

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS' READING SKILL THROUGH  
NEUROLOGICAL IMPRESS METHOD (NIM)  
AT EIGHT GRADE IN SMP PGRI 1 BATANGHARI EAST  
LAMPUNG**

**By :**  
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**Tarbiyah & Teacher Training Faculty**  
**English Education Department**

**THE STATE FOR ISLAMIC STUDIES OF METRO**  
**1439 H/2017 M**

**IMPROVING THE STUDENTS' READING SKILL THROUGH  
NEUROLOGICAL IMPRESS METHOD (NIM)  
AT EIGHT GRADE IN SMP PGRI 1 BATANGHARI EAST  
LAMPUNG**

Presented as a Partial Fulfillment of the Requirement  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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**THE STATE FOR ISLAMIC STUDIES OF METRO  
1439 H / 2017 M**

**IMPROVING THE STUDENT’S READING SKILL THROUGH  
NEUROLOGICAL IMPRESS METHOD (NIM) AT EIGHT GRADE IN SMP  
PGRI 1 BATANGHARI EAST LAMPUNG**

**ABSTRACT**

**BY  
CANDRA KHUSNUL KHOTIMAH**

The purpose of this research was to know whether the use of Neurological Impress Method (NIM) can improve the students’ reading skill at the eight graders of SMP PGRI 1 Batanghari.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students’ reading skill. In collecting the data, the researcher used test, observation, documentation and fieldnote.

The result of this research shows that it can be proved by the students’ average score from pre test to post test. The average score in pre test was 55.27 and in post test was 60.19 to 70.19.

Based on the data above, it could be concluded that using Neurological Impress Method (NIM) in reading, makes students’ more confident and comprehend in descriptive text. So, it could improve the students’ reading skill at eighth grade of SMP PGRI 1 Batanghari.

**PENINGKATAN KEMAMPUAN MEMBACA DENGAN  
MENGUNAKAN METODE *NEUROLOGICAL IMPRESS*  
PADA SISWA KELAS DELAPAN SMP PGRI 1 BATNGHARI**

**ABSTRAK**

**OLEH  
CANDRA KHUSNUL KHOTIMAH**

Tujuan dalam penelitian ini adalah untuk mengetahui apakah penggunaan metode neurological impress dapat meningkatkan keterampilan membaca siswa kelas delapan di SMP PGRI 1 Batanghari.

Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah keterampilan membaca siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dokumentasi dan catatan lapangan.

Hasil dari penelitian ini menunjukkan bahwa berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 55.27, dan post test 60.19 menjadi 70.19.

Berdasarkan data di atas, dapat di simpulkan bahwa penggunaan metode neurological impress dalam keterampilan membaca dapat membuat siswa lebih percaya diri dan memahami di dalam teks deskriptif. Jadi, penggunaan metode neurological impress dapat memperbaiki keterampilan membaca siswa kelas delapan di SMP PGRI 1 Batanghari.



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NEUROLOGICAL IMPRESS METHOD (NIM) AT EIGHT GRADE IN  
SMP PGRI 1 BATANGHARI EAST LAMPUNG

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*Assalamu'alaikum, Wr. Wb*

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in  
order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

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*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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An undergraduate thesis entitled: IMPROVING THE STUDENTS' READING SKILL THROUGH NEUROLOGICAL IMPRESS METHOD (NIM) AT EIGHT GRADE IN SMP PGRI 1 BATANGHARI EAST LAMPUNG

Written by Candra Khusnul Khotimah, student number. 13106757, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on November 13, 2017 at 10.00-12.00.

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## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Candra Khusnul Khotimah

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Study Program : English Education Study Program

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, October 2017

The writer,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Oktober 2017  
Penulis



**Candra Khusnul Khotimah**

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## MOTTOS

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ  
(٣٥١)

*“O you who have believed, seek help through patience and prayer.  
Indeed, Allah is with the patient”.* (Al-Baqarah:153)

## **DEDICATION PAGE**

*This Undergraduated Thesis is especially dedicated to:*

*The lord of anything in the world Allah SWT,*

*My beloved parents, Father and mother (Mr. Misno & Mrs. Hartini) who have always keep on praying for my life and given their endless love and patience. The biggest thanks go to*

*both of you. I do Love you,*

*My lovely brother ( Iqbal Nur Kholis) , and the someone heart (T.A) thank a lot of your best support and prayer.*

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*All of My Classmate in TBI'13 , Team of PPL , Team of KKN*

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Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, November 2017

Candra Khusnul Khotimah  
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# CHAPTER I

## INTRODUCTION

### **A. Background of Research**

Language is an important aspect. Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters.

English is one of the subjects in Indonesia's curriculum for elementary until university level and also become a subject which is examined in National Examinations. Besides as a compulsory subject, English is also a need in this globalization era. The goals of teaching English in Indonesia are mainly to enable the students to use English for communication and to read books and references written in English. The students are expected to have skills of the English language such as reading, writing, listening, speaking, and other elements of language that must be taught to the students through the chosen themes.

Reading can be defined as an active cognitive process of interacting and through reading we can get much knowledge, study new words, comprehend ideas, study the word are used, how to implement the grammatical rules, and gain the information from their reading material if

they are able to derive meaning from what they read. By reading people can explore the world, improve new concept and enhance experience.

Reading is one of the language skill that it should be mastered by students. As one of the language skills, reading has important role to understand the texts. Reading is not a passive skill because it needs the active interaction among the reader's prior knowledges. Reading skill is a main foundation in reading where it needs some abilities or skill which involves logical thinking to construct the meaning contained in the text. Reading skill is not only the activity of building to reading text but it is the process of reading with good fluency or reading aloud.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. The generic structure of descriptive text are identification, and description.

The Neurological Impress Method is an imposing name for a simple teaching to improve reading skill. The NIM is the student's read aloud involving a student's sight, hearing and speech. Learning to use the NIM is relatively painless and involves no special training.

The teacher should choose a method that can attract the students' interest and encourage their involvement. Here, the researcher uses the Neurological Impress Method (NIM) to make the learning process more interest.

Based on Pre-survey had been conducted on October, 31<sup>th</sup>, 2016 at SMP PGRI 1 Batanghari, it can be seen on the following table :

**Table 1**  
**Data Reading Score Test**

<b>NO</b>	<b>NAME OF STUDENTS</b>	<b>SCORE</b>	<b>CATEGORY</b>
1	AP	46	Fail
2	AP	40	Fail
3	APS	50	Fail
4	AR	48	Fail
5	AS	45	Fail
6	AS	50	Fail
7	AS	38	Fail
8	AU	50	Fail
9	AW	38	Fail
10	DA	48	Fail
11	EA	50	Fail
12	HP	42	Fail
13	IW	46	Fail
14	LP	40	Fail
15	M A	48	Fail
16	MB	52	Fail
17	MS	50	Fail
18	OP	50	Fail

19	PS	45	Fail
20	RA	48	Fail
21	RP	48	Fail
22	SDC	46	Fail
23	SH	50	Fail
24	SR	43	Fail
25	THR	42	Fail
26	WU	40	Fail
Total		1241	
Average Score		47.73	

**Table 2**

**Category of Reading Ability**

No	Score	Category	Frequency	Percentage
1	>65	Pass	0	0%
2	<65	Fail	26	100 %
Total			26	100%

Source: Taken on Pre-survey by test on October, 31<sup>th</sup>, 2016

Based on the table above explains that most of students achievement in reading skill is still far from the standard of criteria. The school passing grade of reading skill is 65, there is no students get > 65, and 26 students got < 65.

It could be assumed that the reading skill of the students is still low. The students still find difficulties to improve their reading skill because they seldom do the reading activity at school. Besides the students have difficulties to read with good intonation, they also have difficulties to produce words.

The other case on the students' reading skill is the students not confident to read the text with aloud voice in the class. In other words, the difficulties that make students have low motivation to read an English text. Therefore, the students' have low reading skill when they read the text.

Seeing that problem, the researcher want to use a method that can student interest in descriptive text in reading skill. To solve the students problems, the researcher would like to improve the student reading skill through neurological impress method at the eight grades in SMP PGRI 1 Batanghari, East Lampung in Academic Year 2016/2017.

## **B. Problem Identification**

Regarding to the Background above, the researcher would like to identify the problems as follows:

1. The students have difficulties to read with good intonation.
2. The students have difficulties to produce words.
3. The students not confident to read the text with aloud voice in the class.
4. The students do not interest to read the English text.
5. The students have low reading skill.



### **C. Problems Limitation**

Based on identification of problem, focus and the identification of the researcher would like to limit the problem only to "The students have low reading skill". So, the researcher uses a Neurological Impress method on reading skill at eight grade of SMP PGRI 1 Batanghari.

### **D. Problem Formulation**

Concerned with the background of research problem identifications above, the researcher formulates the problem as follow : "can Neurological Impress Method improve the students reading skill at eight grade of SMP PGRI 1 Batanghari ?"

### **E. Objective and Benefit of The Research**

#### **1. Objective of the research**

Generally, the objective of this research is to show out whether the Neurological Impress Method (NIM) Improve the students' reading skill.

#### **2. Benefit of the research**

a. For the teacher

- 1) As information for English teacher that Neurological Impress Method can be used to facilitate the students' reading skill.
- 2) As a recommendation for the teacher in solving problem that possibly appears in teaching reading subject efficiently.

b. For the students

- 1) As a motivation for the students to be good readers and smart reader.
- 2) As a contribution for the students to increase their reading skill.

c. For the headmaster

- 1) As a consideration material to facilitate the English learning process.

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Concept of Reading Skill

##### 1. The Concept of Reading

###### a. The Definition of Reading

Based on Robert J. Marzano, reading is one of the most straight forward ways to generate virtual experiences.<sup>1</sup> When we read about a camping trip, as opposed to directly experiencing one, our sensory memory is filled with images of the words on the page. Reading can be a powerful way to generate virtual experiences. Even though these experiences might not be as robust as direct experiences, they will suffice to significantly increase background knowledge.<sup>2</sup> Reading is as natural as recognizing and interpreting facial express.

Based on Hunt, Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation of reading.

According to Sanggam, reading is receptive skills in written language which is closely related to the interpretation of information.<sup>3</sup>

It means that reading is the activity in which the readers do not need to

---

<sup>1</sup> Robert J. Marzano, *Building Background Knowledge for Academic Achievement*, (USA: ASCD, 2004), P. 36

<sup>2</sup> Frank Smith, *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read Sixth Edition*, (London: ELA, 2004), p. 11

<sup>3</sup>Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.3

produce language to do this, they only receive and understand what they read by interpreting the intention which is brought by written language or text.

In other hand, Gerald G states that reading is important; reading is useful; reading is power; reading is to develop students who do read. That means motivating them to read.<sup>4</sup> Furthermore, Geoffrey and friends state that, there are some assumed about reading such as: 1) reading is a complex skill 2) Reading is the ability to correlate the black marks on the paper – the patterned shapes – with language.”<sup>5</sup>

Reading is one of the skills that it should be mastered by learners. There are so many explanations of experts about reading. According to Hunt, reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs.<sup>6</sup>

Based on explanation from the expert above, the writer conclude that reading the activity which is very useful for the reader. By reading, the reader can know something new without knowing the real things. They can imagine it in their mind. The more we read, the more we get knowledge.

---

<sup>4</sup>Gerald G Duffy, *Explaining Reading A Resources For Teaching Concept, Skill, And Strategies Second Edition*, (London: The Guilford Press, 2009), p. 3-5

<sup>5</sup>Geoffrey Broughton, et.al, *Teaching English as a Foreign Language*, Second Edition, (New York: Routledge Books, 2003), p.89-90.

<sup>6</sup>Karen R.Harris and Steve Graham, *Series Edition, Teaching Reading Comprehension to Students with Learning Difficulties*, (USA: Library of Congress Cataloging-in-Publication Data, 2007), p.2.

## **b. Models of Reading**

Most models may be placed in one of three classes, as follows:

### 1) Top-down Model

According to J. Charles, “top-down model mean that approaches emphasis the importance of these schemata, and the reader’s contribution, over the incoming text.”<sup>7</sup> In top-down model, the reader’s prior knowledge and cognitive and linguistics competence play key roles in the contraction of meaning.

The conclusion is in the top-down model, the reader plays an active role in the process. Students tries to predict the point of view of the text based on studens own prior knowledge to get the information from the text.

### 2) Bottom-up Model

Bottom-up model, means that approaches are serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meanings.<sup>8</sup> It means that when people are reading, they pick up the graphic or symbol information from the text (letters, words, phrases, sentences). Next syntactic and semantic processing will be happened. As the result, the written texts are undertsood by the reader.

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<sup>7</sup>J. Charles Alderson, *Assesing Reading*, (New York: Cambridge University Press, 2000), p.17.

### 3) Interactive Model

Interactive models are not merely a compromise between bottom-up and top-down model. Neither the bottom-up nor the top-down is an adequate characterisation of the reading process, and more adequate models are known as interactive models.<sup>9</sup> It means that this model occurs when both of bottom-up and top-down model processes occur when the reader reads the text.

### c. Types of Reading

Reading has considering assessment procedures. There are four types of reading as follows:

#### 1) Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation and other graphemic symbols. Bottom-up processing is implied.

#### 2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short

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<sup>9</sup>*Ibid.*, p.18.

stretch of language, certain typical tasks are used: picture-cued tasks, matching, true or false, multiple choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

### 3) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text. That is, reading is a process of negotiating meaning: the reader brings to the text a set of schema for understanding it, and intake is the product of the interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narrative and description, excerpts from longer texts, questionnaires, memos, announcements and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like.

### 4) Aloud Reading

Patel said that “Reading aloud must be given at primary level because it is the base of words pronunciation.”<sup>10</sup> So reading aloud is important to give the knowledge for student how to pronounce the words correctly.

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<sup>10</sup> Patel and Preven, *English Language Teaching Methods Tools Technique* P. 120

#### 5) Extensive

Extensive reading as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. It should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour).<sup>11</sup> Reading comprehension can assist and trade the students, because each type in reading comprehension are explained about the ability. Every student has different ability in reading, so every students have to choose the suitable text with their ability. correspond to the capabilities of the students so that students do not feel bored.

