal and interpretative comprehension. In scoring the test , this research using score ranging from 0-100 by counting the correct answer and applying this formula :

$$S = \frac{R}{N} \times 100$$

Where :

S = Score of The Test
R = Number of Correct Answer
N = Number of Question

3.4 Instrument of Collecting Data

In collecting the data, the instrument will using the multiple choice test will applying. The data of this research collecting by giving test, a pre-test and post-test that is giving to experimental and control group. The test consisting 20 items which consisting of 5 options ; each correct answer is given 1, and the incorrect answer is given 0. The highest score is 100 calculating by using formula

$$\text{Score} = \frac{\text{totaloftrueanswers}}{\text{totalofquestions}} \times 100\%$$

3.5 Technique for Collecting the Data

In this research, the data will be collected by using technique.

There are some steps for collecting the data, they are :

1. Giving pre-test to both classes
2. Teaching in the experimental group by neurological impress method
3. Teaching in the control group by Grammatical Translation Method
4. Giving post-test to both classes
5. Scoring the test
6. Evaluating the effect of neurological impress method

3.6 The Techniques for Analyzing the Data

After collecting the data from the test , The data will be analyzed by applying the following steps.

1. Scoring the sample answer
2. Listing the scores in two table scores. First scores for the experimental group (X) and second for the control group (Y)
3. Finding the mean (average) of each group

The formula :

$$M = \frac{\sum T}{N}$$

4. Determining coefficient r^2 by formulation :

$D = r^2 \times 100$, where :

$$R = \frac{N \sum x_i y_i - (\sum x_i) (\sum y_i)}{\sqrt{\{N \sum x_i^2 - (\sum x_i)^2\} \{N \sum y_i^2 - (\sum y_i)^2\}}}$$

5. Determining t-test by formulation :

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

3.6.1 Normality of The Test

Normality test was used to determine whether data set well or not which was modeled by a normal distribution and to compete how likely it was for random variable underlying the data to be normally distribution.

a. Normality Test of X variable

The normality test of variable x used Liliefors test:

1. Listing the students' score from the lowest to the highest.
2. The score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula:

$$Z_i = \frac{X - \tilde{x}}{s}$$

3. The table of Z_i could be seen from the table of normal curve

$$F(Z_i) = \frac{F_k}{n} = \frac{1}{25} = 0.04$$

b. The normality test of variable Y used Lilifors test :

1. Listing the students' score from the lowest to the highest.
2. The score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula:

$$Z_i = \frac{X - \tilde{x}}{s}$$

3. The table of Zi could be seen from the table of normal curve

$$F(Z_i) = \frac{Fk}{n} = \frac{5}{25} = 0.2$$

3.6.2 Homogeneity of the Test

Homogeneity test was performed to determine whether the variances of data were equal from two distribution groups.

The data of variable X and variable Y:

a. Variable X

$$\bar{X} = 80$$

$$S_1^2 = 62.5$$

$$N = 25$$

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

$$F = \frac{62.5}{37.5}$$

$$F = 1.66$$

b. Variable Y

$$\bar{X} = 68$$

$$S_1^2 = 37.5$$

$$N = 25$$

3.7 Statistical Hypothesis

Based on the problem of the study , the hypothesis is formulated as the following :

If test $\geq T_{table}$ = Ha is accepted and Ho is rejected , but

If test $\leq T_{table}$ = Ha is rejected and Ho is accepted

Ha : there is a significant effect of neurological impress method to the students' in reading comprehension (the hypothesis will accepted).

H0 : there is not significant effect of neurological impress method to the students' in reading comprehension (the hypothesis will rejected).

CHAPTER IV

FINDINGS RESEARCH AND DISCUSSION

41. Data collection

The data were collected by giving the students a test consisting of 20 items. The correct answer was given 5 score and highest score was 100, and incorrect answer was given 0 score. In this research, the sample was divided in two groups, the experimental and control group. Each group consisted of 25 students. Both groups were given pre-test and post-test of the two groups could be seen in the table 4.1 that was the result of the pre-test and post-test in experimental group and table 4.2 that was the result of the pre-test and post-test in control group.

