

**THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD (NIM)
ON THE STUDENTS READING COMPREHENSION AT THE EIGHT
GRADE OF SMPN 33 MAKASSAR**



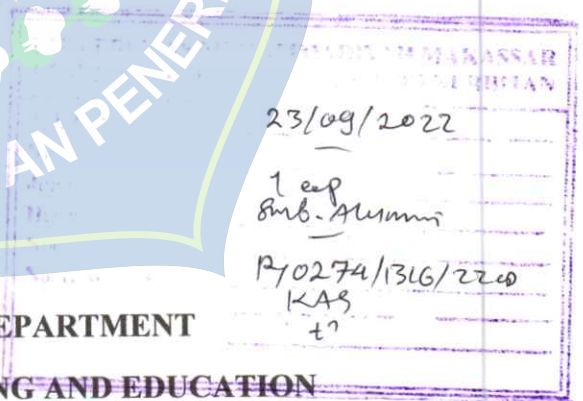
THESIS

*Submitted to the faculty of Teacher Training and Education of Universitas
Muhammadiyah Makassar in partial fulfillment of the requirement for the degree of
education in English Department*

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2022





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Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapa pun.

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Demikian perjanjian ini saya buat dengan penuh kesadaran.

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MOTTO

Tujuan Pendidikan itu mempertajam kecerdasan,
memperkukuh kemauan serta memperhalus perasaan

-Tan Malaka



ABSTRACT

Kasma, 2022. The Implementation of Neurological Impress Method (NIM) on the Students' Reading Comprehension at the Seven Grade of SMPN 33 Makassar. Supervised by Nunung Anugrawati and Firman.

This research was attempted to improve students' reading comprehension by using Neurological Impress Method (NIM). This study was conducted by using pre-experimental research. The sample of the research was VIII.A grade SMPN 33 Makassar consist of 25 students. The research was conducted six meetings The first meet was given pre-test to know the students' prior knowledge about reading comprehension, after that the teacher given treatment using NIM, and the last the teacher given post-test to know the students reading comprehension improvement after using NIM. The instruments of collecting data were reading test. Based on the reading test score, students' score kept improving in every test. In the pre-test the mean was 55.8%, and in the post-test the mean was 68.4%. Based on the results of the pre-test to post-test students experienced and increase in reading comprehension as much as 12% using NIM. In addition, based on the results of the hypothesis the t-test was greater than the table, where the result of t-test 2.336 and t-table is 2.064 then it is said significant. It was found that teaching learning process ran well. Students were active and interested in reading. The result of this research showed that Neurological Impress Method (NIM) can improve students ability in reading comprehension.

Keywords: *Neurological Impress Method, Reading Comprehension*

ABSTRAK

Kasma, 2022. Penerapan Neurological Impress Method (NIM) terhadap Pemahaman Membaca Siswa Kelas VIII SMPN 33 Makassar.

Pembimbing: Nunung Anugrawati dan Firman.

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa dengan menggunakan Neurological Impress Method (NIM). Penelitian ini dilakukan dengan menggunakan penelitian pra-eksperimental. Sampel penelitian ini adalah siswa kelas VIII.A SMPN 33 Makassar yang berjumlah 25 siswa. Penelitian ini dilakukan enam kali pertemuan. Pertemuan pertama diberikan pre-test untuk mengetahui pengetahuan awal siswa tentang pemahaman bacaan, setelah itu guru memberikan perlakuan menggunakan NIM, dan terakhir guru diberikan post-test untuk mengetahui peningkatan pemahaman membaca siswa setelah menggunakan NIM. Instrumen pengumpulan data adalah tes membaca. Berdasarkan skor tes membaca, skor siswa terus meningkat di setiap tes. Pada pre-test rata-rata adalah 55,8%, dan pada post-test rata-rata adalah 68,4%. Berdasarkan hasil pre-test hingga post-test siswa mengalami dan peningkatan pemahaman membaca sebanyak 12% dengan menggunakan NIM. Selain itu berdasarkan hasil hipotesis uji t lebih besar dari tabel, dimana hasil uji t 2,336 dan t tabel 2,064 maka dikatakan signifikan. Ternyata proses belajar mengajar berjalan dengan baik. Siswa aktif dan tertarik untuk membaca. Hasil penelitian ini menunjukkan bahwa Neurological Impress Method (NIM) dapat meningkatkan kemampuan siswa dalam membaca pemahaman.

Kata Kunci : Neurological Impress Method, Reading Comprehension

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

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

Makassar, Juli 2022

Kasma



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CHAPTER I

INTRODUCTION

A. The Background of Study

One of the four language skills taught to English language learners is reading. It cannot be quickly and easily learned. In order to advance their capacity and comprehend the author's thought, teaching reading comprehension to junior high school is therefore crucial. The students have a strong grasp of all aspects of reading, including the most concepts, inferences, points of interest, and vocabulary mastery to achieve the required level of reading comprehension. According to Dewi in Springer (2020), reading has become a crucial link for students who want to have integrative interaction capacity. The goal of reading instruction is to develop students' abilities to read successfully, proficiently, and with understanding.