#### **d. Decoding and Encording in Reading.**

Decoding skill is important because this early skill accurately predicts later skill in reading. There is strong and persuasive evidence that children who get off to a slow start rarely become strong. Early learning of the code leads to wider reading habits both in and out of school.<sup>12</sup> Decoding is the ability to apply ones’ knowledge of letter-sound relationships to correctly pronounce written words. Understanding these relationships gives children the ability to

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<sup>11</sup>*Ibid.*, P. 189

<sup>12</sup> Isabel L. Beck and Connie Juel. *The Role of Decoding in Learning to Read*. Scholastic Red 2002



recognize familiar words quickly and to figure out words they haven't seen before. Many students lack the skills needed to breakdown or decode unfamiliar words. When a student comes to a word they do not know, teachers often tell them to sound.

The process of decoding, or reading words, requires the processing of written symbols into speech. On the other hand, encoding, spelling or the ability to build words, involves transferring speech into writing. Encoding instruction can include learning to add prefixes and suffixes and understanding spelling rules, word patterns and syllable types. Encoding activities can include alphabetic knowledge tasks, manipulating sounds using letters, writing or orally spelling words from dictation and activities that allow for practice of writing unknown spellings.

Decoding and Encoding Are intricate part of the reading and writing process. Since spoken English is entirely phonetic, to prepare it for reading, we must encode it within our alphabetic writing system. The phonetic word [at] becomes (eight). When we read, we must decode alphabetic words back into phonics before speaking them correctly.

Encoding and decoding have been key concepts in communication for over fifty years, in keeping with the idea that language is a → code that needs to be cracked, and that the way it is received is as significant as the way that it is conceived. The connections of →

linguistics to communication more generally have frequently deployed a message model: a sentence is given → meaning by the person uttering it, then interpreted and given new meaning. In other words, the very process of media production involves encoding meanings and messages in every aspect of content that the audiences must necessarily interpret.<sup>13</sup>

Based on the quote above, students were instructed on a variety of spelling patterns on the way the words were spelled, as well as read within a text. Additional direct instruction was implemented using decodable texts and opportunities for students to decode the patterned word as written.

## **2. The Concept of Reading Skill**

### **a. The Concept of Reading Skill**

#### **1) Definition of Reading Skill**

A skill is a combination of ability, knowledge and experience, that enables a person to do something well.<sup>14</sup> It means that skill is the ability to comprehend the passage require the power of understanding the total meaning of the passage. A skill is something you do

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<sup>13</sup> Morgan watson Cecil fore iii Richard t. Boon. corrective feedback of oral decoding errors for diverse learners With reading disabilities: The effects of two methods on reading fluency . *The university of georgia*. Vol 24 no 1 2009

<sup>14</sup>Boyatzis, Richard E and Kolb, David A. "From Learning Styles to Learning Skills: The Executive Skills Profile" *University Press* Vol.10, No.5, (1995) p.4.

automatically without thinking about it and you do it the same way every time.<sup>15</sup>

Moreover, skill is widely regarded as a focus for analytical research and as a core object for policy interventions in the modern global high-technology era.<sup>16</sup> Based on the definition above, skill is the ability and capacity to comprehend the passage from the text and to something well.

Reading is regarded as one of basic skills in English which is very important to develop and build student's knowledge and it is helpful to understand various written materials or textbooks.

Meanwhile, William Grabe said that "Reading is a strategic process in that number of the skill and process used in reading call for effort on the part of the reader to anticipate text information, select the key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals."<sup>17</sup> On the other word reading seems difficult skill for students because they have to transfer their mother language to the foreign language and have to comprehend it.

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<sup>15</sup> G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*, (New York, London: The Guilford Press, 2009). p.13.

<sup>16</sup> Green, Francis. "What Is Skill? An Interdisciplinary Synthesis" (LLAKES. London: 2011), p.4.

<sup>17</sup>William Grabe ,*Reading in a Second Language Moving From Theory To Practice*, (New York, Cambridge University Press, 2009), p. 15

Besides, Jeremy Harmer said that “reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing”.<sup>18</sup> So reading can improve students’ knowledge.

Furthermore, Patel and Jain reveal that reading is not only as a source of information and pleasurable activity but also as a means of extending and consolidating someone’s knowledge.<sup>19</sup> From the statements it can be assumed that understanding the text has a goal to enrich someone’s knowledge from many available sources.

Based on the quotations above, it can be inferred that reading skill is a kind of exercise in teaching reading to know how the students understand about the text and read with pronunciation, accuracy, intonation well.

Based on the statements about the essences of reading, it can be inferred that reading is a process that involves reader and text in order to understand the text as a source of information to extend someone’s knowledge and to achieve various purposes.

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<sup>18</sup> Jeremy Harmer, *How to Teach English Second Edition*, (England, Longman, 2007), p.99

<sup>19</sup>M.F Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur: Sunrises Publishers and Distributors, 2008), p. 114

### c. The Measurement of Reading Skill

To know the achievement of reading skill should be measured use the assessment of reading. There are the measurements of reading skill according to Grenall and Swan, as follows:<sup>20</sup>

**Table 3**

The Measurement of Reading Skill

Aspect	Category	Indication
<b>Clarity</b>	5(excellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3(Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2(bad)	All question and answers were awkward and incomprehensible
<b>Voice</b>	5(excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made

<sup>20</sup> Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

		communication more efficient.
	3(Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have been difficult to hear and had problems to express himself correctly.
	1-2(bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.
<b>Fluency</b>	5(excellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few pauses.
	3(Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2(bad)	Much effort was required to maintain the conversation. There were many long pauses..
<b>comprehension</b>	5(excellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.
	3(Fair)	The students showed little comprehension of text and questions. Question had to be repeated
	1-2(bad)	Students were unable to comprehend questions and text. Questions were repeated more than one time.

## B. The Concept of Neurological Impress Method

### 1. Definition of Neurological Impress Method

Neurological Impress Method (NIM) is one of these methods of teaching to read.<sup>21</sup> Neurological impress method is a system of unison reading by the student and the teacher who read aloud at a rapid rate.<sup>22</sup> Neurological Impress Method (NIM), which aims to overcome the problems of a student who has insufficient reading comprehension although not having a mental or physical handicap, has been supported with various applications that aim to develop the capacity of “Sight Words” of the students. The purpose of this study is to determine the effect of Neurological Impress Method (NIM), which has been supported with pre-application and post-application processes, on fluency and comprehension in reading.<sup>23</sup>

According, Heckelman the neurological impress method is a method for choral or concert reading. In this method, you read aloud together with a student for 10 to 15 minutes.<sup>24</sup> It means that reading

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<sup>21</sup> Hadi.M.Abdi ,“ *Investigating the Reading Efficacy Through the Neurological Impress Method on the Mentally Retarded Male Students' Reading Development in First Year of Professional Skills Course in Boroujerd City*,( Australian Journal of Basic and Applied Sciences, Iran, 2013). Vol. 7, p. 208

<sup>22</sup>A. O. Oladele,” *The Efficacy of Neurological Impress Method and Repeated Reading on Reading Fluency of Children with Learning Disabilities in Oyo State, Nigeria*, (Published by International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, Nigeria, 2013). Vol 7,p.187

<sup>23</sup>Alper Kaşkaya, ” *Education and Science: Improving Reading Fluency and Reading Comprehension with NIM-Assisted Teaching: An Activity Research*, (Published by Erzincan University, Faculty of Education, Primary School Teacher Education, Turkey,2016). Vol 41, p,285

<sup>24</sup>Barbara j wendling. *Essentials of Evidence-Based Academic Interventions*. (Canada: John Wiley & Sons, Inc, ,2009) P.60

aloud is good for uses in all years because reading aloud can make the students or the readers know how to pronounce some words that they read. It can make the readers more interest to reading some books.

The Neurological Impress Method is an imposing name for a simple teaching technique to improve reading comprehension. The NIM is a multisensory approach involving a student's sight, hearing and speech. Learning to use the NIM is relatively painless and involves no special training.<sup>25</sup> Ideally, the text is at the student's interactional reading level and relates to a personal interest or school subject.<sup>26</sup> The more proficient partner, reading slightly faster and louder than student, make a conscious effort to direct his or her voice into the student's left ear to "imprint" a sound symbol match in her head.

According, Richek et al, this method is proper for some students; however, it is not possible to claim that this is proper for every student.<sup>27</sup>The neurological impress method was too time-consuming for teachers because it required one-on-one teacher attention. Therefore, he adapted the procedure using tape recorders and headsets. Hollingsworth's, students are required to listen to a pre-recorded passage and to read aloud into their own microphones.

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<sup>25</sup>Hunter Calder, *Reading Freedom Teacher Resource Book*, (Pascal Pres,2000),p.30

<sup>26</sup> Timothy v Rasinski, *Fluent Reader: Oral Reading Strategies For Building Word Recognition, Fluency and comprehension*, (USA:Scholastic Profesional Books, 20013),p.70

<sup>27</sup> Alper Kaşkaya, " *Education and Science: Improving Reading Fluency and Reading Comprehension with NIM-Assisted Teaching: An Activity Research*., p,284



Using individual headsets, the student listens to his or her own voice along with the pre-recorded voice.<sup>28</sup>

Gerald Wallace and James McLoughlin; translated by Monshi-Toosi, the teacher speaks without any intermediate in student's turn while moving his finger along each row and below every word and they read the content together eloquently and fluently and only stop in places where there are written punctuations.<sup>29</sup>

Therrien indicates that three other fluency strategies evolved out of the Neurological Impress Method: assisted reading and reading while listening. Using audiotapes or and paired reading, where students read along with a model until they feel ready to read alone.<sup>30</sup>

Gardner found that the Neurological Impress Method (NIM) lowered student anxiety as they read because they were freed from failure experiences they encountered using traditional methods of reading instruction.<sup>31</sup>

Based on the quotations above, it can be inferred that The Neurological Impress Method is involving a student's seeing, hearing

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<sup>28</sup> Michelle Dowd, "A Component Analysis of Assisted Reading with a Third Grade Student with a Reading Deficit in a Psychiatric Hospital Setting," (Published by Insan Akademika, 2013). Vol 01, p.531

<sup>29</sup> Hadi.M.Abdi, "Investigating the Reading Efficacy Through the Neurological Impress Method on the Mentally Retarded Male Students' Reading Development in First Year of Professional Skills Course in Boroujerd City," p. 208

<sup>30</sup> Barbara j wendling. *Essentials of Evidence-Based Academic Interventions*, p.61

<sup>31</sup> J. Lloyd Eldredge, "Reading Horizons: Improving the Reading Comprehension Skills of Poor Readers," (Produced by The Berkeley Electronic Press (bepress), Brigham Young University 1988). Vol. 29, p.37

and speech. Neurological impress method that is used to view students' understanding in reading, this method also carried out jointly between the teachers and students but there are moments of his teachers and students directly face to face to see how to fluency level of understanding students in reading skill with this method. Then at the time of reading text should be hard sound, automatically if we read with hard sound then we will be more understand with what we read.

## **2. The Function of Neurological Impress Method**

Neurological Impress Method or Reading aloud has five functions in foreign language, as follow:<sup>32</sup>

- 1) Practice pronunciation. Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. Not only should we pronounce every word properly, but we should divide the meaning groups correctly, arrange the pause based on the content. Meanwhile, we should apply suitable stress, intonation and rhythm. Therefore, reading aloud is a very good pronunciation practice.
- 2) Improve oral English. For some students who do not have the confidence to practice spoken English, reading aloud can help them overcome the faults of disfluency, repeat improper pause and develop natural and good pronunciation habit.

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<sup>32</sup>Liangguang Huang, *Reading Aloud*, p.149

- 3) Get deeper understanding. Reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice.
- 4) Strengthen the knowledge. We can strengthen what we have what we have learned by listening, soeaking and reading. Reding aloud which have relevant to listening, speaking, reading is the practice of pronunciation, grammar and vocabulary.
- 5) Improve the classroom atmosphere. In a class, especially in intensive class, student may feel tired after sometime. At the time reading aloud can help them back to the class.

In other word, the students can improve their pronunciation and reading skill by using reading aloud in teaching learning process and it also make the students more interest in learning English.

### **3. Steps of Neurological Impress Method**

Neurological Impress method has several steps to apply, those are:<sup>33</sup>

- 1) The teacher sits next to the student in order to make him/her hear him/her better.
- 2) Explain the process which will take place.
- 3) As the teacher says the word, s/he should move his/her finger under the word.

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<sup>33</sup>Ella, *Assisting Year 7 Students Who Need Additional Suppor.* (Australia:Commonwealth, 1999),p.37

- 4) Read naturally. Find a comfortable speed: not too slow, not too fast for the student.
- 5) Stop at appropriate points and give a positive comment.
- 6) Read with enjoyment and talk about what you have read, as well as about the illustrations, relevant background information.
- 7) Do not correct errors and do not give negative comments.

#### **4. Advantage and Disadvantage of Neurological Impress Method**

##### **a. Advantage of Neurological Impress Method**

Here there are some advantages of using a Neurological Impress Method, those are :

- 1) It can applicability to any text that might be of interest to the reader and of appropriate difficulty.
- 2) It Helps impress the words into the learner's memory and helps learners imitate correct pronunciation, intonation, and phrasing.
- 3) It increases confidence fluency in reading.
- 4) It Provides a pleasant, non-threatening reading experience and can provides immediate feedback and success in reading.

##### **b. Disadvantage of Neurological Impress Method**

There are some disadvantages of Neurological Impress method such as :

- 1) The properness of the specialists that are proposed to be trained in order to make the teacher save time or to help him/her.
- 2) Less conducive in the learning process.
- 3) Sometimes If we use the method learning with the students acted jointly wrote the lazy students usually will be more lazy, since they consider themselves lose competitiveness with the smart students.<sup>34</sup>

### **C. Action Hypothesis**

Based on the frame of theories and assumption above, the writer formulates the hypothesis is as follow “By using the Neurological Impress Method, the students will be able to improve their reading skill at the eight grades of SMP PGRI 1 Batanghari.

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<sup>34</sup>Keith J. TOPPING,” *Paired Reading and Related Methods for Improving Fluency*, (Publised by International Electronic Journal of Elementary Education, University of Dundee, Scotland, UK,2014).Vol.7,p.64

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Operational Definition of Variables**

Operational definition is the definition which is based on characteristic of the thing that was defined. Meanwhile, variable can be defined as an attribute of a person or an object which varies from person to person or from object to object.