Table 4.1
The Score of Pre-test and Post-test Experimental Group

No	Students' Initial	Pretest (X1)	Post-Test (X2)
1	AAN	50	70
2	AFA	45	80
3	AN	50	70
4	AA	55	80
5	AA	60	85
6	AZ	50	80
7	DK	50	75
8	DS	65	90
9	FM	55	80
10	FA	65	80
11	IA	70	95
12	JA	45	65
13	JTM	75	95
14	KA	45	80
15	LT	60	85
16	MFM	75	85
17	MZL	70	90
18	MFA	60	75
19	MC	35	70
20	MHH	50	75

21	PM	55	85
22	PK	60	80
23	PAL	60	85
24	RH	45	75
25	RAF	45	70
Total		1395	2000

The data in table 4.1 showed the result of the pre-test and post-test in experimental group. Based on the table above, it could be seen that there was the differences between pre-test and post-test score in experimental group. In the experimental group the students got 35 or the lowest score, and there was student who got 75 or the highest score of the pre-test. The students could not use the words correctly in constructing the sentence: there were only seven correct answers, because the unknown vocabulary words represent blanks for them and the most appropriate words from the list given. Therefore after giving treatment by Neurological Impress Method, there was student got 65 or the lowest score and there were 2 students who got 95 or the highest score in post-test. The students had weakness in understanding the step of Neurological Impress Method. Only some of the students answered correctly that was 13 questions out of 20 questions. The differences of scoring of the test caused every student had different skills, process of learning, and their conscious of learning. After calculating the data for the experimental group above, the score of pre-test was 1395, and the score of post-test was 2000, it meant the score of post-test was higher than pre-test.

Table 4.2

The Score of Pre-test and Post-test Control Group

No	Students' Initial	Pretest (X1)	Post-Test (X2)
1	AS	50	65
2	AL	60	70
3	AM	40	60
4	AH	50	60
5	DAF	70	75
6	FJA	60	70
7	HH	50	60
8	KHS	45	65
9	MHA	55	65
10	MHR	60	70
11	M	60	80
12	MJ	55	75
13	MR	55	70
14	MA	45	65
15	MT	50	65
16	N	45	60
17	NCF	65	75
18	NF	65	75
19	PAF	50	65
20	RA	50	65
21	RS	50	70
22	SMK	70	80
23	SH	40	65
24	SMU	45	60
25	SR	60	70
Total		1345	1700

The data in table 4.2 showed the result of the pre-test and post-test in control group. Based on the table above, it could be seen that there was differences between pre-test and post-test score in control group. The highest score of the pre-test in control group was 70 and the lowest was 40, some students had only eight correct answer, because the unknown vocabulary words. While the highest score of post-test after the treatment given were 80 and the lowest were 60. After calculating the data for the

control group above, the score of the pre-test was 1345, and the score of post-test was 1700, it meant the score of post-test was higher than pre-test.

4.2 Data analysis

The result of the test in the table 4.1 and 4.2, the data was collected to find out whether the effect of Neurological Impress Method to the reading comprehension. The collected data were analysis by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post-test was 95. And for test in control group the highest score of the post-test was 80. By firstly finding out the standard deviation of the post-test between experimental and control group by using the following formula:

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)}} \quad (\text{for experimental group})$$

$$S_1 = \frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)} \quad (\text{for control group})$$

In calculating standard deviation, the table of the score should be changed into the table of calculation of standard deviation.