Referring to the standard English Competency for Junior High School, The students are expected to develop their ability to understand brief functional texts and expositions, such as stories, clarifications, and explanations in existential contexts to obtain information. In reality, the third-grade students' average score for English reading comprehension was still well below 70, the standard set by the school's pedagogical modules.

Since reading is the source of knowledge, reading is the most essential language. Reading is necessary to obtain a lot of knowledge in the modern era or to communicate information. People might read books, magazines, or internet

content to improve their reading skills. In addition, people are simpler to read now due of technological advancements. According to Khatimah in Somadoyo (2019), reading is the understanding of language through the writing of symbols for speech sounds. This is so that you can learn more about the world, broaden your knowledge, and understand the written word. Reading helps one unwind, communicate with the mind, and learn about science and information.

Every level requires the ability to read. Most learning goals at school or university are actually achieved in reality. When a student comprehends what he has read, he has already learned a few things. After that, the information is expanded by reading more content. Reading helps students become better examiners and learners. Students are free to investigate anything that piques their attention. It is difficult for students who are unusually apathic and rarely take exams to fully understand the purpose of their consideration (Elia, 2018).

Every teacher approaches the subject differently, particularly when teaching reading. In order to teach reading, the teacher typically sticks to the tried-and-true techniques of having the students read the material first and then respond to questions about it. The condition of the lesson becomes uninteresting when using this instructional method. Poor classroom settings will decrease students' interest in reading, which will make it harder for them to understand what they are reading.

Triatma in Galus (2016) asserts that there is a direct correlation between the country's educational level and the community's low interest in reading. Republic of Indonesia Law No. 43/2007 Concerning the Library states that the

government collaborates with families, educational institutions, and the community to promote a culture of reading interests, with the government acting as the primary responsible party and librarians providing the best possible service (www.perpurnas.go.id). The findings of a survey on reading habits among citizens of ASEAN nations were published by UNESCO in 2011. With a rating of 0.001, Indonesia has the lowest reading culture in the world, meaning that out of a thousand Indonesians, just one has a high reading culture.

According to Wulandari in Adhitama (2012) Based on information from the Departemen Pendidikan Nasional (Depdiknas) reported that 10.1 million Indonesians between the ages of 15 and 44 were illiterate in 2008. The low reading proficiency of the students in Indonesia was also influenced by this illiteracy. The International Educational Achievement reported that reading proficiency among Indonesian pupils is the lowest in the ASEAN area. The country of Indonesia came in at number 38 overall. That resulted in Indonesia being ranked poorly in terms of developing its human resources by the United Nations Development Program (UNDP).

The teachers should put into practice the excellent method of teaching English, especially in reading comprehension, to ensure that the students are capable of passing exams effectively and competently. We are aware that educators must make the most of the available resources.

According to Prihastuti in Ruston (2013), there are some aspects connected to teaching methodology, media content, and reading strategy that are external to a students and some that are internal to them.

The students' own actions and attitudes have the potential to constitute reading comprehension barriers. The students' command of language is related to the first component. The students' low vocabulary will be the greatest obstacle to understanding the text's message. The second one discusses the interests of the students. The students' motivation is intimately tied to this factor. Students may lack desire to complete the reading assignment if the reading activity fails to pique their attention. The students' capacity to put the reading method into practice is the final component. Although they may be aware of some reading methods, they may not effectively apply any reading strategies to extract information from the text.

Based on preliminary observation at the SMPN 33 Makassar, those variables also cause problems for the pupils. The first issue is connected to the students' command of terminology. The kids acknowledged that their vocabulary problems were causing them problems. Even though they were aware of the situation, it appeared that they made no effort to increase the number of words in their vocabulary. It was evident when they encountered challenging words in the text and decided against attempting to infer the meaning from the surrounding sentences. Some of them used Google Translator, avoided words that were challenging, or asked their friends. Although the teacher provided a variety of texts for them to independently read to expand their vocabulary, it didn't appear that they did so at home. When the teacher began to discuss those texts, they immediately began to read. The teacher also pointed out a few challenging words

and provided their definitions, but despite writing the words down, the kids failed to memorize them.

The students' interest, which impacted their motivation, is the second issue. The students' behavior while participating in the English reading exercise reveals the students' low motivation. The children struggled to concentrate when reading a text. They occasionally put down their books to talk to their buddies. Additionally, students engaged in another activity, such as playing with their pen, ruler, or easel, while reading a text. The students remained silent when the teacher began to discuss the text. Some of the students were silent and paid little attention to the teacher, so the teacher had to repeat the instructions. Some students were astonished when the teacher asked them to respond to questions and they had to read the passage again. Some of them gave the incorrect response.

The final component from the students concerns their capacity to put the reading skills they are familiar with into practice. They opted to translate the material into their local tongue using Google Transtool.

Therefore, the teacher should encourage greater participation from the students in their reading instruction and topic understanding. Many students struggle to comprehend the reading material clearly. It is difficult to infer concepts or interpretations from a book when there are so many students. To advance the students' abilities, particularly their reading comprehension skills, the English teaching technique is necessary.