Based on the explanation above, the operational definitions of variables are explained follows:

##### **1. Independent Variable**

Independent variable is one or more group receive the experimental manipulation, or treatment from the writer. It is the variable which is selected, manipulated and measured by the research. Independent of this research is neurological impress method.

By knowing independent variable, the measurements of implementing neurological impress method in reading skill are:

- a. Being able to find main idea and detail information from answering.
- b. The students can read aloud the text correctly.
- c. The students can apply neurological impress method to the reading skill the texts.

Moreover, based on the explanation above, the writer use indicator as follow:

- a. The teacher or model reader previews a passage for the students, and they all make predictions about what the passage will be about.
- b. The teacher reads the passage aloud—first by herself, then with the students joining in.
- c. The teacher fades her voice and allows the students to take the lead reading the passage aloud.
- d. The teacher should select pairs of students to read the passage again.

In this research, the writer used Neurological Impress Method to observe the students' reading skill in the eighth grade of SMP PGRI 1 Batanghari. In addition, the writer will collect the data by using oral tests. This test is also to know as far as possible in students' reading skill.

## **2. Dependent Variable**

Dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is reading skill. It is can be defined as knowledge in identification the text that students have been read. This variable will be measured by giving oral test.

Here the indicators of students reading skill:<sup>35</sup>

- a. Students can read clarity the text
- b. Students can read the text with hard voice.
- c. Students can read fluency the text.
- d. Students can comprehend the meaning the text.

## **B. Setting of the Research**

### **1. Location Setting**

This research conducted in SMP PGRI 1 Batanghari, it is located in East Lampung. It is located in Banarjoyo, 46 Batanghari, East Lampung.

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

Subject of the study is the students of eight grade of SMP PGRI 1 Batanghari. The sample of this reseach as respondent is VIII.3 that consists of 26 students. The researcher choose this class because the students have low in reading.

## **C. Research Prosedure**

In this research, the researcher used classroom action research as the research methodology. Action research is a form of practitioner research that can be used to help the students improve their professional practices in many different types of workplaces.<sup>36</sup> It means that action research is a research that

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<sup>35</sup>Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners*, 2nd Edition (New York: The Guilford Press, 2008), p.64

<sup>36</sup>McNiff & Jack Whitehead, *You And Your Action Research Project*, (New York : Routledge, 2002), p.7



is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

McNiff states that action research is a name given to particular way of researching your own language.<sup>37</sup> It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Moreover, Donald Ary said that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice.<sup>38</sup> It means that action research is process in education where is the teacher not the usual thing that teacher do when thinking about teaching.

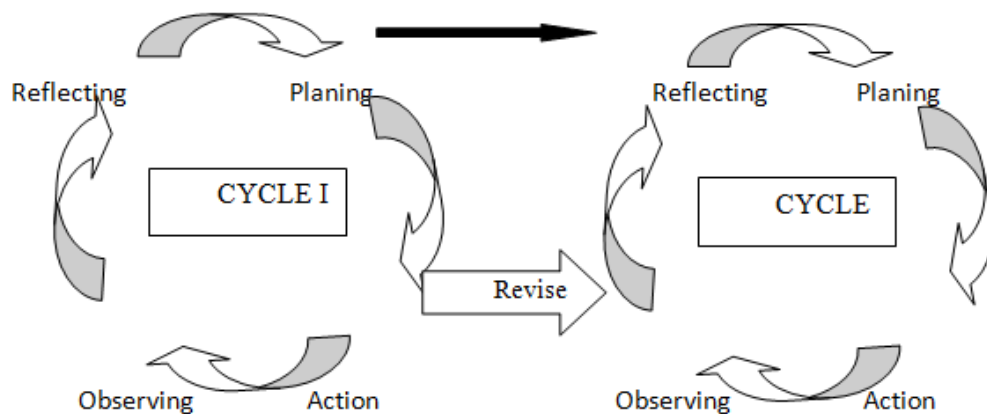
The reseacher used model developed by Kemmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential “moments” of planning, action, observing, and reflecting.<sup>39</sup>

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<sup>37</sup> McNiff & Jack Whitehead, *Action Research : Principles and Practice, Second Edition*, (London: Sage Publication, 2002), p. 15

<sup>38</sup> Donald Ary, *Introduction to Research in Education, Eighth Edition*, (Canada: Nelson Education 2010), p. 514

<sup>39</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York : Routledge, 2010) , p. 9



The 'Action Research Spiral' (Based on Kemmis and Mc Taggart)

Those both scheme above mean that action research is problem solving that aims to bring change and improvement in practice. So, the researcher will providing action plan to solve the problem in teaching and improving students' reading skill by using neurological impress method (NIM).

#### D. Action Plan

Based on the model of research above, the procedures was compose of cycles, in which each cycles consist of four steps, they were planning, action, observation, and reflection. And this research procedure as follow :

1. Determining the research subject.

The subject of the research is eight graders students' of SMP PGRI 1 Batanghari and the class consists of 25 students.

## 2. Planning to action research

Conducting the action research by researching in the class, following the lesson plan that was made and the researcher also taught the students in the class.

## 3. Doing the observation.

Observing and evaluating the result of the test in cycle 1,2 and observation. The researcher was the observation and the teacher will evaluate the result of students' test.

## 4. Analyzing the data.

The researcher was analyze all data from the result of students' test.

## 5. Making the conclusion

The researcher was make the conclusion from the result of all data and the test.

## 6. Reporting the research result.

The reseacher was arranged the report of activities, data collection and results that have come out of the research process.

The research of procedure and planning in every cycle are formulated as follows :

### 1. Cycle 1

#### a) Planning

Planning is the first step in every activity, researcher explains about what, why, when, where, who and how the action is done. Without planning, the researcher activity will

not focus. The planning was reference in doing action. In this phase, the researcher was makes a series of planning as follows:

- 1) Preparing English subject lesson plan
- 2) Preparing materials and media of learning
- 3) Making observation sheets and list of students' name.
- 4) Making work sheets and answer sheets which will be learned by the student.
- 5) Making test which will be used in pre-test and post-test.

b) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the researc her will aply the planning of strategy and scenario learning as follows :

- 1) Pre Teaching Activities
  - a) Praying and greeting the students.
  - b) Cheking the attendent list.
- 2) While Teaching Process
  - a) The teacher apply the lesson plan
  - b) The teacher explains about what is neurological impress method (nim).

c) The teacher gives an example about neurological impress method by the student.

d) The teacher gives an evaluation

### 3) Post Teaching Activities

a) The teacher will asking and choosing the students' one by one in front of class.

b) The teacher gives the score for students.

### c) Observing

Observing is the activity of observed by observer. In this observation, the researcher observed the students activity in teaching learning process and record by using note. The result of observation will be used in doing action in the next cycle. Focus of observation is the students activity in doing activity and teacher performance. So, in the research, the researcher has two roles as observer and as object of research.

### d) Reflecting

Reflecting is the action to explain again about what happened. In this phase, the reseacher and collaborator investigated all action that happened in learning procces. Based on the data has been collected furthermore do evaluation to perfect next action. The reflection included analysis, synthesis and evaluation to result of observation toward action that done. If meet problem in reflection process so it will be accomplished process investigation. The reflection would be stopped when the students had increased their scores.

## 1. Cycle II

### a) Planning

- 1) Writing down the lesson plan based on Based Competence (KD) using different material.
- 2) Preparing the format material
- 3) Preparing the method of the learning.
- 4) Preparing the instrument of observation.
- 5) The researcher determining the instrument evaluation of the test (pre-test and post-test).

### b) Acting

The second step in the action research is acting. It is the implementing of the planning. The general steps that will be done by the researcher as follows :

- 1) Pre Teaching Activities
  - a) Praying and greeting the students.
  - b) Checking the attendant list.
- 2) While Teaching Process
  - a) The teacher applies the lesson plan.
  - b) The teacher explains about what is neurological impress method in reading and how to do the neurological impress method, like steps of neurological impress method and the advantages of neurological impress method.

- c) The teacher gives an example about neurological impress method by the student and give the idea or topic for student's one by one.
- d) The teacher gives an evaluation the student in neurological impress method by reading skill.

### 3) Post Teaching Activities

- a) The teacher asking and giving the idea or topic to student's then, choose the students' one by one to do a neurological impress method in front of class.
- b) The teacher gives the score for students.

### c) Observing

Observing is the activity of observe by observer. In this observation, the researcher observed the students activity in teaching learning process and record by using note. Focus of observation is the students activity in doing activity and teacher performance. So, in the research, the researcher has two roles as observer and as object of research.

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toward action that done. If meet problem in reflection process so it will be accomplished process investigation. The reflection would be stopped when the students had increased their scores. So, the researcher could be stopped this research until cycle I.

#### **E. Data Collection Technique**

In collecting data, the writer uses the following procedures which can be described as follows:

##### **1. Test**

The test is using to know the score of the students reading skill. In that test, the reseacher will do pre-test and post-test. The reseacher will give the text and the students can find out the information by using neurological impress method. The purpose of test of this research is to know the effect of using neurological impress method toward students' reading skill. The type of this test is oral test test. The score of each number of the questions is 10. So, If the students can answer all of the question correctly, they will get 100 score. Then, if the students answer the question incorrectly they will get 0 score. The time of the test is 45 minutes.

##### **c. Pre-test**

The writer will give pre-test to the students to get their reading skill before treatment. The purpose of the pre-test is to know how far the students' reading skill.



d. Post-post

The post-test will conduct after giving the treatment. It is to find out whether there is significant different between pre-test and post-test.

2. Observation

In this research, the researcher will observe the students' behaviors and the students' activities in the learning process to know how the process of learning will be held. In doing the observation, the research will make the observation sheet that contains of list of the students' activities.

3. Documentation.

The researcher will use documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school.

4. Field Note

To collect the data to be more accurately, the researcher will use the field note to make easy when analyze the data. This is to know the activity of the students in learning english. It is done after finishing of teaching learning process.

**F. Data Analysis Method**

In this research, the researcher will use the data analysis by taking the average from pre-test and post-test. To know the improvement, the researcher will compare between pre-test and post-test score. Then, the

results are matched with the minimum mastery criteria (MMC) in the school. At the eight graders of SMP PGRI 1 Batanghari, the minimum mastery criterion (MMC) for English subject is 65.

If there some students are not successful in cycle 1, the researcher will have to conduct the cycle 2. If in cycle 2 the students are successful, so the cycles will be stopped because the students have to achieve the minimum mastery criteria.

The researcher will use SPSS program to analyze the data by a formula for counting the average score is as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Note :

$\bar{X}$  : Average (mean) of the student score.

$\sum X$  : Total of the student score.

N : Total of the student.<sup>40</sup>

In gaining the class percentage which pass the *Minimum Mastery Criteria* (KKM) 65, uses the formula:<sup>41</sup>

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<sup>40</sup> Donald Ary, *Introduction to Research in Education*, p.108-109.

<sup>41</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and statistic*, (New Delhi: News Age International, 2006), p.278.

Formula  $\frac{P}{N} = F \times 100\%$

P : The class percentage

F : Total percentage score

N : Number of the students

### **G. Indicators of Success**

The indicator of the success is taken from the process and the result of the action research. This research will be called success if 70% of students got score 65. In addition, there is the improving in learning activities and learning result in the learning process.

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. Result of the Research

##### 1. Description of Research Location

###### a. The History of SMP PGRI 1 BATANGHARI

Junior high school (SMP) PGRI 1 Batanghari East Lampung reGENCY is located in Banarjoyo village 46 districts batanghari. SMP PGRI 1 Batanghari, is one of the institutions established by PGRI Foundation which addressed at Jln Drs. WarsitoTeluk Betung Bandar Lampung. SMP PGRI 1 Batanghari was established in 1976 and started operation in 1976.

The school was established at the request of the community who wanted his son's son to continue his education to junior high school. The demand is due to heavy parents if they have to send their daughter to Metro City, especially the cost of transportation. The supported and participated of the community leaders at that time, in 1976/1977 SMP PGRI 1 Batanghari start running. Since 2001 the Head of School was held by Bpk. Eko Tri Waluyo, S.Pd. MM. Until now.

b. Vision, Mission, and Purpose of SMP PGRI 1 BATANGHARI

1) Vision

**"Delivering a Successful, Intelligent and Skilled Successor Kader of the Nation."**

The Indicators are follows:

1. The realization of a religious school atmosphere
2. The realization of the school atmosphere with a harmonious sense of kinship
3. The fulfillment of graduates who can become pioneers and develop dynamically.
4. Improving the effectiveness of learning is supported by the application of high discipline.
5. Support the creativity and understanding in the field of knowledge of technology, information and communication.
6. Giving Basic Skills as a provision in the life of the day.