Table 4.3
The Score Difference of Pre-test and Post-test in Experimental Group

No	Initial Name	Pre-test	T1	Post-test	T2	X =(T2-T1)
1	AAN	50	2500	70	4900	20
2	AFA	45	2025	80	6400	35
3	AI	50	2500	70	4900	20
4	AN	55	3025	80	6400	25
5	AA	60	3600	85	7225	25
6	AZ	50	2500	80	6400	30
7	DK	50	2500	75	5625	25
8	DS	65	4225	90	8100	25
9	FM	55	3025	80	6400	25
10	FA	65	4225	80	6400	15
11	IA	70	4900	95	9025	25

12	JA	45	2025	65	4225	20
13	JTM	75	5625	95	9025	20
14	KA	45	2025	80	6400	35
15	LT	60	3600	85	7225	25
16	MFM	75	5625	85	7225	10
17	MZL	70	4900	90	8100	20
18	MFA	60	3600	75	5625	15
19	MC	35	1225	70	4900	35
20	MHH	50	2500	75	5625	25
21	PM	55	3025	85	7225	30
22	PK	60	3600	80	6400	20
23	PAL	60	3600	85	7225	25
24	RH	45	2025	75	5625	30
25	RAF	45	2025	70	4900	25
TOTAL		1395	80425	2000	161500	605

The data in the table 4.3 showed the score differences between pre-test and post-test in experimental group. From the result of the test previously the data was calculated to found out whether the applying Neurological Impress Method had significant effect to the students' ability in reading comprehension. The collected data were analyzed by using t-test formula. In experimental group, pre-test was 1395 and post-test 2000. The differences of pretest and post-test were $\sum(T2 - T1) = 605$. There were 35 for the lowest score in pre-test and 70 in post-test. The high percentage of students who had low and very low category of mastery level in this initial test was caused of students' difficulty to select the most appropriate words from the list given. The difference of scoring of the test was caused students' different skill, process of learning, and their conscious of learning.

a. The calculation table of standard deviation

Based on the table 4.3 previously, the calculation of standard deviation was as

below:

For experimental group:

$$\sum X = 2000$$

$$\bar{x} = \frac{\sum x}{n} = \frac{2000}{25} = 80$$

$$S = \sqrt{\frac{n(\sum X^2) - (\sum X)^2}{n(n-1)}}$$

$$= \sqrt{\frac{25(161500) - (2000)^2}{25(25-1)}}$$

$$= \sqrt{\frac{4037500 - 4000000}{25(24)}}$$

$$= \sqrt{\frac{37500}{600}}$$

$$= \sqrt{62.5}$$

$$= 7.90$$

Based on the table above or table 4.3 showed that the mean of pre-test in experimental was 55.8 and the mean of Post-test was 80.

Table 4.4
The Score Difference of Pre-test and Post-test in Control Group

No	Initial Name	Pre-test	T1	Post-test	T2	X =(T2-T1)
1	AS	50	2500	65	4225	15
2	AL	60	3600	70	4900	10
3	AM	40	1600	60	3600	20
4	AH	50	2500	60	3600	10
5	DAF	70	4900	75	5625	5
6	FJA	60	3600	70	4900	10
7	HH	50	2500	60	3600	10
8	KHS	45	2025	65	4225	20
9	MHA	55	3025	65	4225	10
10	MHR	60	3600	70	4900	10
11	M	60	3600	80	6400	20
12	MJ	55	3025	75	5625	20
13	MR	55	3025	70	4900	15
14	MA	45	2025	65	4225	20
15	MT	50	2500	65	4225	15
16	N	45	2025	60	3600	15
17	NCF	65	4225	75	5625	10
18	NF	65	4225	75	5625	10
19	PAF	50	2500	65	4225	15
20	RA	50	2500	65	4225	15
21	RS	50	2500	70	4900	20
22	SMK	70	4900	80	6400	10
23	SH	40	1600	65	4225	25
24	SMU	45	2025	60	3600	15
25	SR	60	3600	70	4900	10
TOTAL		1345	74125	1700	116500	355

The data in the table 4.4 showed the score differences between pre-test and post-test in control group. The table above showed that the score of post-test higher than pre-test. The total scores of pre-test was 1345 and post-test was 1700. The differences of pre-test and post-test were $\sum(T2 - T1) = 355$. the result of pre-test and post-test in experimental group were 605 and control group was 355. In pre-test, the students were

still difficult to select the most appropriate words from the list given and answer the question. It could be seen that 40 was the lowest score. Both of the table showed that experimental group taught by applying Neurological Impress Method had better score than control group by using Grammatical Translation Method.