Reading comprehension abilities are crucial for English language learners, particularly for pupils who are learning the language for the first time.

attitude, confidence, comprehension, and oral reading fluency all improved thanks to the Neurological Impress Method (NIM).

Elia (2018) claims that the Neurological Impress Method (NIM) is a technique that involves adults and children cooperating as partners in a clinical context. The partners sat side by side, and the adult spoke clearly into the student's ear while they jointly read aloud text that was appropriate for the child's level of instructions reading. Since kids copy what their teachers read, the author uses the Neurological Impress Method to help them read effectively. According to the aforementioned explanation, the researcher will carry out a smaller-than-expected study titled **"The Implementation of Neurological Impress Method (NIM) on the Students' Reading Comprehension at the Eight Grade of SMPN 33 Makassar."**

B. Problem statement

Is the implementation of Neurological Impress Method (NIM) effective to improve students' reading comprehension at the Eight grade of SMPN 33 Makassar?

C. Objectives of the Research

Considering the background and problem statement, this research aimed to achieve following objective: "Whether or not the implementation of Neurological Impress Method effective to improve students' reading comprehension at the Eight grade of SMPN 33 Makassar".

sensible options for straightforward deployment. The fact that familiarity can act as a bridge for understanding is generally demonstrated by the considering additional distance.

3. *Lestari (2018)* found that the esteem of t_{test} was 6.25 at the importance level $\alpha:5\%$ in a two-tailed test with $df:43$ ($43-2=41$). The critical esteem of t_{test} was 2.02 since the esteem of t_{test} was higher than the critical esteem of t_{tables} , it mean that there was any critical contrast accomplishment between both of test course was instructed by utilizing Neurological Impress Method (NIM) and control lesson was instructed by using ordinary strategy.
4. *Silalahi (2019)*, the results of the Pre-test and Post-test had a significant impact on the use of the Neurological Impress Method (NIM) in the ability reading students' analytical Exposition. The facts using the Neurological Impress Method (NIM) students were better than before using the method.

The researcher then comes to the conclusion that the similarities between this study and earlier findings are centered in the use of the Neurological Impress Method (NIM) as a learning medium and a focus on reading. The research design, the researcher's area of interest, and a different method employed to teach comprehension to students are where the differences between the aforementioned study and the current research can be seen.

B. Concept of Reading

1. Definition of Reading

According to Lestari in Pang (2018), Reading is defined as comprehending written texts. He claims that word recognition and comprehension are the two connected components of reading. Word recognition is defined as the process of determining how spoken language and written symbols compare, whereas comprehension is the process of deriving the meaning of a word, a sentence, and any associated information. He explains how readers with background knowledge, a strong vocabulary, linguistic proficiency, engagement with the subject matter, and other skills can help authors create better written works.

Understanding written material, creating and interpreting meaning, and applying meaning appropriately to the type of text, purpose, and situation are all steps in the active and complicated process of reading (Handayani, 2018). Reading is a way to transfer information from the author of written material to the reader. Understanding the message conveyed in the written word is the goal of all reading. According to Muslaini in Dean (2017), reading entails more than just understanding the meaning of confined words and speaking printed words clearly. Thinking and feeling are required during reading. Reading involves understanding everything of a piece of content, not only looking at and articulating the words inside it.

Ngabut (2015) asserts that reading is a very complicated process that no one has been able to adequately describe. Those who enjoy reading have

fundamentally distinct worldviews that are influenced by behaviorism and cognitivism, two different schools of psychology. In regard to these, the majority of reading models are limited in that they focus on particular facets (like perceptual or cognitive), stages (like beginning or skilled reading), or modalities (oral or silent reading).

Based on the definition, reading can be defined as the act of deciphering the meaning of words and sentences, obtaining knowledge or messages from the author, or, alternatively, as a process of verbal communication between the reader and the writer.

2. Purpose of Reading

There are seven reading purposes, according to Wulandari in Anderson via Tarigan (2012), including:

- a. Reading for factual specifics
- b. Reading for main points
- c. Reading for organization or sequence
- d. interpreting by inference
- e. reading to categorize
- f. reading to assess
- g. Comparative or comparative reading

Additionally, Farboy in Ahmadi (2013) claim that the purpose of reading is broken down into three parts:

- a. Increasing speed and improving understanding, teaching students how to adjust their reading strategy to a variety of reading materials, and enhancing reading for all linguistic abilities.
- b. A reading exercise to help you understand and enjoy the aesthetics of prose or poetry (literary work).
- c. The purpose of the program was to promote reading among students and provide them the opportunity to become lifelong readers.

The aforementioned reading objectives have been broken down into several distinct reading goals. In general, reading is done to learn new things, comprehend what is being read, get new perspectives, and expand knowledge.