2) Mision

**"Providing Knowledge, Skills, and Technology Supplies, Inculcating a Culture of Discipline Based on Faith and Faith."**

The Indicators are follows:

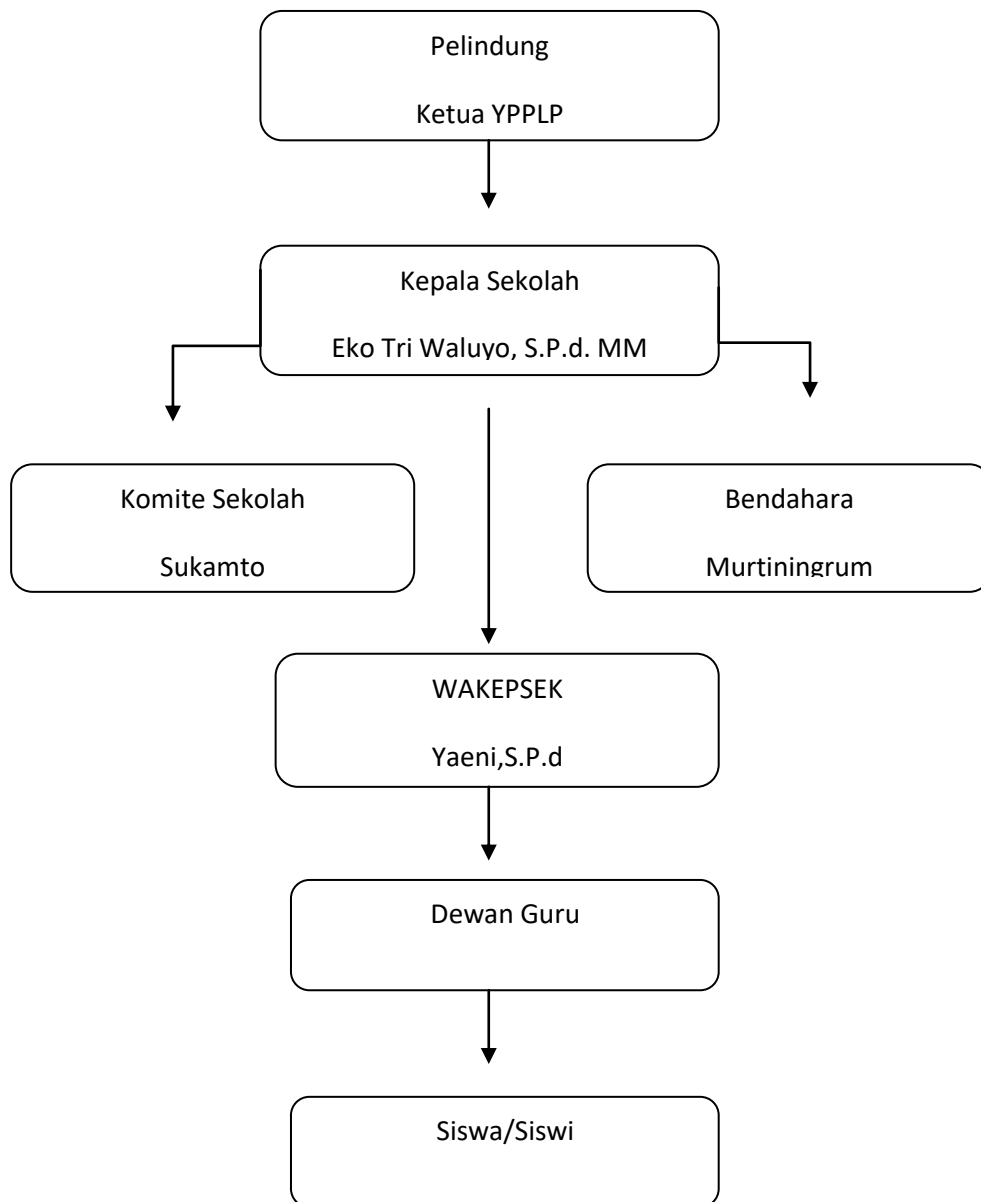
1. Implement the learning based on religious awareness.
2. Implement the habit of giving salm and shaking hands between pupils and students, students with teachers, and teachers with teachers at every opportunity.

3. Encourage and realize graduates in order to continue the school to a higher level in the schools of pharmacy.
  4. Improving the quality of learning and providing an understanding of the discipline in complying with school regulations.
  5. Implementing practical activities by utilizing supporting facilities that is ruabng lab IPA and computer.
  6. Implement skills development activities in both ntrakulikuler and extracurricular activities.
- c. The student's quantity of SMP PGRI 1 BATANGHARI in the academic year of 2016/2017 is that can be identified as follows:

**Table 2**  
**Number of Students at SMP PGRI 1 BATANGHARI**  
**in the Academic Year of 2016/2017**

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class X	45	25	70
2.	Class XI	47	14	61
3.	Class XII	65	41	106
<b>TOTAL</b>		<b>157</b>	<b>80</b>	<b>237</b>

d. Structure Organisation of SMP PGRI 1 Batanghari



## 2. Description of the Research

In this research, the researcher as an English teacher and Mrs. Yulia Eka Putri, S.Pdas the collaborator conducted the research in two

cycles and each cycle consist of planning, acting, observing and reflecting.

a. Pre-Test

The first meeting was pre-test. Pre-test was done on Wednesday, August 10<sup>th</sup>, 2017. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score. Pre-test consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' ability in reading skill before giving treatment and it used as the comparison score with post-test.

The students read about descriptive text. The result of pre-test could be seen on the table below:

**Table 3**  
**The Result of Pre Test**

NO	NAME	PRE-TEST	NOTE
1	AP	50	Uncomplete
2	AP	55	Uncomplete
3	APS	55	Uncomplete
4	AR	60	Uncomplete
5	AS	70	Complete
6	AS	40	Uncomplete
7	AS	65	Uncomplete
8	AU	55	Uncomplete
9	AW	55	Uncomplete
10	DA	65	Complete
11	EA	45	Uncomplete
12	HP	60	Uncomplete
13	IW	60	Uncomplete
14	LP	55	Uncomplete
15	M A	65	Complete



16	MB	60	Uncomplete
17	MS	40	Uncomplete
18	OP	70	Uncomplete
19	PS	40	Uncomplete
20	RA	70	Complete
21	RP	65	Complete
22	SDC	40	Uncomplete
23	SH	50	Uncomplete
24	SR	50	Uncomplete
25	THR	60	Uncomplete
26	WU	45	Uncomplete
<b>Total Score</b>		<b>1445</b>	
<b>Average</b>		<b>56</b>	
<b>Highest Score</b>		<b>70</b>	
<b>Lowest Score</b>		<b>40</b>	

**Table 4**  
**The Students' Scores of Pre-test**  
**of Reading Skill**

No	Scores	Frequency	Category
1	$\geq 65$	5	Complete
2	$\leq 65$	21	Uncomplete
<b>Total Students</b>		<b>26</b>	

To get Average score, the researcher used following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = Mean/Class average score  
 $N$  = Number of cases  
 $\sum X$  = The total number of students' scores

$$X = \frac{1445}{26} = 55.57$$

From the calculation above, it says that class average score is

55.57

## Percentage of KKM Pre-test

$$P = \frac{\sum X}{N} \times 100\%$$

$P$  = Percentages of pre-test KKM  
 $N$  = Number of cases  
 $\sum X$  = The students who get 65 or >65

$$P = \frac{5}{26} \times 100\%$$

$$= 19.23\%$$

From the calculation above, it says that percentages of pre-test KKM is 19.23%.

Based on the table, it could be analyzed that there were 5 students (19.23%) whose the scores completed the minimum mastery criteria and 21 students (80.76%) whose the scores did not complete of minimum mastery criteria (MMC). The lowest score in pre-test was 40 and the highest score was 80. It means that the students did not fulfill the minimum standard at SMP PGRI 1 Batanghari and the students' reading skill was low. Besides, from the result of pre-test, the researcher got the average 55.27. So, it was the reason why the researcher used Neurological Impress Method (NIM) to improve the students' reading skill.

## b. Cycle 1

In order to increase students' reading skill the researcher applied NIM in cycle one first. Cycle 1 consist of planning, acting, observing and reflecting. The students were read text about descriptive text. The result of pre-test could be seen on the table below:

### 1) Planning

The process of planning was conducted before the process of acting. The process of planning was conducted based on the problem that the researcher found, the researcher and collaborator prepared several things related to teaching and learning process such as the english subject, lesson plan, material, media, text about descriptive , observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

### 2) Acting

The process of acting in cycle I consists of three meetings. Two meetings were in form of treatment. In addition, another meeting was in form of post-test of cycle I.

The first treatment was conducted in the second meeting on Saturday, August 12<sup>th</sup>, 2017. In this meeting, the researcher as an English teacher and Mrs, Yulia Eka Putri, S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students as the first meeting. Afterwards, the researcher gave the material about descriptive text.

At the beginning of teaching learning process, the researcher asked to the students about descriptive text. The researcher identified the students' responses and some of the

students forgot and just a little of them have known the definition about descriptive text.

Secondly, the researcher explained about definition, generic structure, social function and language feature of descriptive text. After that, the researcher gave some pictures related to national monument and pahawang island. The students observed the pictures and some of them explained about how the condition of the picture.

Afterwards, the researcher explained about Neurological Impress Method. The students must be understood about the text. Then the students should know and read the text. The researcher guided the students to be active in the class. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did the first treatment, the researcher was conducted the second treatment on Wednesday, August 17<sup>th</sup> 2017. In this meeting the researcher did as the first treatment, the researcher as an English teacher and Mrs. Yulia Eka Putri, S.Pd as a collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of

the students as the first meeting. Afterwards, the researcher gave the material about descriptive text.

At the beginning of teaching learning process, the researcher asked to the students about report text. The researcher identified the students' responses and some of the students forgot and just a little of them have known the definition about descriptive text.

Secondly, the researcher explained about definition, generic structure, social function and language feature of descriptive text. After that, the researcher gave some pictures related to national monument and pahawang island. The students observed the pictures and some of them explained about how the condition of the picture.

Afterwards, the researcher explained about Neurological Impress Method. The students must be understood about the text. Then the students should know and read the text. The researcher guided the students to be active in the class. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did the second treatment, the researcher gave the first post-test to the students. The post-test was conducted on Saturday, May19<sup>th</sup>, 2017. The post test was done to know how the students' reading skill after giving the treatment. The researcher gave descriptive text. The result of post-test in cycle 1 could be seen on the table, as follow:

**Table 5**  
**The Result of Post-Test 1**

<b>NO</b>	<b>NAME</b>	<b>PRE-TEST</b>	<b>NOTE</b>
1	AP	50	Uncomplete
2	AP	60	Uncomplete
3	APS	60	Uncomplete
4	AR	60	Complete
5	AS	80	Complete
6	AS	50	Uncomplete
7	AS	70	Complete
8	AU	50	Uncomplete
9	AW	75	Uncomplete
10	DA	65	Complete
11	EA	40	Uncomplete
12	HP	65	Complete
13	IW	65	Complete
14	LP	75	Uncomplete
15	M A	70	Complete
16	MB	65	Complete
17	MS	40	Uncomplete
18	OP	50	Complete
19	PS	50	Uncomplete
20	RA	70	Complete
21	RP	65	Complete
22	SDC	60	Uncomplete
23	SH	50	Uncomplete
24	SR	55	Uncomplete
25	THR	65	Complete

26	WU	60	Uncomplete
<b>Total Score</b>		<b>1565</b>	
<b>Average</b>		<b>60.19</b>	
<b>Highest Score</b>		<b>70</b>	
<b>Lowest Score</b>		<b>45</b>	

**Table 6**  
**The Students' Scores of Post-test I**  
**of Reading Skill**

No	Scores	Frequency	Category
1	≥65	12	Complete
2	<65	13	Uncomplete
<b>Total Students</b>		<b>25</b>	

To get Average score, the researcher used following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = Mean/Class average score  
 $N$  = Number of cases  
 $\sum X$  = The total number of students' scores

$$\bar{X} = \frac{1592}{26} = 61.23$$

From the calculation above, it says that class average score is 61.23.

Percentage of KKM Pre-test

$$P = \frac{\sum X}{N} \times 100\%$$

$P$  = Percentages of post-test KKM  
 $N$  = Number of cases  
 $\sum X$  = The students who get 65 or >65

$$P = \frac{12}{26} \times 100\%$$

$$= 46.15 \%$$

From the table 8, it could be analyzed that the students' average score was 61.23. The highest score was 70 and the lowest score was 45. Based on the minimum mastery criteria (MMC), there were 12 students whose the scores completed of minimum mastery criteria on post-test 1 or got score  $\geq 65$ . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

### 3) Observing

In observation of the researcher action, the collaborator observed the students' activities. the researcher as a teacher gave material about reading text especially deescriptive text by using Neurological Impress Method (NIM).

In the learning process, there were four used and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- a) The students were Fluency in Reading text
- b) The students Read and Comprehend the Text
- c) The students were control their Speed
- d) The Students were practice the Pronouncation



The result of the students' learning activities could be seen as follow:

**Table 7**  
**The Students' Activities in Cycle I**

No	Students Activities	Frequency	Percentage
1	The students Fluency in Reading text	12	46,15%
2	The students Read and Comprehend the Text	11	42,30%
3	The students Clarity in Reading Text	10	38,46%
4	The Students should have the load Voice in Reading Text	12	46,15 %
The total of percentage of students' activities in cycle I (in the average)			43,26 %

The table showed that not all the students' active in learning process. There were 12 students (46.15%) who gave fluency in reading text, 11 students (42.30%) who read and comprehend the text and 10 students (38.46%) clarity in reading text and there were 12 students (46.15%) who have the load voice in reading text.

#### 4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

- a) There were some students that shown unenthusiastic to the teachers' explanation.
- b) Some students did not ask and answer from the teachers' questions.
- c) Some students did not focus in teaching and learning process.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more effective and attractive.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students'.
- c) The teacher guided the students who they were not active yet in discussion.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

**Table 8**  
**The Students' score of pre-test and post-test I**

No	Name	Pre-test score	Post-test I score	Increasing	Explanation
1	AP	50	50	0	Constant

2	AP	55	60	5	Improve
3	APS	55	60	5	Improve
4	AR	60	60	0	Improve
5	AS	70	80	10	Improve
6	AS	40	50	10	Improve
7	AS	65	70	5	Improve
8	AU	55	50	-5	Decreased
9	AW	55	75	-20	Decreased
10	DA	65	65	0	Constant
11	EA	45	40	30	Improve
12	HP	60	65	5	Improve
13	IW	60	65	5	Improve
14	LP	55	75	20	Improve
15	M A	65	70	5	Improve
16	MB	60	65	5	Improve
17	MS	40	40	0	Constant
18	OP	70	50	-20	Decreased
19	PS	40	50	10	Improve
20	RA	70	70	0	Constant
21	RP	65	65	0	Constant
22	SDC	40	60	7	Improve
23	SH	50	50	0	Constant
24	SR	50	55	5	Improve
25	THR	60	65	5	Improve
26	WU	45	60	5	Improve
<b>Total</b>		<b>1445</b>	<b>1565</b>	<b>1565</b>	
<b>Average</b>		<b>55.57</b>	<b>60.19</b>	<b>60.19</b>	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' reading skill before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result scores. It could be seen from the average in pre-test 53.07% and post-test I 61.23. Although there was improving of the students' achievement, cycle I was not successful yet because only 12 students (46.15%) whose the scores post-test I completed of

minimum mastery criteria (MMC). It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

c. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems and materials that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on Wednesday August 24<sup>th</sup>, 2017 and Saturday August 26<sup>th</sup>, 2017. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about descriptive text. The teacher asked to the students to mention about definition of descriptive tex, generic structure, social function, and language features. Moreover, the teacher divided the students in pairs as in previous cycle based on their score in reading skill in post-test I. The students read the text about “Monas” and “Pahawang Island”. Then, the teacher asked them to read the text. the teacher guided the students to be active in the class and the teacher asked the students to present the result in front of the class and the teacher together with the students corrected their reading.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on Saturday, August 26<sup>th</sup>, 2017. The test was oral test. The result of post-test II could be seen on the table below:

**Table 9**  
**The Result of Post-Test II**

<b>NO</b>	<b>NAME</b>	<b>POST-TEST II</b>	<b>NOTE</b>
1	AP	75	Complete
2	AP	70	Complete
3	APS	75	Complete
4	AR	80	Complete
5	AS	85	Complete
6	AS	65	Complete
7	AS	60	Complete
8	AU	60	Uncomplete
9	AW	85	Complete
10	DA	80	Complete
11	EA	65	Uncomplete
12	HP	65	Complete
13	IW	70	Complete
14	LP	75	Complete
15	MA	70	Complete
16	MB	75	Complete
17	MS	60	Uncomplete
18	OP	60	Uncomplete
19	PS	75	Complete
20	RA	70	Complete
21	RP	65	Complete
22	SDC	75	Complete
23	SH	75	Complete
24	SR	60	Uncomplete
25	THR	70	Complete
26	WU	60	Uncomplete
<b>Total Score</b>		<b>1825</b>	
<b>Average</b>		<b>70.19</b>	
<b>Highest Score</b>		<b>85</b>	
<b>Lowest Score</b>		<b>60</b>	

**Table 10**  
**The Students' Scores of Post-test II of Reading Skill**

<b>No</b>	<b>Scores</b>	<b>Frequency</b>	<b>Category</b>
1	≥65	20	Complete
2	<65	6	Uncomplete
<b>Total Students</b>		<b>26</b>	

Based on the table above, it could be seen that the students' average score in post-test II was 70.19. The highest score was 85 and the lowest score was 60. According to minimum mastery criteria (MMC). There were 20 students (76.92%) whose the scores of post-test completed the minimum mastery criteria (MMC). Most of the students could improve their reading skill. It means that cycle II was successful.