b. The calculation table of standard deviation

Based on the table 4.4 previously, the calculation of standard deviation was as below:

Control group:

$$\sum x = 1700$$

$$\bar{x} = \frac{\sum x}{n} = \frac{1700}{25} = 68$$

$$\begin{aligned}
 S &= \sqrt{\frac{n(\sum X^2) - (\sum X)^2}{n(n-1)}} \\
 &= \sqrt{\frac{25(116500) - (1700)^2}{25(25-1)}} \\
 &= \sqrt{\frac{\mathbf{2912500 - 2890000}}{25(24)}} \\
 &= \sqrt{\frac{22500}{600}} \\
 &= \sqrt{37.5} \\
 &= 6.12
 \end{aligned}$$

Based on the table 4.4 it showed that the mean of pre-test in control group was 53.8 and the mean of post-test was 68.

After seeing both tables (4.3 and 4.4), the mean score of post-test in experimental group was 80 and the mean score of control group which was treated by

applying Neurological Impress Method was higher than the mean score in control group by using Grammatical translation Method.

4.3 Normality of The Test

Normality test was used to determine whether data set well or not which was modeled by a normal distribution and to compete how likely it was for random variable underlying the data to be normally distribution.

c. Normality Test of X variable

The normality test of variable x used Liliefors test:

1. Listing the students' score from the lowest to the highest.
2. The score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula:

$$Z_i = \frac{X - \tilde{x}}{s}$$

3. The table of Z_i could be seen from the table of normal curve

$$F(Z_i) = \frac{F_k}{n} = \frac{1}{25} = 0.04$$

Table 4.5
Normality Test of X Variable

No	X_i	F	F kum	Z_i	F(ZI)	S(Zi)	F(ZI)-S(ZI)
1	65	1	1	-1.9	0.0288	0.04	-0.0112
2	70	4	5	-1.26	0.1027	0.2	-0.0973
3	75	4	9	-0.63	0.2634	0.36	-0.0966
4	80	7	16	0	0.5	0.64	-0.14
5	85	5	21	0.63	0.7366	0.84	-0.1034
6	90	2	23	1.26	0.8972	0.92	-0.0228
7	95	2	25	1.9	0.9712	1	-0.0288

Based on the data in table 4.5, L_{hitung} was -0.14 and the Lilifors test in significant α was = 0.05 with $n = 25$, L_{table} was 0.173. So the $L_{hitung} < L_{table}$ was -0.14 < 0.173, So it could be concluded that data was normally distributed.

b. Normality Test of Y Variable

The normality test of variable Y used Liliforstest :

1. Listing the students' score from the lowest to the highest.
2. The score made to $Z_1, Z_2, Z_3, \dots, Z_n$ by using formula:

$$Z_i = \frac{X - \tilde{x}}{s}$$

3. The table of Z_i could be seen from the table of normal curve

$$F(Z_i) = \frac{F_k}{n} = \frac{5}{25} = 0.2$$

Table 4.6
Normality Test of Y Variable

No	X_i	F	F kum	Z_i	F(ZI)	S(Zi)	F(ZI)-S(ZI)
1	60	5	5	-1.31	0.0955	0.2	-0.1045
2	65	8	13	-0.5	0.3119	0.52	-0.2081
3	70	6	19	-0.33	0.628	0.76	-0.132
4	75	4	23	1.14	0.8736	0.92	-0.0464
5	80	2	25	1.96	0.975	1	-0.025

Based on the data in table 4.5, L_{hitung} was -0.046 and the Lilifors test in significant α was = 0.05 with $n = 25$, L_{table} was 0.173. So the $L_{hitung} < L_{table}$ was -0.046 < 0.173, so it could be concluded that data was normally distributed.

4.4 Homogeneity of the Test

Homogeneity test was performed to determine whether the variances of data were equal from two distribution groups.