3. Types of Reading

Reading exercises can be completed anywhere readers need them, including at home, at work, and at school. Students should study a variety of reading materials, including intensive, extensive, reading aloud, and silent reading, in order to develop their reading skills.

a. Intensive reading

According to Ningsih in Naustion (2017), intensive reading of texts can be a means of improving learners' command of reading techniques and their knowledge of dialect highlights. It also advances their capacity for comprehension. It fits into the course's language-centered learning stance. A linguistic use interpretation technique is a traditional reading strategy where the teacher works with students to explain a passage's meaning phrase by sentence using the learner's primary dialect.

b. Extensive reading

A highly customized strategy for reading development is extensive reading. Students read at their own pace and choose the books they want to read. The instructor should assist students in choosing literature at a level of comprehension that permits understandable input. The quality of the books the kids read and how much they love them are not stressed. No formal tests are ever given to students for their substantial reading (Ningsih in Mickulecky, 2017).

c. Reading Aloud

According to Ningsih in Wilson (2017), reading aloud to youngsters has a remarkable effect on them. It enhances children's ability, development, and advancement in a variety of ways that go well beyond simply enhancing their innate reading abilities and interface. Recognizing word sounds is one of the benefits of reading aloud, and teachers can modify their exercises to improve their pupils' reading comprehension. After the pupils have looked through the content, the professors may ask a few questions. Teachers advise the other students to focus on the topic rather than just listen to how their classmates read when one kid reads aloud. The kids will find it easier to understand the information if they do this.

d. Silent Reading

According to Ningsih in Taylor (2017), the ability to read silently is the capacity to do so while maintaining awareness, focus,

comfort, ease of reading, and a high level of understanding. At that point, one is compelled to wonder what factors enable assisted reading and ease and comfort.

The opposite of reading aloud is silent reading. Silent reading may be a personal activity that fosters our capacity for creativity. Although we may have primarily looked for material, later research on brain cell imaging and neuronal recording is revealing the internal process at action. A few of them include hearing voices.

Vocabulary development has also been taken into account when determining how much time pupils spend reading, since they help to foster a favorable attitude about reading after silent reading periods. When students are given the freedom to select their reading materials, the effects are more obvious.

C. Reading Comprehension

1. Definition of reading comprehension

According to Syaventy in Sanches (2017), reading comprehension is emphasizes both what the author had written and readers' capacity to use their prior knowledge and critical thinking skills to make sense of material. Reading comprehension is the process of understanding a text after having already "read" it.

According to Aprilia in Klingner (2015), reading comprehension is "the prepare of building meaning by planning a number of complicated forms

counting word reading, word add world information, and fluency." It refers to the ability to understand the meaning of words and the relationships between concepts in a piece of text. Additionally, he described reading comprehension training for the teacher as following a three-step methodology: explaining, modeling, and assessing. The teachers then offer opportunities for the students to practice those skills through work sheets or exercise manuals, and at the end they assess whether or not they employ the skill well.

According to Varita in Lehr (2017), reading comprehension is the process of concurrently extracting and building meaning through engagement and interaction with written language.

2. Strategies in teaching reading comprehension

According to Sarjan in Vacca (2017) there are some strategies in teaching reading Comprehension, namely:

a. Scaffolding

Teachers can assist diverse learners in organizing their understanding and overcoming challenges in text-related learning situations by using scaffolding. Scaffolding is the method by which a teacher or another person with more ability helps a pupil to solve a particular problem beyond its formative stage.

b. Think Aloud

Think aloud is a technique that may aid students in learning exercises and provide opportunities for reviewing more important information from the books that the teacher has assigned. The ability of

teachers to engage students' imaginations and guide them through each step of the "think aloud" process helps them understand the texts they are reading. Teachers also help students express their thoughts while reading aloud by verbalizing their ideas.

c. Reciprocal Teaching

Reciprocal teaching is a method that asks students and teachers to share the role of teacher by allowing both to guide the discussion around a predetermined reading. Four approaches are used in reciprocal teaching to guide the conversation: anticipating, address creation, summarizing, and clarifying.

d. SQ3R

★ SQ3R is a useful reading technique that can help you divide the reading process into manageable units. It functions as one of the various comparing strategies that can be used to advance comprehension. It consists of five steps: learning, posing questions, reading, presenting, and looking into. The SQ3R process entails the following steps: (1) reading the chapter headings quickly to identify their imperative parts, (2) turning the heading into a question, (3) reading to find the answer to be a question, and (4) recalling the critical point (the answer to be a question) by telling it aloud or noting it down in one's memory at the critical point.

e. QARs

QARs is a reading process that involves comprehending and analyzing questions. In other words, this strategy helps students

understand how to formulate a question in a way that will generate data for a reading on its own. In order to put what they learned into practice in the classroom, students as it were looked over the reading to advance their understanding. Instead, they focused on the questions the teacher posed about the reading's subject matter.

3. Types of Reading Comprehension

According to Latifa and Richards (2018), there are four levels of reading comprehension. They are as follows:

a. Literal Comprehension

Since the meaning is explicitly stated within the material, readers don't need to infer it from the next sentence. Only the author's main ideas and points of interest are understood and recognized by the reader.

b. Inferential comprehension

This sort of reading involves the reader using his engagement and instinct to obtain information that isn't explicitly stated in the section.

c. Critical Comprehension

The reader's knowledge and opinion may influence the discrepancies between the data in a piece of information. Readers had to understand why they were reading the material and assess their prior knowledge of the topic. In order to form an opinion, readers are expected to use their reading skills in relation to the information provided in the section.

d. Appreciative comprehension

Reading to elicit an enthusiastic or other respectable response from the text is referred to as appreciative comprehension. It is built on a deeper comprehension and an ardent reaction to the author's dialect, ideas, creativity, and ideals.