### 3) Observing

In this step, the researcher presented the material by using Neurological Impress Method (NIM). In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

**Table 11**  
**The Students' Activities in Cycle II**

No	Students Activities	Frequency	Percentage
1	The students Fluency in Reading text	20	76.92%
2	The students Read and Comprehend the Text	17	65.38 %
3	The students Clarity in Reading Text	18	69.23 %
4	The Students should have the load Voice in Reading Text	21	80.76 %
The total of percentage of students' activities in cycle II (In the avarage)			73.07 %

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage the students fluency in reading text(76.92%) and the Students should have the load voice in reading text(80.76%), then, the students read and comprehend the text(65.38%), and the students clarity in reading text(69.23%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the average of fourth students' activity got percentage  $\geq 70\%$ .

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were  $>70\%$  of students passed the examination. It means the students' reading skill had improved. From the result above, the researcher



concluded that this research was successful and would be not continued in the next cycle.

The students score on reading skill from pre-test I to post-test II could be seen on the table below:

**Table 12**

**The Students' score at post-test I and post-test II**

No	Name	Post-test I score	PosttTest II score	Increasing	Explanation
1	AP	50	75	20	Improve
2	AP	60	70	10	Improve
3	APS	60	75	15	Improve
4	AR	60	80	20	Improve
5	AS	80	85	5	Improve
6	AS	50	65	15	Improve
7	AS	70	60	-10	Decreased
8	AU	50	60	10	Improve
9	AW	75	85	10	Improve
10	DA	65	80	15	Improve
11	EA	40	65	20	Improve
12	HP	65	65	0	Constant
13	IW	65	70	5	Improve
14	LP	75	75	0	Constant
15	MA	70	70	0	Constant
16	MB	65	75	10	Improve
17	MS	40	60	20	Improve
18	OP	50	60	10	Improve
19	PS	50	75	25	Improve
20	RA	70	70	0	Constant
21	RP	65	65	0	Improve
22	SDC	60	75	13	Improve
23	SH	50	75	25	Improve
24	SR	55	60	5	Improve
25	THR	65	70	5	Improve
26	WU	60	60	5	Improve
<b>Total</b>		<b>1565</b>	<b>1825</b>	<b>290</b>	
<b>Average</b>		<b>60.19</b>	<b>70.19</b>	<b>10.00</b>	

Based on the result above, it could be inferred that Neurological Impress Method (NIM) could improve the students' reading skill because there was improving from average in post-test I 61.23 became 69.61 in post-test II. In the cycle II, most of the students could develop their reading skill. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.

**Table 13**  
**The Comparison Between The Students' Score**  
**in Post-test I and Post-test II**

No	Name	Post-test I score	PosttTest II score	Explanation
1	AP	50	75	Improve
2	AP	60	70	Improve
3	APS	60	75	Improve
4	AR	60	80	Improve
5	AS	80	85	Improve
6	AS	50	65	Improve
7	AS	70	60	Decreased
8	AU	50	60	Improve
9	AW	75	85	Improve
10	DA	65	80	Improve
11	EA	40	65	Improve
12	HP	65	65	Constant
13	IW	65	70	Improve
14	LP	75	75	Constant
15	MA	70	70	Constant
16	MB	65	75	Improve
17	MS	40	60	Improve
18	OP	50	60	Improve
19	PS	50	75	Improve
20	RA	70	70	Constant
21	RP	65	65	Improve
22	SDC	60	75	Improve
23	SH	50	75	Improve
24	SR	55	60	Improve
25	THR	65	70	Improve

26	WU	60	60	Improve
<b>Total</b>		<b>1565</b>	<b>1825</b>	
<b>Average</b>		<b>60.19</b>	<b>70.19</b>	

Based on the table of the comparison between students' result score in post-test I and post-test II, there are 20 students (76.92%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would be continued in the next cycle.

## **B. Interpretation**

### 1. Cycle I

In this research, the researcher gave the students pre-test individually for the purpose to know the students' reading skill before giving a treatment. In the pre-test, there were only 5 students (19.23%) whose of pre-test completed the minimum mastery criteria (MMC) and 21students (80.76%) whose did not complete the minimum mastery criteria. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 70.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Neurological Impress Method (NIM). Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 12 students (46.15%) students whose the scores completed the minimum mastery criteria in the post-test I. The lowest score was 40, the highest score was 80, and the average score was 61.23.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 53.07 and post-test I 61.23. Although there was improving of the students' achievement, cycle I was not successfully yet because only 12 students (46.15%) who passed in post-test I. It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

## 2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 12 students (46.15%) whose the scores completed the minimum mastery criteria and got score  $\leq 65$ .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 20 students (76.92%) whose the scores completed the minimum mastery criteria in post-test II because

they got score  $\geq 65$ . In this post-test, the lowest score was 60, the highest score was 85, and the average score was 69.61.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 61.23 and 69.61, then the increasing score was 10.00. In the pre-test, post-test I, and post-test II, the total students who got score  $\geq 65$  were 5, 12 and 20 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

### 3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II:

**Table 14**  
**The Students' Score of Pre-test, Post-test in Cycle I**  
**and Post-test Cycle II**

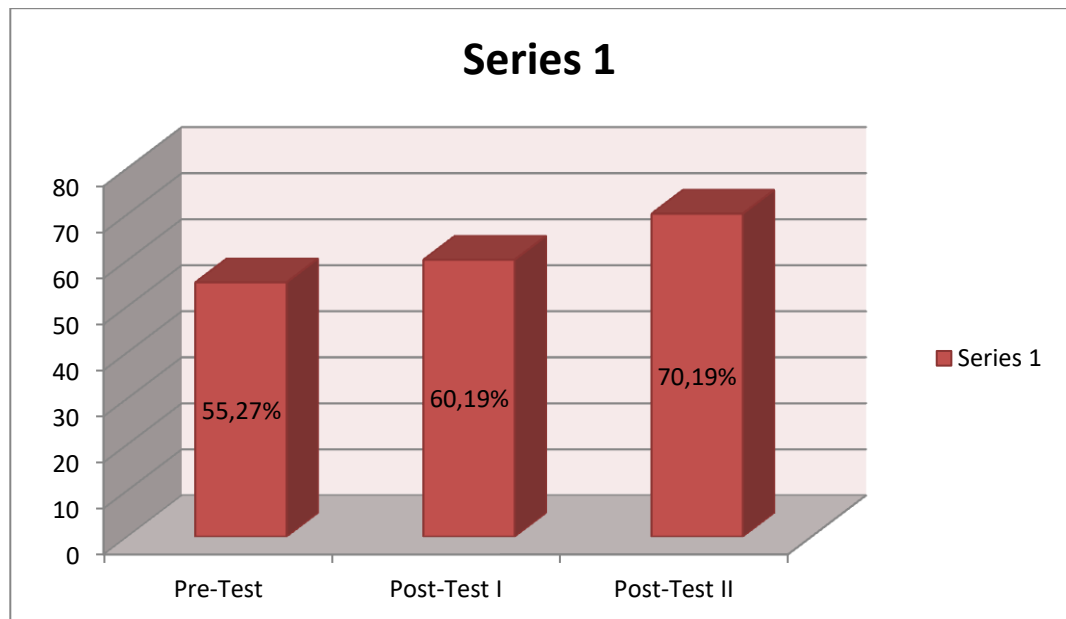
No	Name	Pre-test score	Post-test I Score	PosttTest II score
1	AP	50	50	75
2	AP	55	60	70
3	APS	55	60	75
4	AR	60	60	80

5	AS	70	80	85
6	AS	40	50	65
7	AS	65	70	60
8	AU	55	50	60
9	AW	55	75	85
10	DA	65	65	80
11	EA	45	40	65
12	HP	60	65	65
13	IW	60	65	70
14	LP	55	75	75
15	MA	65	70	70
16	MB	60	65	75
17	MS	40	40	60
18	OP	70	50	60
19	PS	40	50	75
20	RA	70	70	70
21	RP	65	65	65
22	SDC	40	60	75
23	SH	50	50	75
24	SR	50	55	60
25	THR	60	65	70
26	WU	45	60	60
<b>Total</b>		<b>1445</b>	<b>1565</b>	<b>1825</b>
<b>Average</b>		<b>55.27</b>	<b>60.19</b>	<b>70.19</b>

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score. It could be seen from the average 55.27 to 60.19 became 70.19. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follows :

**Figure 2**  
**The Graph of Result of Pre-test, Post-test I and Post-test II**



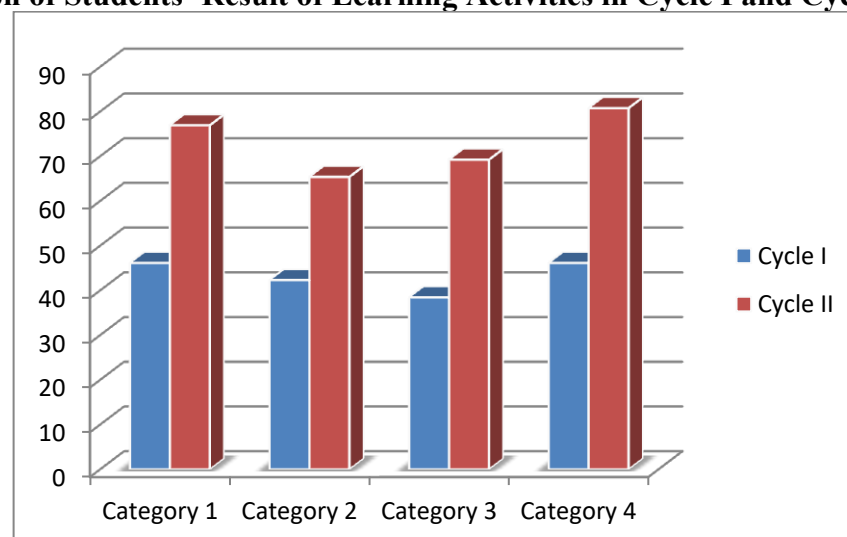
Based on the graph above, it can be inferred that Neurological Impress Method (NIM) could improve the students' reading skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

#### 4. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follows:

**Table 15****The Table of Students' Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students Fluency in Reading text	12	46,15 %	20	76.92 %	30.77 %
2	The students Read and Comprehend the Text	11	42,30 %	17	65.38 %	23.08 %
3	The students Clarity in Reading Text	10	38,46 %	18	69.23 %	30.77 %
4	The Students should have the load Voice in Reading Text	12	46,15 %	21	80.76 %	34.61 %

**Figure 3****The Graph of Students' Result of Learning Activities in Cycle I and Cycle II**



Based on the data had gotten, it can be explained as follow:

a. The students Fluency in Reading text

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 46,15 % and in cycle II 76.92 %, it improved 30.77 %.

b. The students Read and Comprehend the Text

The students who asked or answered questions from the teacher was improved from the first meeting to next meeting. it showed when the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well. For this activity was improved 23.08 %, from cycle I 42,30 % and cycle II 65.38 %.

c. The students Clarity in Reading Text

The students who had activated in a group or pairs also improved. From cycle 38,46 % and cycle II 69.23 %, so it improved 30.77 %.

d. The Students should have the loud Voice in Reading Text

The students who had done the task were improved. It could be seen on the cycle I 46,15 % and cycle II 80.76 %, it improved 34.61 %.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when Neurological

Impress Method (NIM) was applied in learning process from cycle I up to cycle II.

#### 5. The comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Neurological Impress Method (NIM) could improve the students' reading skill. There was progress average score from 55.27 to 60.19 and to 70.19.

From the graph 3, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 55.27 and only 5 students or (19.23%) whose the scores completed the minimum mastery criteria.

Moreover, in the post-test I and II there was 12 students or (46.15%) whose the scores completed the minimum mastery criteria with the average 60.19 and 20 students or (76.92%) whose the scores completed the minimum mastery criteria with average 70.19. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score  $\geq 65$ ) was reached.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the use of Neurological Impress Method (NIM) in reading skill, it can be concluded that there is the improvement of reading skill by using Neurological Impress Method (NIM) at the eight graders of SMP PGRI 1 Batanghari. Therefore, the use Neurological Impress Method can be effective Method and it can be used as an alternative way in teaching reading, because it is easy to be implemented and it is one of the interesting method which is very closed to the students' learning activities. The students are involved actively in teaching learning process. It makes the students to be easier to understand the material in descriptive text so it can improve the students reading skill

It is supported by the improvement of the students' average score from pre test 53.07 to post test I 61.23 became 69.61 in post test II. In cycle 1, there were 12 students passed the test. Moreover, in cycle II there were 20 students who got score  $\geq 65$ . It means that the result of cycle II had already reached the indicator of success that was  $>73\%$  students fulfill the minimum mastery criteria (MMC). It was clear that Neurological Impress Method (NIM) could be used to improve the students' reading skill.