The data of variable X and variable Y:

a. Variable X

$$\bar{X} = 80$$

$$S_1^2 = 62.5$$

$$N = 25$$

b. Variable

Y

$$\bar{X} = 68$$

$$S_1^2 = 37.5$$

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

$$F = \frac{62.5}{37.5}$$

$$F = 1.66$$

The Value of F_{table} with the significance α was = 0.05 with $n = 25$ was 1.96, those score were got in the constant table in F_{table} and F_{hitung} was 1.66. So the $F_{hitung} < F_{table}$ was $1.66 < 1.96$ So it could be concluded that the data were homogeny.

4.5 Testing Hypothesis

After calculating the data, the result was showed the rules of statistics normality and homogeneity were fulfilled so the next was testing hypothesis.

Table 4.7
The Calculation Table

No.	X	Y	$X_i(x-x)$	$Y_i(y-y)$	X_i^2	Y_i^2	$X_i Y_i$
1	70	65	-10	-3	100	9	30
2	80	70	0	2	0	4	0
3	70	60	-10	-8	100	64	80
4	80	60	0	-8	0	64	0
5	85	75	5	7	25	49	35
6	80	70	0	2	0	4	0
7	75	60	-5	-8	25	64	40
8	90	65	10	-3	100	9	-30
9	80	65	0	-3	0	9	0
10	80	70	0	2	0	4	0
11	95	80	15	12	225	144	180

12	65	75	-15	7	225	49	-105
13	95	70	15	2	225	4	30
14	80	65	0	-3	0	9	0
15	85	65	5	-3	25	9	-15
16	85	60	5	-8	25	64	-40
17	90	75	10	7	100	49	70
18	75	75	-5	7	25	49	-35
19	70	65	-10	-3	100	9	30
20	75	65	-5	-3	25	9	15
21	85	70	5	2	25	4	10
22	80	80	0	12	0	144	0
23	85	65	5	-3	25	9	-15
24	75	60	-5	-8	25	64	40
25	70	70	-10	2	100	4	-20
Total	2000	1700	0	0	1500	900	300

The table 4.7 above was calculation table that explained the formula of post-test in experimental and post-test in control group which was implemented to find t-critical value of both groups as the basic to the hypothesis of the research.

The following formula t-test was implementing to find out the t-observed value of both groups as the basic to test hypothesis of this research:

a. Coefficient r

$$R_{xy} = \frac{n \sum X_i Y_i}{\sqrt{\{n \sum X_i^2 - (X_i)^2\} \{n \sum Y_i^2 - (Y_i)^2\}}}$$

$$R_{xy} = \frac{25 (300) - (0)(0)}{\sqrt{\{(37500)(0)^2\} \{25(900 - (0)^2)\}}}$$

$$R_{xy} = \frac{7500 - (0)}{\sqrt{\{(37500) - (0)\} \{(22500) - (0)\}}}$$

$$R_{xy} = \frac{7500}{\sqrt{(37500)(22500)}}$$

$$R_{xy} = \frac{7500}{\sqrt{843750000}}$$

$$R_{xy} = \frac{7500}{29047.375}$$

$$R_{xy} = 0.26$$

The percentage of using this method was 93 %.

It was proved:

$$\text{Significant} = r^2 \times 100\%$$

$$= (0.26)^2 \times 100\%$$

$$= 0.067 \times 100$$

$$= 100 - 6.7$$

$$= 93.3\%$$

b. Examining the Statistical Hypothesis

H_a There is significant effect of applying Neurological Impress Method on the students' ability in reading comprehension.