D. Neurological Impress Method (NIM)

1. Definition of Neurological Impress Method

One method for improving reading comprehension is the neurolinguistic programming method. NIM, according to Lestari in Alper (2018), is an approach for advancing reading comprehension without destroying it. In addition, the Neurological Impress Method (NIM), according to Surge, Lapp, and Fisher, focuses on understanding, fosters reading comfort and familiarity, and helps pupils generate assurance.

According to Elia in Jennings (2018) "Students learn by copying a recognizable reading paradigm." When employing the NIM technique, the teacher and one pupil are combined. At the student's free reading level, the teacher and student studied together. Teachers may also use fabric that pupils have already inspected. To keep the students engrossed for the entire reading period, the teacher should make sure the book is highly appealing to them.

Ziadat (2018) claimed that this approach relies on greater concentrations on reading aloud from the teacher and the students at the same time repeatedly and directly with the teacher in order to maintain the same

rhythm of the teacher tone with each repeated statement while also keeping in mind that this approach necessitates a quiet environment.

2. Teaching reading procedures with the Neurological Impress Method

According to Elia (2018), the following steps are involved in teaching reading using the Neurological Impress Method:

- a. The teacher presents the material to all students.
- b. Everyone, including the instructors, then discussed the material aloud.
- c. Following the conclusion of the concurrent reading by all pupils and teachers.
- d. The instructor requests that each student read a passage aloud in front of the class.
- e. Students read aloud again after the teacher has made corrections.

3. Advantages and disadvantages of Neurological Impress Method

Points of interest of the Neurological Impress Method (NIM) are that reading aloud gives the teacher a significant way to assess the development of reading ability, including sound, word weight, decapitating, expressing, and finding specific teaching needs; reading aloud gives the reader verbal practice and improves the listener's listening capacity; reading aloud is the teacher's medium in directing admirably; it can be used to advance the capacity to change to m The downsides of reading aloud are that it takes more effort than reading silently, reading silently is more common than reading aloud, and reading aloud creates a ruckus (Lestari, 2018).

E. Conceptual Framework

According to Rocco and Plakhotnik (2011), a conceptual framework establishes the study's foundation in the pertinent knowledge bases and establishes the significance of the problem statement and research questions.

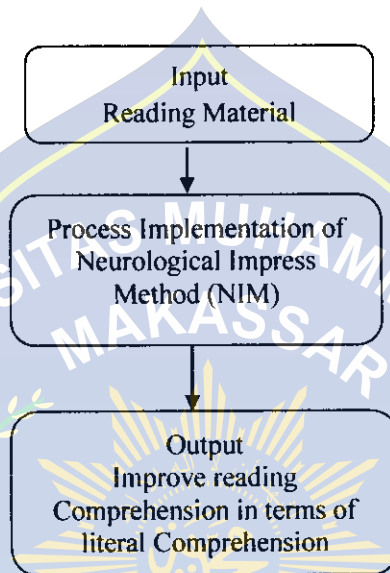


Figure 2.1 Conceptual Framework

The conceptual framework presented above describes the study process starting from the input of reading material then describes how to implementation the Neurological Impress Method (NIM) to find out how the output is about improving rading comprehension in terms of literal comprehension. This approach is very simple to use, thus it is anticipated that it will boost students' interest in reading, which in turn will increase their comprehension.

F. Hypothesis

The hypotheses are:

1. H_a : Students in SMPN 33 Makassar's Eight grade show a significant increase in reading comprehension after using the Neurological Impress Method.
2. H_0 : The Neurological Impress Method has no discernible effect on improving students' reading comprehension at SMPN 33 Makassar Eight graders.



CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used pre-experimental research in this work, using a single group pretest-posttest. Pretest, treatment, and posttest phases of the research process were used to examine whether the Neurological Impress Method could improve students' reading comprehension. Before starting the program, a pre-test was taken to gauge the students' prior reading comprehension.

The following is the pre-experimental study design:

Tabel 3.1 Research Design

Q ₁ Pretest	X Treatment	Q ₂ posttest
---------------------------	----------------	----------------------------

Information:

1. Q₁ = *Pretest*
2. X = *Treatment*
3. Q₂ = *Posttest*

Kadarisman in Arikunto

(2018)

B. Population and Sample

1. Population

A population is a generalization made up of items or persons that fit particular criteria stated by the researchers, from which a conclusion is then reached. The population of this study was made up of Eight-graders at SMPN 33 Makassar during the academic year 2021/2022. There are 10 classes in the class VIII, and there were 250 students in all of the class VIII combined.