## **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. The students are suggested to improve their vocabularies mastery in order to get success in understanding reading texts.
2. The students should to care more about fluency, clarity, voice and comprehension in read the text.
3. The students are suggested to improve their reading skill.
4. The teacher should choose a great method in teaching English especially in reading in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great method in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.
5. It is suggested for the headmaster in order that to facilitate learning process, especially in English subject.

# **LAMPIRAN-LAMPIRAN**

## SILABUS PEMBELAJARAN

**Sekolah** : .....

**Kelas** : VIII ( Delapan )

**Mata Pelajaran** : BAHASA INGGRIS

**Semester** : 1 (Satu)

**Standar Kompetensi** : Membaca

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan	1. Teks fungsional pendek berupa: <ul style="list-style-type: none"> <li>• Undangan</li> </ul> Contoh : Dandi, Please come to our meeting Day : Saturday Date:March 1st,2008	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk “undangan” /pesan pendek 2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca	<ul style="list-style-type: none"> <li>• Membaca dengan nyaring dan bermakna teks fungsional pendek</li> <li>• Mengidentifikasi berbagai informasi dalam teks fungsional pendek</li> </ul>	Tes lisan            Tes tertulis	Membaca nyaring          1. Melengkapi       2. Pilihan ganda	<i>Read the the text aloud and clearly.</i>            1. Complete the test using correct words          2. Choose the	6 x 40 menit	1. Buku teks yang relevan  2. Gambar terkait tema/topik  3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar 1. Teks fungsional pendek berupa - Undangan - pesan singkat 2. Tata Bahasa - Request 3. Kosakata - kata terkait – tema dan jenis teks 4. Ungkapan Baku - Don't be late ! - Don't miss it !	Time : 10.00 Place : Osis Reuni Don't be late ! Budy Secretary • Pesan Singkat Lia, I'm out for shopping your meal is in refrigerator Mom 2. Teks esei berbentuk descriptif dan recount	nyaring teks fungsioanl pendek tentang undangan/pesan pendek 4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" /pesan pendek 5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" /pesan pendek 6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan" /pesan pendek	• Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek		3. Uraian	<i>correct answer</i>  3. Answer the following questions based on the text		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	<p>1. Teks tulis berbentuk <i>descriptive</i> dan <i>recount</i></p> <ul style="list-style-type: none"> <li>• Makna gagasan</li> <li>• Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></li> </ul> <p>2. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Ciri kebahasaan</p>	<p>1. Tanya jawab berbagai hal terkait tema/topik bacaan</p> <p>2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i></p> <p>3. Membaca teks <i>descriptive/recount</i></p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks</p>	<p>1. Menjawab mau tau pertanyaan tentang :</p> <p>1. Makna gagasan</p> <p>2. Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>6. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i>.</p>	<p>Tes tulis</p> <p>Tes lisan</p>	<p>PG</p> <p>T / F</p> <p>Membaca nyaring</p>	<p>1. Choose the best option based on the text.</p> <p>2. State whether the statements are TRU or FALSE.</p> <p>3. Answer the questions</p> <p>Read the text aloud.</p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Koran/majalah</p> <p>3. Gambar peristiwa/tempat</p> <p>4. Lingkungan sekitar</p>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	teks <i>descriptive</i> dan <i>recount</i>	<i>descriptive / recount</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks <i>descriptive / recount</i>						
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> )								

The Collaborator

**Yulia Eka Putri, S.Pd**

Metro, Juni 2017

The Researcher

**Candra Khusnul Khotimah**  
**NPM. 13106757**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP PGRI 1 Batanghari  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII/ 1  
 Jenis teks : *Transactional / Interpersonal*  
 Tema : descriptive text  
 Aspek/Skill : membaca  
 Alokasi Waktu : 2 x 45 menit

**Standar Kompetensi** : 1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

**Kompetensi Dasar** : 1.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

**Indikator** :

- Melengkapi rumpang teks fungsional pendek
- Menyusun kata menjadi teks fungsional yang bermakna
- Menulis teks fungsional pendek
- Melengkapi rumpang teks esai pendek berbentuk *descriptive*
- Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*
- Menulis teks esai dalam bentuk *descriptive*

### 1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

Memahami descriptive text

Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive*

Menulis teks esai dalam bentuk *descriptive*

- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines* )  
 Rasa hormat dan perhatian ( *respect* )  
 Tekun ( *diligence* )  
 Tanggung jawab ( *responsibility* )  
 Berani ( *courage* )

### 1. Materi Pembelajaran

Descriptive text adalah, "..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

### Generic Structure Descriptive Text

Identification : berisi tentang identifikasi sesuatu, baik makhluk hidup ataupun benda mati yang akan dideskripsikan.

Description : berisi tentang penjelasan / penggambaran tentang sesuatu, baik makhluk hidup ataupun benda mati, dengan menyebutkan beberapa gambaran, sifat, karakter, atau apapun yang berhubungan dengan deskripsi sesuatu yang dimaksud

### 2. Metode Pembelajaran: Neurological Impress Method

### 3. Langkah-langkah Kegiatan

#### a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang sapaan yang biasa dilakukan
- Tanya jawab melibatkan berbagai ungkapan sapaan

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

## **b. Kegiatan Inti**

### **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan mengingat kebiasaan sapaan yang digunakan sehari-hari.
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

### **Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis melalui tugas-tugas tertentu yang bermakna secara tekun.
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan tugas dan bertindak tanpa rasa takut dan percaya diri.
- ☞ Memfasilitasi peserta didik untuk mengumpulkan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
  - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
  - Membantu menyelesaikan tugas;
  - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

### c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## 4. Sumber belajar

- a. Buku teks yang relevan *Bahasa Inggris* kelas VIII Semester 1
- b. Picture
- c. Dictionary

## 5. Penilaian

- a. Rubrik Penilaian

- Reading Technique Skill

Aspect	Category	Indication
Clarity	5(exellent)	Question and answers were clear and comprehensible

	4 (good)	Question and answers were awkward at times but always understandable
	3(Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2(bad)	All question and answers were awkward and incomprehensible
<b>Voice/Non-Verbal Communication</b>	5(excellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient.
	3(Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have been difficult to hear and had problems to express himself correctly.
	1-2(bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.

<b>Fluency</b>	5(excellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintaining the conversation were evident. There may have been a few pauses.
	3(Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2(bad)	Much effort was required to maintain the conversation. There were many long pauses..
<b>comprehension</b>	5(excellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.
	3(Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2(bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.



b. Kunci Jawaban. : Tertulis

c. Pedoman Penilaian.

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= total of students

d. Nilai akhir

Metro, Juni 2017

The Collaborator

The Researcher

**Yulia Eka Putri, S.Pd**

**Candra Khusnul Khotimah**  
**NPM. 13106757**

**Table**  
**Observation Sheet of Students' Activities**  
**Eight Grade at SMP PGRI 1 Batanghari**

No	Student's Name	Activity				Total Score
		1	2	3	4	
1	AA	✓	✓			2
2	AP		✓		✓	2
3	APS	✓		✓		2
4	AR		✓		✓	2
5	AS	✓		✓		2
6	AQ		✓		✓	2
7	AZ		✓			1
8	AU		✓		✓	2
9	AW	✓		✓		2
10	DA		✓		✓	2
11	EA	✓				1
12	HP			✓		1
13	IW		✓		✓	2
14	LP	✓		✓		2
15	MA		✓		✓	2
16	MB	✓		✓		2
17	MS		✓			1
18	OP	✓			✓	2
19	PS			✓		
20	RA	✓			✓	2
21	RP			✓		1
22	SDC		✓		✓	2
23	SH	✓		✓		2
24	SR	✓			✓	2
25	THR				✓	2
26	WU	✓		✓		2
Total						
Percentage (%)		12%	11%	10%	12%	

Indicator:

1. The students Fluency in Reading Text
2. The students read and comprehend the text

3. The students Clarity in Reading Text
4. The students should have the load Voice in Reading Text

Note: Tick (√) for each positive activity

- a. Low = 0-35
- b. Medium = 36-70
- c. High = 71-100

Percentage of students' activities:

$$P = \frac{i}{n} \times 100\%$$

P= Percentage

I= Indicator

n= total of students

Metro, August 2017

The Researcher



**Candra Khusnul Khotimah**  
**NPM.13106757**

**Table**  
**Observation Sheet of Students' Activities**  
**Eight Grade at SMP PGRI 1 Batanghari**

No	Student's Name	Activity				Total Score
		1	2	3	4	
1	AA	✓		✓	✓	3
2	AP		✓		✓	2
3	APS	✓	✓	✓	✓	4
4	AR	✓	✓		✓	3
5	AS	✓		✓	✓	3
6	AQ	✓	✓		✓	3
7	AZ	✓		✓	✓	3
8	AU	✓	✓			2
9	AW	✓	✓	✓	✓	4
10	DA		✓	✓	✓	3
11	EA	✓	✓	✓	✓	4
12	HP	✓	✓	✓	✓	4
13	IW	✓			✓	2
14	LP		✓	✓	✓	3
15	MA	✓		✓		2
16	MB		✓	✓	✓	3
17	MS	✓		✓	✓	3
18	OP	✓	✓	✓	✓	4
19	PS	✓	✓		✓	3
20	RA	✓	✓	✓		3
21	RP	✓		✓	✓	3
22	SDC		✓		✓	2
23	SH	✓		✓		2
24	SR		✓			1
25	THR	✓		✓	✓	3
26	WU	✓	✓	✓	✓	4
<b>Total</b>						
<b>Percentage (%)</b>		<b>20%</b>	<b>17%</b>	<b>18%</b>	<b>21%</b>	

Indicator:

1. The students Fluency in Reading Text
2. The students read and comprehend the text

3. The students Clarity in Reading Text
4. The students should have the load Voice in Reading Text

Note: Tick (√) for each positive activity

- a. Low = 0-35
- b. Medium = 36-70
- c. High = 71-100

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= total of students

Metro, August 2017

The Researcher



**Candra Khusnul Khotimah**  
**NPM.13106757**

Observation Sheet of Post-Test 2

No	Nama	Clarity					Voice					Fluency					Comprehension					Jumlah	Total
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1.	AA			✓							✓									✓		15	75
2.	AP	✓								✓											✓	14	70
3.	APS			✓						✓				✓						✓		15	75
4.	AR				✓					✓										✓		16	80
5.	AS				✓						✓								✓			17	85
6.	AQ				✓					✓				✓							✓	13	65
7.	AZ			✓				✓					✓						✓			12	60
8.	AU		✓							✓				✓							✓	12	60
9.	AW			✓						✓						✓				✓		19	85
10.	DA	✓									✓				✓					✓		16	80
11.	EA		✓					✓						✓							✓	13	65
12.	HP	✓								✓	✓								✓			13	65
13.	IW		✓							✓					✓				✓			14	70
14.	LP					✓						✓									✓	15	75
15.	MA		✓				✓			✓			✓								✓	14	70
16.	MB		✓							✓					✓					✓		15	75
17.	MS					✓			✓			✓						✓				12	60
18.	OP					✓			✓				✓								✓	12	60
19.	PS			✓					✓					✓						✓		15	75
20.	RA				✓				✓					✓						✓		14	70
21.	RP				✓				✓					✓			✓					13	65
22.	SDC					✓				✓				✓			✓					15	75

23.	SH			✓					✓				✓			✓	15	75	
24.	SR	✓							✓	✓						✓	12	60	
25.	THR		✓					✓					✓				✓	14	70
26.	WU		✓		✓			✓					✓	✓			12	60	

Note :

$$T = J \times \frac{10\%}{2}$$

T = Total

J = Jumlah

5 : Excellent

4 : Good

3 : Fair

1-2 : Bad

Observation Sheet of Pre-Test

No	Nama	Clarity					Voice					Fluency					Comprehension					Jumlah	Total	
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5			h
1.	AA			✓					✓					✓					✓				10	50
2.	AP		✓							✓					✓				✓				11	55
3.	APS			✓					✓				✓							✓			11	55
4.	AR			✓						✓					✓					✓			12	60
5.	AS				✓			✓						✓							✓		14	70
6.	AQ		✓		✓				✓				✓					✓					8	40
7.	AZ			✓					✓					✓						✓			13	65
8.	AU			✓					✓				✓							✓			11	55
9.	AW		✓						✓					✓						✓			11	55
10.	DA			✓			✓			✓					✓					✓			13	65
11.	EA			✓						✓				✓						✓			9	45
12.	HP			✓						✓				✓						✓			12	60
13.	IW		✓							✓				✓								✓	12	60
14.	LP		✓							✓				✓						✓			11	55
15.	MA			✓				✓						✓							✓		13	65
16.	MB		✓							✓	✓							✓					12	60
17.	MR		✓					✓						✓						✓			8	40
18.	OP			✓						✓				✓						✓			14	70
19.	PS		✓							✓				✓					✓				8	40
20.	PA			✓						✓				✓							✓		14	70
21.	RP			✓						✓				✓						✓			13	65
22.	SDC			✓										✓						✓			8	40



23.	SH		✓			✓			✓					✓	10	50
24.	SR			✓			✓			✓				✓	10	50
25.	THR		✓			✓					✓			✓	12	60
26.	WU			✓		✓				✓				✓	9	45

Note :

$$T = J \times \frac{10\%}{2}$$

T = Total

J= Jumlah

5 : Excellent

4 : Good

3 : Fair

1-2 : Bad

Observation Sheet of Post-Test 1

No	Nama	Clarity					Voice					Fluency					Comprehension					Jumlah	Total
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1.	AA		✓						✓					✓				✓				10	50
2.	AP			✓				✓											✓			12	60
3.	APS					✓				✓			✓								✓	12	60
4.	AR				✓					✓				✓			✓					12	60
5.	AS			✓						✓					✓					✓		16	80
6.	AQ		✓							✓				✓					✓			10	50
7.	AZ			✓						✓	✓										✓	14	70
8.	AU		✓							✓				✓			✓					10	50
9.	AW		✓							✓				✓							✓	15	75
10.	DA	✓								✓				✓							✓	13	65
11.	EA		✓					✓						✓				✓				8	40
12.	HP			✓						✓					✓					✓		13	65
13.	IW	✓								✓				✓						✓		13	65
14.	LP				✓					✓					✓						✓	15	75
15.	MA			✓						✓				✓						✓		14	70
16.	MB		✓							✓	✓									✓		13	65
17.	MS	✓						✓							✓			✓				8	40
18.	OP	✓								✓					✓			✓				10	50
19.	PS			✓				✓						✓						✓		10	50
20.	RA					✓				✓											✓	14	70
21.	RP				✓					✓					✓			✓				13	65
22.	SOC		✓							✓				✓				✓				12	60

23.	SH				✓						✓	✓						✓	10	50
24.	SR		✓								✓		✓					✓	11	55
25.	THR		✓				✓						✓					✓	13	65
26.	WU		✓				✓						✓		✓			✓	18	60

Note :

$$T = J \times \frac{10\%}{2}$$

T = Total

J= Jumlah

5 : Excellent

4 : Good

3 : Fair

1-2 : Bad

## TEXT OF PRE-TEST

### **Dirrection !**

1. Read aloud text with Clarity!
2. Read aloud the text with good Voice!
3. Read aloud the text fluency!
4. Read aloud and Comprehend the text!