H_o There is not a significant effect of applying Neurological Impress Method on the students' ability in reading comprehension.

$$t = \frac{X_1 - X_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R \left(\frac{s_1}{\sqrt{N_1}}\right) \left(\frac{s_2}{\sqrt{N_2}}\right)}}$$

$$t = \frac{80 - 68}{\sqrt{\frac{62.5}{25} + \frac{37.5}{25} - 2(0.026) \left(\frac{7.90}{\sqrt{25}}\right) \left(\frac{6.12}{\sqrt{25}}\right)}}$$

$$t = \frac{12}{\sqrt{2.5 + 1.5 - 0.052(1.58)(1.224)}}$$

$$t = \frac{12}{\sqrt{3.88}}$$

$$t = \frac{12}{1.97}$$

$$t = 6.09$$

After measuring the data by using t-test formula above it showed to observed value was 6.09 after counting the table of the distribution of t-observed as the basis of accounting in certain degree of freedom (df). The calculation showed that:

$$\begin{aligned} \text{Df} &= N_1 + N_2 - 2 \\ &= 25 + 25 - 2 \\ &= 48 \end{aligned}$$

In the line of 48, showed that t_{table} was 1.67, $t_o > t_{table}$ which was $6.09 > 1.67$, the fact was that H_a was accepted and H_o was rejected.

4.6 Finding Research

Based on the calculation, the result of the t-test showed that the $t_{observed}$ was higher than t_{table} ($6.09 > 1.67$). in the hypothesis testing, it showed the alternative hypothesis was accepted. It means that the Neurological Impress Method gave a significant effect in reading comprehension. It was proved from the data shown that the students who were taught by applying Neurological Impress Method got higher score than those who was taught by Grammar Translation Method could bring higher result on the students' ability in reading comprehension. It means that the alternative hypothesis was accepted and the null hypothesis was rejected. The test of Normality found that $L_{hitung} < L_{table}$ was $-0.046 < 0.173$, the data is normal. The test of Homogeneity found that $F_{hitung} < F_{table}$ was $1.66 < 1.96$, the data was homogeny. So, there was significant effect of applying Neurological Impress Method on the students' ability in reading comprehension.

The percentage of the effect of X variable toward Y variable or the effect of applying Neurological Impress Method on the students' ability in reading comprehension was 93% and 7% was influenced by other factors.

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 application of neurological impress method had helped them in reading comprehension 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' ability in reading comprehension text.

4.7 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 comprehension 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 Reading Comprehension Text. The students enjoy the study because they can do reading with reading aloud.

The fact said that the students more interested in learning Reading Comprehension Text by using Neurological Impress Method. They were fun and still serious in learning Reading Comprehension 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 comprehension 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 effect on students' ability in readingcomprehension text by using Neurological Impress Method.

This research was analysis from other reference of related study by Yemima Alberti (2014. UINSU) by the title Improving students' reading comprehension on narrative text by using story grammar strategy at grade VIII Of SMP N 1 Pondok kelapa, I found that in this research, the researcher used quantitative and qualitative data, the instrument of this research were reading comprehension test. It means that story grammar strategy improves students reading comprehension that was influenced by students' factors (attention, interest, and participant) and teacher factors (choosing the material and classroom management). So that, from research above have some similarity for my result of my researcher, Observation showed that the result of 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 application of neurological impress method had helped them in reading comprehension text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and data analysis, there were some conclusions that could be described as follows:

1. There was effect of applying Neurological Impress Method on the students' ability in reading comprehension that they became more enjoying, cheerful, active and interesting in reading to express their ideas. The students faced difficulties to understand the Neurological Impress Method. It was very difficult for them to understand meaning of the English word or sentences and was difficult to select the most appropriate words from the list given in the passage. The process of applying Neurological Impress Method consisted of teacher as a researcher read loudly that teacher asked to the student read text about reading comprehension one by one by the teacher sit beside the student. So the teacher could be corrected the pronoun from the student. the students till got difficulties in applying Neurological Impress Method because they were seldom in read. there was students ability improvement by applying Neurological Impress Method, reading material was more interesting, enjoyable for the students.

5.2 Suggestion

In this case, the researcher would like to give some suggestion to anybody who gets benefits from the researcher. The suggestions are stated as the following:

- a. To the principal of MA LABORATORIUM UINSU Medan, it is good to motivate the teachers, especially English teacher to teach the students reading comprehension by using Neurological impress method, because this method can effectively increase the students' ability in reading descriptive text.
- b. The students are expected to use Neurological Impress Method by to encourage their confidence and interest in order to increase their comprehension in learning reading.
- c. The English teachers should apply Neurological Impress Method as one alternative way to encourage and increase their teaching reading skills. It can be easier to organize and is more active to follow the method instruction in teaching English.
- d. To other researchers, it is necessary to conduct a further research, in order to validate the result of this study.