2. Sample

The sample represents a subset of the individuals and features that population has access to. Due to time constraints, researchers who are studying huge populations are unlikely to take into account every aspect of the population; instead, they gather samples. The VIII.A grade was chosen as the sample for this research using the purposive sampling technique because this class exhibits reading comprehension issues, including difficulties understanding the text and subsequently identifying the main concept and responding to questions from the text. As a result, the researcher selects the class VIII.A sample, which consists of 25 students.

C. Variables and Indicators

In this consider there were two factors, specifically the independent variable and dependent Variable.

1. Independent Variable

The Neurological Impress Method was the independent variable in this investigation.

2. Dependent Variable

Reading comprehension were the dependent variable. comprehension of text. Literal comprehension is one of the several reading comprehension markers that have been used by researchers. The existence of an independent variable is caused by an affected variable (Neurological Impress Method). The capacity to comprehend concepts that are directly expressed in the text is known as literal comprehension.

D. Research Instrument

The reading test was utilized as the tool in this study. The students took an exam as part of the researcher's work. The researcher assigns test material to find out about the pupils' backgrounds and prior reading comprehension skills. The tests had 10 items total, 5 of which were multiple-choice questions and 5 of which were true-false questions.

E. Data Collection

Pre-test and post-test tests are the two types of tests used in the research to gather data. The two exams have the same format but different texts. Both a pre-test and a post-test will be administered to the students before and after the treatment. The purpose of this test is to determine whether the students' reading comprehension has improved since receiving treatment.

The researcher will need to take the following actions:

1. Before treatment, the researcher gave pre-test to the students
2. After giving the pre-test, the researcher gave the treatment in four meetings. It would taken the form of teaching in learning process by using Neurological Impress Method. In each meeting, the researcher utilizing a few strategy as takes after:
 - a) The researcher explained about Neurological Impress Method and explain how to implement the method.
 - b) The teacher conveys the content to all students
 - c) Then all students and teachers examined the content with aloud voice
 - d) After all students and instructors finish reading in a concurrent voice,
 - e) The instructor inquires the students to examined the content out loud in front of the course one by one
 - f) Students rehash reading, that have been adjusted by the teacher in aloud voice
3. After the treatment, the researcher gave post-test to students in the same form but different questions with pre-test to know their improvement after using Neurological Impress Method in teaching and learning process.
4. Finally, all students' score both pre-test and post-test will be tabulated and analyzed by using the formula.

F. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Score} = \frac{\text{students' scores}}{\text{Total number of scores}} \times 100$$

(Arikunto, 2010)

2. Calculating the mean score of the students

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

Where:

X= the mean score

ΣX = the students total score

N = the number of the students

(Gay, 2012)

3. After finding out the students' scores and mean score the data would be classified into five classification categories as follows:

Table 3.2 The classification of students' reading comprehension score

No	Score	Classification
1	85-100	Very Good
2	70-84	Good
3	55-69	Fair
4	50-54	Poor
5	0-49	Very Poor

(Depdikbud, 2006)

4. Computing the frequency and the percentage of the students' score

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

Where: P=Percentage

F=Frequency

N=Number of students

(Gay, 2012)

5. To find the students' improvement the formula as follow:

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

%=the students' improvement

X_1 =the mean score of pre-test

X_2 =the mean score of post-test

(Gay, 2012)

6. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of significance

\bar{D} = the mean of the difference score

D = the sum of all score

$(\sum D)^2$ = the square of the sum the difference score

N = the total number of students'

1 = constant number

(Gay, 2012)

7. Scoring Rubric of reading in literal comprehension

No	Criteria	Score
1	The meaning and structure are correct	4
2	The meaning is correct and some errors of structure	3
3	Some errors of meaning and structure	2
4	The meaning and structure are incorrect	1
5	No answer	0

Depdikbud (2005)

8. The criteria for the hypothesis testing was as follows:

Table 3.3 hypothesis testing

Comparison	Hypothesis	
	H0	H1
$t\text{-test} < t\text{-table}$	Accepted	Rejected
$t\text{-test} > t\text{-table}$	Rejected	Accepted

(Gay, 2012)

If the t-test is bigger than the t-table, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted because there is a significant difference between the pre-test and post-test before and after employing the Neural Impress Method to teach reading. In the meantime, if the t-test results are lower than the t-table, it means that the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected because there was no discernible difference between the pre- and post-tests before and after the neurological Impress Method was used to teach reading.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The outcomes of data analysis were described in research findings. The pre-test was part of the reading comprehension assessment. A pre-test was administered to gauge prior students' reading comprehension before the research's treatment was put into practice, and a post-test was administered to gauge how well students' reading comprehension had improved. The pre-test and post-test were done by the research in order to collect the data. Results showed that using the Neurological Impress Method (NIM) to improve students' reading comprehension was successful because the post-test scored higher than the pre-test.

1. Pre-Test

Before treatment, pre-test was given to know the students' prior knowledge about reading comprehension. The frequency and percentage of the pre-test could be seen in the table 4.1 below:

Table 4.1 Frequency and percentage of Pre-Test Score

No	Category	Frequency	Percentage
1	Very Good	0	0%
2	Good	6	24%
3	Fair	9	36%
4	Poor	3	12%
5	Very poor	7	28%
	Total	25	100%

Furthermore, the score of Pre-Test could be seen in the figure 4.1 below:



Figure 4.1 Frequency and percentage of Pre-Test Score

The table 4.1 showed 25 students as sample in pre-test. There were 6 students classified the good category with 24%, 9 students classified the fair category with 36%, 3 students classified the poor category with 12%, 7 students classified the Very Poor category with 28% and also no students classified in the very good.