### Monas National Monument

Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country.

The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. Towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture.

Construction began in 1961 under the direction of President Sukarno, the first president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

## TEXT OF POST-TEST

### Dirrection !

5. Read aloud text with Clarity!
6. Read aloud the text with good Voice!
7. Read aloud the text fluency!
8. Read aloud and Comprehend the text!

### Pulau Pahawang

The Island of Pahawang is tourist destinations in the province of Lampung Sai Ruwa Jurai Earth you must visit if you like with the underwater tour. Located in Kecamatan Punduh Sonneratia Pesawaran Regency of Lampung. With the natural beauty of the surrounding world and waters, the island of Pahawang could be tersendir for some fun diver (scuba diver) as well as an admirer of snorkling. The route headed to the island of Pahawang can be reached by crossing the first pass Pier Ketapang. There is no public transport and bus to dock it, until tourists outside the Lampung's good can rent a car from Bakauheni Port, Lampung Selatan or from Bandar Lampung after riding the bus to the Terminal Rajabasa.

Pahawang surrounding the island 1. 084 hectares. The benefits of through all the coastline of the island can rent a boat. On the one side of the island there is a row of trees is just a lot of Palm Grove as well as meetings. Are there any other part of the jungle with a large tree in the lip of its beaches. The it's just a bit of sand on its beaches but really lush trees. Water crystal clear blue sea seemed to contrast with the green of the trees. Pahawang island has six of the village, namely Suakbuah, Penggetahan, Jeralangan, group, Pahawang and Cukuhnyai with the occupant of a 1. 533 inhabitants.

Around the Island there are a lot of Pahawang island like Pahawang Island, a Small Island Scrubfowl, as well as Kelagian, Pahawang as well as the big. There are many spot snorkeling around the island. One of them there is a fishing boat that sank. The ship was so hiding place fish and other marine animals. The diversity of the island's underwater so add with some kinds of corals, fish, and marine plants.

When you're happy to enjoy the panorama under the sea on the island of Pahawang, we can continue the exploration with cruising to the Cape and the Islands Dotted Kelagian which is not far from Pahawang. There is a Disconnect in Cape Island Scrubfowl, an island just divided into white sand. The surrounding crystal clear ocean waters colored toska, not too deep, such as private pools not

unbounded framed rows of hills and the Islands from a distance. When visiting the island of Kelagian, fine white sand and the water is really clear would meet you. The beaches are really comfortable and quiet to relax and swim.

## TEXT OF POST-TEST

**Dirrection !**

9. Read aloud text with Clarity!
10. Read aloud the text with good Voice!
11. Read aloud the text fluency!
12. Read aloud and Comprehend the text!

## Pahawang Island

Pahawang is an island that located in the District of Punduh Padada, Pasawaran district, South Lampung. The island is divided into two Pahawang Besar or Big Pahawang and Pahawang Kecil or Small Pahawang Island.

Pahawang surrounding the island 1. 084 hectares. The benefits of through all the coastline of the island can rent a boat. On the one side of the island there is a row of trees is just a lot of Palm Grove as well as meetings. Are there any other part of the jungle with a large tree in the lip of its beaches. The it's just a bit of sand on its beaches but really lush trees. Water crystal clear blue sea seemed to contrast with the green of the trees. Pahawang island has six of the village, namely Suakbuah, Penggetahan, Jeralangan, group, Pahawang and Cukuhnyai with the occupant of a 1. 533 inhabitants.

Around the Island there are a lot of Pahawang island like Pahawang Island, a Small Island Scrubfowl, as well as Kelagian, Pahawang as well as the big. There are many spot snorkeling around the island. One of them there is a fishing boat that sank. The ship was so hiding place fish and other marine animals. The diversity of the island's underwater so add with some kinds of corals, fish, and marine plants.

In Small Pahawang, there is a natural bridge called Tanjung Putus that connects Tanjung Putus Island to Small Pahawang Island. We can see Tanjung Putus during the low tide because when the water is on the high tide, this natural bridge will be under water. Tanjung Putus is also one of the favorite dive spots for the visitors that coming to Pahawang Island.

## TEXT OF PRE-TEST

**Dirrection !**

13. Read aloud text with Clarity!
14. Read aloud the text with good Voice!
15. Read aloud the text fluency!
16. Read aloud and Comprehend the text!

**1. National monument**

National Monument or popularly called as Monas or obelisk monument is memorial tower which is shaped as torch flame towering to the sky. The height is about 132 meters. While its crock is 17 meters from the ground and the width of its yard is 45 x 45 meters square. Monas stands very solid covered with white paint on its body and gold colors that light up on its top.

It was built to commemorate the resistance and struggle of the people of Indonesia to gain independence from Dutch colonialism. National monument construction was began on 17th August, 1961 in the reign of the first Indonesian president, Sukarno. It was Completed and opened to the public on 12th July, 1975. This monument is crowned by flame which is covered by 35 kilogram of pure gold. The flames are placed on the top of the monument symbolized as the spirit of the fiery Indonesian struggle. We can see the beauty of the Monument national in the middle of Merdeka court, Central Jakarta.



**Table**  
**Fieldnote of Students' Activities**

<b>No</b>	<b>Student's Name</b>	<b>Students' Activities and Participation in the Classroom in Each of Neurological Impress Method Step</b>
1	AA	
2	AP	
3	APS	
4	AR	
5	AS	
6	AQ	
7	AZ	
8	AU	
9	AW	
10	DA	
11	EA	
12	HP	
13	IW	
14	LP	
15	MA	
16	MB	
17	MS	

18	OP	
19	PS	
20	RA	
21	RP	
22	SDC	
23	SH	
24	SR	
25	THR	

The Collaborator

**Yulia Eka Putri, S.Pd**

Metro, Juni 2017  
The Researcher

**Candra Khusnul Khotimah**  
**NPM. 13106757**

Pahawang island  
pahawang / aɪlənd /

pahawang : pahawang

is : / ɪz /

an : / ən /

island : / aɪlənd /

that : / ðæt /

located : / ləʊ'keɪtɪd /

in : / ɪn /

the : / ðə /

district : / 'dɪstrɪkt /

of : / əv /

punduh padada, : punduh padada

pasawaran : pesawaran

district : / 'dɪstrɪkt /

south lampung. : / saʊθ / lampung

the : / ðə /

pahawang : pahawang

surrounding : / sə'raʊndɪŋ /

the : / ðə /

island : / aɪlənd /

island : / aɪlənd /

is : / ɪz /

divided : / dɪ'vaɪdɪd /

into : / 'ɪntə /

two : / tu: /

pahawang : pahawang

besar : besar

or : / ɔ:(r) /

big : / bɪɡ /

pahawang

and : / ənd /

pahawang kecil : pahawang kecil

or : / ɔ:(r) /

small : / smɔ:l /

pahawang island. : pahawang island

1. 084 hectares : / 'hektər /

the : / ðə /

benefits : / 'benɪfɪt /

of : / əv /

**through** : / θru: /**all** : / ɔ:l /**the** : / ðə /**coastline** : / 'kəʊstlaɪn /**of** : / əv /**the** : / ðə /**island** : / aɪlənd /**can** : / kæn /**rent** : / rent /**a** : / ə /**boat** : / bəʊt /**on** : / ɒn /**the** : / ðə /**one** : / wʌn /**side** : / saɪd /**of** : / əv /**the** : / ðə /**island** : / aɪlənd /**there** : / ðer /**is** : / ɪz /**a** : / ə /**row** : / rəʊ /**of** : / əv /**trees** : / tri: /**is** : / ɪz /**just** : / dʒʌst /**a** : / ə /**lot** : / lɒt /**of** : / əv /**palm** : / pɑ:m /**grove** : / grəʊv /**as** : / əz /**well** : / wel /**as** : / əz /**meetings** : / 'mi:tɪŋ /**are** : / ɑ:r /**there** : / ðer /**any** : / 'eni /**other** : / 'ʌðər /**part** : / pɑ:rt /**of** : / əv /**the** : / ðə /**jungle** : / 'dʒʌŋɡl /**with** : / wɪð /**a** : / ə /**large** : / lɑ:rdʒ /