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APPENDIX I

LESSON PLAN (FIRST CYCLE)

School	: MA LAB UIN-SU MEDAN
Subject	: English
Class/semester	: XI / IA-1
Academic Year	: 2019/2020
Skill	: Reading
Time Allocation	: 2 x 45 minutes

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 written language accurately, fluently, and acceptably to access knowledge in daily life context in form of narrative, spoof, and hortatory exposition

C. Indicator

1. Cognitive

a) Process

- Define descriptive text
- Identify generic structures of descriptive text

- Identify language features of descriptive text
- Identify main ideas of descriptive text
- Identify meaning of descriptive text

b) Product

- Answer questions which are related to descriptive text
- Students read the text about descriptive text
- 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 descriptive text
- Find main ideas of descriptive text
- Find generic structures of descriptive text
- Find language features of descriptive text

D. Material

1. Descriptive Text

Descriptive text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

The generic structure of Descriptive text:

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
2. Complication: Tells the problems of the story and how the main characters solve them.
3. Resolution: The crisis is resolved, for better or worse.
4. Re-orientation: The ending of the story.

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome,

taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph talk about?

- a. The earthquakes and thunders in the sky
- b. The voice in the sky
- c. The couple's promise
- d. The condition of the volcano on one day sky
- e. The condition of Kesuma's family**

2. How is Kesuma's personal characteristic?

a. Melancholic c. tragic e. shameful

b. **Heroic** d. fearful

3. What problem was faced by Kesuma's parents?

a. They had to give sacrifices for the Gods

b. They couldn't get a baby after getting married for a long time

c. They couldn't bring all of their children to the Gods to be sacrificed

d. The villagers would force them to sacrifice themselves

e. They couldn't save all their children from the earthquake

4. What lesson can we get from the story?

a. Kesuma is very brave

b. Kesuma's parents loved him very much

c. Every **one must** keep his promise

d. A promise must be said clearly

e. Gods want sacrifices from the people.

5. The baby grew up into a handsome, tough man." What is the synonym of the underlined word?

a. strong

b. handsome

c. hard

d. very firm

e. easily offended

E. Teaching Method/Technique

1. Method : NIM (Neurological Impress Method)

2. Technique : textbook

F. Activities Plan

1. Opening Activities (10 minutes)

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

2. Main Activities (70 minutes)

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

3. Closing activities (10 minutes)

- Summarizing the lesson

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

G. Learning Sources/ Media and Tools

- Internet
- the relevant 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 : $10 \times 10 = 100$

APPENDIX II

INSTRUMENT

The Lion and the Mouse

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

1. What problem did the little mouse have?

- a. She was trapped in a net
- b. The lion caught her**
- c. She gnawed the ropes
- d. She was caught by hunters
- e. She didn't have food

2. What problem did the lion have?

- a. The mouse awakened him
- b. He was killed by some hunters'
- c. He couldn't get the mouse
- d. He was caught in a net**
- e. The mouse gnawed the ropes

3. What did the mouse mean when he said, "who knows but what I may be able to do you a turn some of these days?"

- a. The mouse would give the lion some food
- b. The mouse would help the lion some day**
- c. The mouse release the lion from a danger
- d. The mouse would not run over the lion's face
- e. The mouse would turn to the left direction

4. What did the mouse do to help the lion?

- a. She ran up and down on his face
- b. She cried and begged the lion

- c. She cut the ropes with a knife
- d. She asked the hunters to help her
- e. She gnawed** the ropes

5. "...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line). What does the underlined word refer to?

- a. The lion**
- b. The mouse
- c. The King
- d. The hunters
- e. The monster

APPENDIX 3

DOCUMENTATIONS