2. Post-Test

After the treatment session, post-test was given to know the students' reading comprehension improvement after using Implementation of Neurological Impress Method (NIM). The frequency and percentage of the post-test score could, be seen in table 4.2 below:

Table 4.2 the frequency and percentage of post-test score

No	Category	Frequency	Percentage
1	Very Good	2	8%
2	Good	10	40%
3	Fair	9	36%
4	Poor	4	16%
5	Very Poor	0	0%
	Total	25	100%

Furthermore, the score of post-test could be seen in figure 4.2 below:

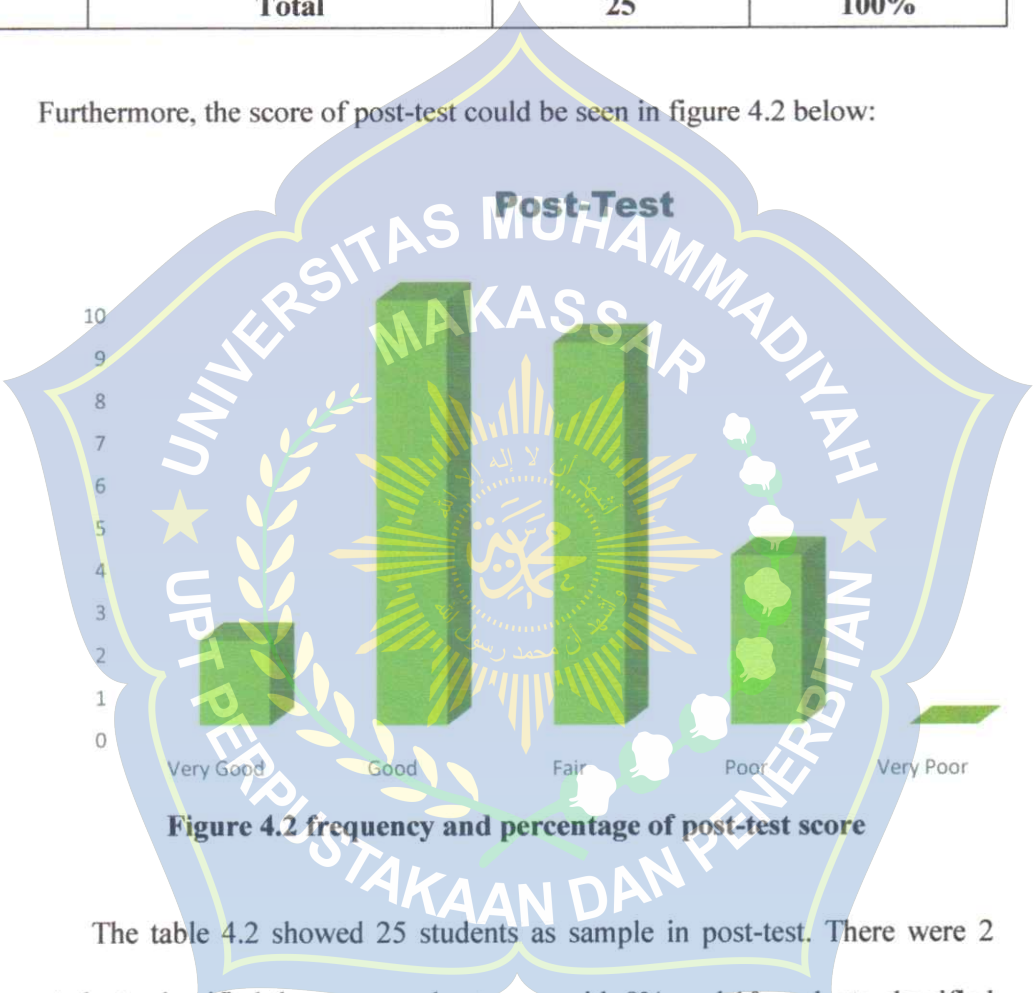


Figure 4.2 frequency and percentage of post-test score

The table 4.2 showed 25 students as sample in post-test. There were 2 students classified the very good category with 8%, and 10 students classified the good category with 40%, 9 students classified the fair category with 36%, 4 students classified poor category with 16%, and also no students the very poor category. It could be concluded that there was an improvement from 24% to 48% successful students in pre-test to post-test.