tree : / tri: /

in : / ɪn /

the : / ðə /

lip : / lɪp /

of : / əv /

its : / its /

beaches : / bi:tʃ /

the : / ðə /

it's : / its /

just : / dʒʌst /

a : / ə /

bit : / bɪt /

of : / əv /

sand : / sænd /

on : / ɔ:n /

its : / its /

beaches : / bi:tʃ /

but : / bət /

really : / 'ri:əli /

lush : / lʌʃ /

trees : / tri: /

water : / 'wɔ:tər /

crystal : / 'krɪstl /

clear : / klɪə(r) /

blue : / blu: /

sea : / si: /

seem : / si:m /

to : / tu: /

contrast : / 'kɔ:ntræst /

with : / wɪð /

the : / ðə /

green : / gri:n /

of : / əv /

the : / ðə /

trees : / tri: /

pahawang island

has : / hæz /

six : / sɪks /

of : / əv /

the : / ðə /

village : / 'vɪlɪdʒ /

namely : / 'neɪmli /

suakbuah, penggetahan, jeralangan, group,  
pahawang

and : / ənd /

cukuhnyai

**with** : / wɪð /

**the** : / ðə /

**occupant** : / 'ɑ:kəpənt /

**of** : / əv /

**a** : / ə /

1.533

**inhabitants** : / ɪn'heɪlənt /

**around** : / ə'raʊnd /

**the** : / ðə /

**island** : / 'aɪlənd /

**there** : / ðer /

**are** : / ər /

**a** : / ə /

**lot** : / lɑ:t /

**of** : / əv /

**pahawang** : pahawang

**island** : / 'aɪlənd /

**like** : / laɪk /

**pahawang** : pahawang

**island** : / 'aɪlənd /

**a** : / ə /

**small** : / smɔ:l /

**island** : / 'aɪlənd /

**scrub** : / skrʌb /

**fowl** : / faʊl /

**as** : / əz /

**well** : / wel /

**as** : / əz /

**kelagian** : kelagian

**pahawang** : pahawang

**as** : / əz /

**well** : / wel /

**as** : / əz /

**the** : / ðə /

**big** : / bɪɡ /

**there** : / ðer /

**are** : / ər /

**many** : / 'meni /

**spot** : / spɔ:t /

**snorkeling** : / 'snɔ:rkəlɪŋ /

**around** : / ə'raʊnd /

**the** : / ðə /

**island** : / 'aɪlənd /

**one** : / wʌn /

**of** : / əv /

**them** : / ðəm /**there** : / ðer /

is : / ɪz /

a : / ə /

fishing : / 'fɪʃɪŋ /

**boat** : / baʊt /**that** : / ðæt /**sank** : / sæŋk /**the** : / ðə /**ship** : / ʃɪp /

was : / wəz /

so : / soʊ /

**hiding** : / 'haɪdɪŋ /**place** : / pleɪs /

fish : / fɪʃ /

and : / ənd /

other : / 'ʌðər /

marine : / mə'reɪn /

**animal** : / 'ænɪml /**the** : / ðə /**diversity** : / daɪ'vɜ:rsəti /

of : / əv /

**the** : / ðə /

island : / 'aɪlənd /

**underwater** : / ,ʌndər'wɔ:tər /

so : / soʊ /

**add** : / æd /**with** : / wɪð /

some : / səm /

**kinds** : / kaɪnd /

of : / əv /

**corals** : / 'kɔ:rəl /

fish : / fɪʃ /

and : / ənd /

marine : / mə'reɪn /

**plants** : / plænt /

in : / ɪn /

**small** : / smɔ:l /

pahawang : pahawang

**there** : / ðer /

is : / ɪz /

a : / ə /

**natural** : / 'nætʃrəl /**bridge** : / brɪdʒ /**called** : / kɔ:ld /

tanjung putus

**that** : / ðæt /**connects** : / kə'nekt /

tanjung putus

island : / 'aɪlənd /

to : / tu: /

**small** : / smɔ:l /

pahawang : pahawang

island : / 'aɪlənd /

we : / wi /

**can** : / kæn /

see : / si: /

tanjung putus

**during** : / 'dʊrɪŋ /**the** : / ðə /**low** : / loʊ /**tide** : / taɪd /

because : / bi'kɔ:z /

when : / wen /

**the** : / ðə /**water** : / 'wɔ:tər /

is : / ɪz /

on : / ɔ:n /

**the** : / ðə /**high** : / haɪ /**tide** : / taɪd /**this** : / ðɪs /**natural** : / 'nætʃrəl /**bridge** : / brɪdʒ /

will : / wɪl /

be : / bi: /

under : / 'ʌndər /

**water** : / 'wɔ:tər /

tanjung putus

is : ɪz /

also : / 'ɔ:lsəʊ /

one : / wʌn /

of : / əv /

the : / ðə /

favorite : / 'feɪvərɪt /

**dive** : / daɪv /**spots** : / spɔ:t /

for : / fər /

**the** : / ðə /

visitors : / 'vɪzɪtər /

**that** : / ðæt /



coming : / 'kʌmɪŋ /

to : / tu: /

pahawang : pahawang

island : / 'aɪlənd /

national monument

/ 'næʃnəl / / 'mɑ:njumənt /

national : / 'næʃnəl /

towering : / 'taʊəriŋ /

monument : / 'mɑ:njumənt /

to : / tu: /

or : / ɔ:r /

**the** : / ðə /

popularly : / 'pɒ:pjələrli /

sky : / skaɪ /

**called** : / kɔ:ld /**the** : / ðə /

as : / əz /

height : / haɪt /

monas

is : / ɪz /

or : / ɔ:r /

**about** : / ə'baʊt /

obelisk : obelisk

132

monument : / 'mɑ:njumənt /

meters : / 'mi:tə /

is : / ɪz /

while : / waɪl /

memorial : / mə'mɔ:riəl /

its : / its /

**tower** : / 'taʊər /**crook** : / krʌ:k /**which** : / wɪtʃ /

is : / ɪz /

is : / ɪz /

17

**shaped** : / ʃeɪpt /

meters : / 'mi:tə /

as : / əz /

from : / frəm /

**torch** : / tɔ:rtʃ /**the** : / ðə /**flame** : / fleɪm /**ground** : / graʊnd /

and : / ənd /

**the** : / ðə /**width** : / wɪðθ /

of : / əv /

its : / its /

**yard** : / jɑ:rd /

is : / ɪz /

45 x 45

meters : / 'mi:təz /

**square** : / skweə /

monas : monas

**stands** : / stænd /

very : / 'veri /

**solid** : / 'sɒlɪd /**covered** : / 'kʌvəd /**with** : / wɪð /

white : / waɪt /

paint : / peɪnt /

on : / ɔ:n /

its : / its /

body : / 'bɒ:di /

and : / ənd /

**gold** : / goʊld /

color : / colour /

**that** : / ðæt /**light** : / laɪt /

up : / ʌp /

on : / ɔ:n /

its : / its /

**top** : / tɒ:p /

it : / ɪt /

was : / wəz /

**built** : / bɪlt /

to : / tu: /

**commemorate** : / kə'meməreɪt /**the** : / ðə /**resistance** : / rɪ'zɪstəns /

and : / ənd /

**struggle** : / 'strʌgl /

of : / əv /

**the** : / ðə /

people : / 'pi:pl /

of : / əv /

indonesia

to : / tu: /

**gain** : / geɪn /

**independence** : / ˌɪndɪˈpendəns /

from : / frəm /

dutch : / dʌtʃ /

**colonialism** : / kəˈlɒniəlɪzəm /

national : / ˈnæʃnəl /

monument : / ˈmɔːnjumənt /

**construction** : / kənˈstrʌkʃn /

was : / wəz /

began : / bɪˈgæn /

on : / ɔːn /

17th august, 1961

in : / ɪn /

the : / ðə /

reign : / reɪn /

of : / əv /

the : / ðə /

first : / fɜːrst /

indonesian

**president** : / ˈprezɪdənt /

sukarno

it : / ɪt /

was : / wəz /

**completed** : / kəmˈpli:t /

and : / ənd /

**opened** : / ˈoʊpən /

to : / tuː /

**the** : / ðə /

**public** : / ˈpʌblɪk /

on : / ɔːn /

12th july, 1975

**this** : / ðɪs /

monument : / ˈmɔːnjumənt /

is : / ɪz /

**crowned** : / kraʊn /

by : / baɪ /

flame : / fleɪm /

**which** : / wɪtʃ /

is : / ɪz /

**covered** : / ˈkʌvəd /

by 35

**kilogram** : / ˈkɪləgræm /

of : / əv /

pure : / pjʊə /

**gold** : / gəʊld /

**the** : / ðə /

flames : / fleɪm /

are : / ər /

placed : / pleɪs /

on : / ɔ:n /

**the** : / ðə /

top : / tɔ:p /

of : / əv /

**the** : / ðə /

monument : / 'mɑ:njʊmənt /

symbolized : / 'sɪmbəlaɪz /

as : / əz /

**the** : / ðə /

spirit : / 'spɪrɪt /

of : / əv /

**the** : / ðə /

fiery : / 'faɪəri /

indonesian

struggle : / 'strʌgl /

we : / wi /

can : / kæn /

see : / si: /

**the** : : / ðə /

beauty : / 'bju:ti /

of : / əv /

**the** : : / ðə /

monument : / 'mɑ:njʊmənt /

national : / 'næʃnəl /

in : / ɪn /

**the** : : / ðə /

middle : / 'mɪdl /

of : / əv /

merdeka

court : / kɔ:rt /

central : / 'sentrəl /

jakarta



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1051/ln.28/S/OT.01/10/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

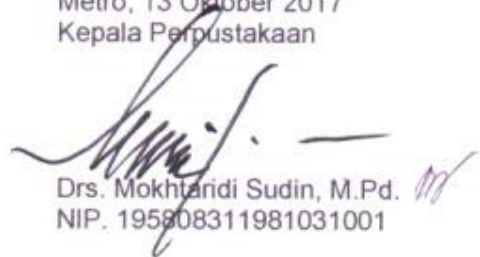
Nama : CANDRA KHUSNUL KHOTIMAH  
NPM : 13106757  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106757.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 Oktober 2017  
Kepala Perpustakaan



Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195808311981031001



PERKUMPULAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA DAERAH LAMPUNG

**SMP PGRI 1 BATANGHARI**  
**KABUPATEN LAMPUNG TIMUR**

Alamat : Banarjoyo 46 Kecamatan Batanghari

**SURAT KETERANGAN**

No. 422/685/15/SMP.PGRI.1/2017

Berdasarkan surat dari Institut Agama Islam (IAIN) Metro

Nomor : B-2811/In.28/R.1/TL.00/06/2017 , tanggal 5 Juni 2017 tentang Izin Research.

Kepala Sekolah SMP PGRI 1 Batanghari menerangkan bahwa :

Nama : Candra Khusnul Khotimah  
NPM : 13106757  
Program Studi : Tadris Bahasa Inggris (TBI)

Telah melaksanakan Research di SMP PGRI 1 Batanghari dalam rangka penyelesaian tugas akhir/skripsi.

Demikian surat keterangan ini dibuat, untuk digunakan sebagaimana mestinya.

Batanghari, Agustus 2017

Kepala SMP PGRI 1 Batanghari



**EKO TRI WALUYO, S.Pd, MM**

**NIP. 19620802 199103 1 008**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296

Website www.metroiainv.ac.id, e-mail iainmetro@metroiainv.ac.id

**SURAT TUGAS**

Nomor: B-2810/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **CANDRA KHUSNUL KHOTIMAH**  
 NPM : 13106757  
 Semester : 8 (Delapan)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP PGRI 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING TECHNIQUE SKILL THROUGH NEUROLOGICAL IMPRESS METHOD (NIM) AT EIGHTH GRADE IN SMP PGRI 1 BATANGHARI EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 05 Juni 2017

an. Rektor  
 Wakil Rektor Bidang Akademik,

Dr. Suhaini, S.Ag, MH  
 NIP.197210011999031003







**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

*Sekretariat - Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507*

Nomor : Stt.13/JST/PP.00.9/2251/2016 Metro, 10 Oktober 2016  
Lamp : -  
Hal : **IZIN PRA SURVEY**

*Kepada Yth.,*  
Kepala Sekolah SMP PGRI 1 Batanghari  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Candra Khusnul Khotimah  
NPM : 13106757  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : Improving the Students Reading Comprehension Throught  
Neurological Impress Method (NIM) at SMP PGRI 1  
Batanghari

Untuk melakuan *PRA SURVEY* di SMP PGRI 1 Batanghari.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Ketua Jurusan

Dr. Hj. Akla, M.Pd  
NIP. 19691008 200003 2005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan KH. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507 Faksimili (0725) 47296

Website: www.metroainiv.ac.id e-mail: iainmetro@metroainiv.ac.id

Nomor : B-2811/In.28/R.1/TL.00/06/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP PGRI 1  
BATANGHARI

di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2810/In.28/R/TL.01/06/2017, tanggal 05 Juni 2017 atas nama saudara:

Nama : **CANDRA KHUSNUL KHOTIMAH**  
NPM : 13106757  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PGRI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING TECHNIQUE SKILL THROUGH NEUROLOGICAL IMPRESS METHOD (NIM) AT EIGHTH GRADE IN SMP PGRI 1 BATANGHARI EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 05 Juni 2017  
Wakil Rektor Bidang Akademik  
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH  
NIP. 197210011999031003

Nomor : P. 1241/In.28/FTIK/PP.00.9/05/2017  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Sdri. Dr. Widhiya Ninsiana, M.Hum
2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi  
di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Candra Khusnul Khotimah  
NPM : 13106757  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Mei 2017  
Wakil Dekan Bidang Akademik  
dan Kelembagaan

  
Dra. Isti Fatmahan, MA  
NIP. 196705311993032003





PERKUMPULAN PEMBINA LEMBAGA PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA DAERAH LAMPUNG  
**SMP PGRI I BATANGHARI**  
**KABUPATEN LAMPUNG TIMUR**

Alamat : Banarjojo 46 Kecamatan Batanghari Kab. Lampung Timur 34181  
Email : smppgri1batanghari@yahoo.co.id

Nomor : 422/667/15/SMP.PGRI.1/2016  
Lamp : -  
Hal : **PEMBERIAN IZIN PRA SURVEY**

Yth : Ketua Jurusan Tarbiyah STAIN JURAI SIWO METRO

Di  
Tempat

Yang bertanda tangan di bawah ini, Kepala SMP PGRI 1 Batanghari Kabupaten Lampung Timur, dengan ini memberikan izin kepada:

Nama : CANDRA KHUSNUL KHOTIMAH  
NIM : 13106757  
Jurusan : Tarbiyah  
Prodi : PBI

Untuk melakukan pra survey/research di SMP PGRI 1 Batanghari.

Demikian surat ini kami sampaikan sebagai balasan atas surat yang kami terima, untuk dipergunakan sebagaimana mestinya.

Batanghari, 31 Oktober 2016

Kepala Sekolah,



**EKO TRI WALUYO, S.Pd, MM**  
NIP. 19620802 199103 1 008



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email: [iainmetro@metrouniv.ac.id](mailto:iainmetro@metrouniv.ac.id).

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : CANDRA KHUSNUL KHOTIMAH

Jurusan : TBI

NPM : 13106757

Semester : X

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	27/09 2017	✓		- Revise Cover - Revise abstrak - Revise capital letter - Revise spasi - Dedication page	
2.	5/10 2017	✓		- Revise Abstrak - Revise Acknowledgement - Increase change to Improve	
3	27/10/2017	✓		Acc to Munagrasah	

Diketahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Pembimbing I

Dr. Widhiya Ninsiana, M. Hum  
NIP. 19720923 200003 2 002



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : CANDRA KHUSNUL KHOTIMAH

Jurusan : TBI

NPM : 13106757

Semester : X

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	15/09 2017		✓	Revisi footnote Revisi Table of Content Revisi Abstrak	
2.	18/09 2017		✓	Revisi cover Revisi Grammatical	
3	20/09 2017		✓	Revisi Abstrak Revisi bab IV	
4.			✓	Ah Mungoro	

Diketahui :

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 197506102008011014

Pembimbing II

**Ahmad Subhan Roza, M.Pd**  
NIP. 197506102008011014



**FORMULIR KONSULTASI BIMBINGAN**

Nama : Candra Khusnul Kotimah Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan / TBI  
NPM : 13106757 Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	18 November 2016	- Revise Chapter I - Revise Table of alata pre-Survey - Grammar - format page number - Revise cover	
2	24 March 2017	- Revise cover - Grammar - footnote - Revise format spasi	
	✓	ACC Summar	

Diketahui,  
Wakil Dekan I Bidang Akademik

**Dra. Isti Fatonah, MA**  
NIP. 19670531 199303 2 00

Pembimbing II

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014



**FORMULIR KONSULTASI BIMBINGAN**

Nama : Candra Khusnul Kotimah      Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan / TBI  
NPM : 13106757      Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	10 Juni 2016	Acc of. dittle the research proposal.	
2	22 November 2016	Revise : CHAPTER I - Background of study di revise semua karena hakikatnya terlalu panjang & ambigu antara hakikat yang satu dengan hakikat lainnya. Kohesif & Koheren!	
3	29 December 2016	Revise : CHAPTER I - Revise background of study. - problem identification - problem limitation - problem formulation and format spasi CHAPTER II - Grammar	

Diketahui,  
Wakil Dekan I Bidang Akademik

**Dra. Isti Fatonah, MA**  
NIP. 19670531 199303 2 003

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Candra Khusnul Kotimah      Fakultas/Jurusan : Tarbiyah & Ilmu Keguruan / TBI  
NPM : 13106757                              Semester/TA : VIII / 2017

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
4.	03 April 2017	CHAPTER III - Grammar - revise research procedure - revise cover - revise background of study - revise Grammar - revise Object of the study	
5	26 April 2017	Acc to seminar	

Diketahui,  
Wakil Dekan I Bidang Akademik

**Dra. Isti Fatonah, MA**  
NIP. 19670531 199303 2 003

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Pre – Test

Picture 1



The researcher share latter to the students

Picture 2



Picture 3



The students read text about descriptive and read in front of class

## Treatment



The researcher explain the material about descriptive text



The researcher used the method



## Post Test I



The students read the texts about descriptive texts



The students read the texts about descriptive texts



The students read the texts about descriptive texts



The students read the texts about descriptive texts

## Post-Test II



The researcher give the texts about descriptive texts



The researcher give the texts about descriptive texts



The students read the texts about descriptive texts



The students read the texts about descriptive texts

## CURRICULUM VITAE



The name of the writer is Candra Khusnul Khotimah. She was born in Lampung Tengah, on March 9, 1996. She is the second first of Mr. Misno and Mrs. Hartini.

She was enrolled her study in SDN 2 Gedung Ratu Baru on 2001-2007. Then, she continued her study at SMP PGRI 2 Selagai Lingga, on 2007-2010. She continued her study at MAN 1 Poncowati, Central Lampung on 2010 -2013. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro. She hopes that one day she can continue her study to master of degree.