3. The mean score of pre-test and post-test of Students’ Reading Comprehension

After the researcher gave the pre-test and post-test, so there was a improvement. It could be see improvement of students’ reading comprehension in the table below 4.3 below:

Table 4.3 the mean score pre-test and post-test of Students’ Reading comprehension

Pre-test	Post-Test	Students’ Improvement
55.8%	68.4%	12.6%

In addition, the improvement of students’ reading comprehension could be seen in figure 4.3 below:

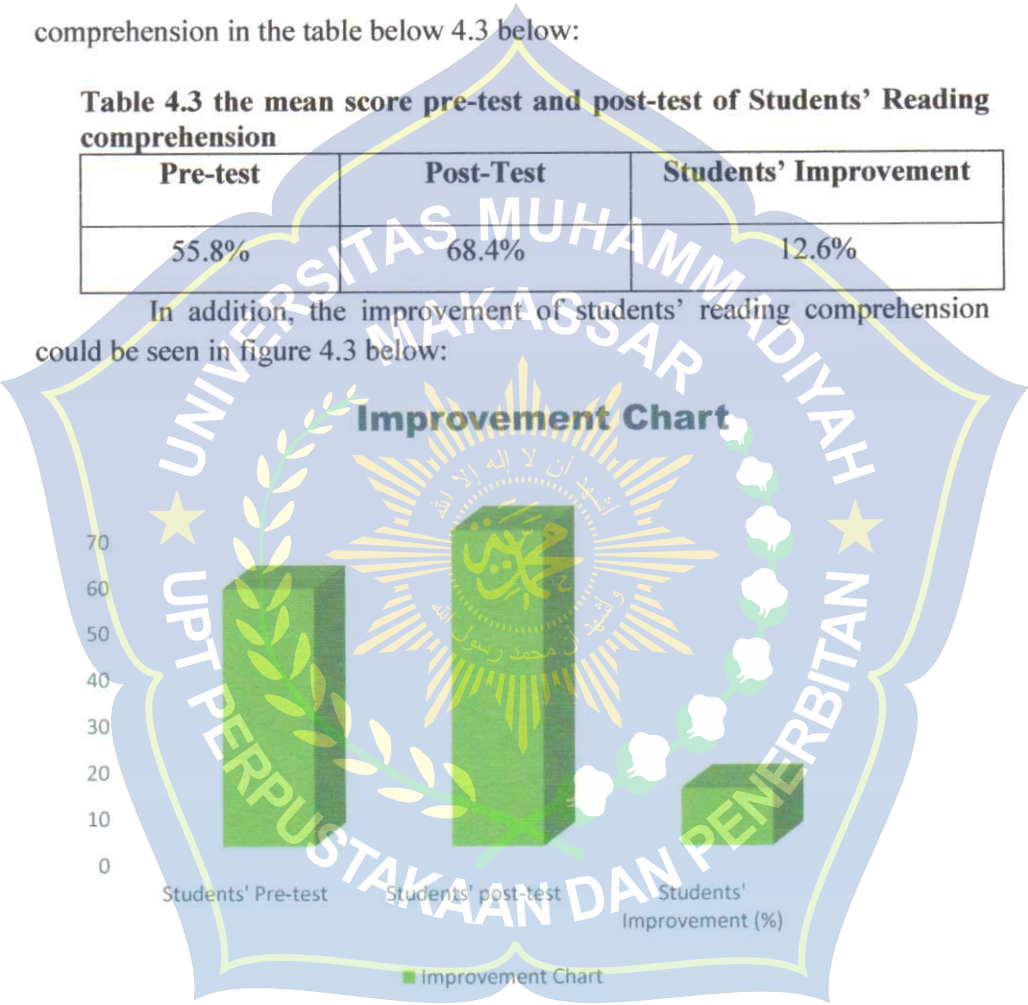


Figure 4.3 The mean score of pre-test and post-test of students’ reading comprehension

The score of the students increased from the pre-test to the post-test, as seen in figure 4.3 above. After the pupils' reading tests were evaluated,

scores were determined. From 55.8 on the pre-test to 68.4 on the post-test, the mean value increased. It shown that employing the Neurological Impress Method (NIM) to enhance students' reading comprehension produced notable results, with improvements of about 12.6%.

4. Hypothesis Testing

Table 4.5 The Hyphothesis Testing

Component	Comparison		Descriptive
	t-test	t-table	
Reading Comprehension	2.336	2.064	Significant

The t-test was greater than the t-table, as seen in table 4.5. The table's result, which was $2.336 > 2.069$, indicated that there had been an improvement in the students' reading comprehension both before and after the Neurological Impress Method (NIM) had been used to their cases at the Eight-grade students at SMPN 33 Makassar. The null hypothesis (H_0) was rejected while the alternative hypothesis (H_1) was accepted before and after employing the Neurological Impress Method (NIM) at the Eight grade students of SMPN 33 Makassar, according to the explanation above.

B. The Discussion

The discussion clarified how the research data were interpreted based on the students' reading comprehension scores. According to the study's findings,

pupils at SMPN 33 Makassar's Eight grade improved their reading comprehension over the academic year 2021–2022.

The discussion explained interpretation the research findings are derived from the results of students' reading comprehension. The results of this research indicated the students' improvement of reading comprehension at seven grade of SMPN 33 Makassar in the academic year 2021/2022. Based on the results, In the pre-test, there were no students classified in the very good category, 6 students or 24% classified the good category, 9 students or 36% classified in the fair category, 3 students or 12% classified in the poor category and 7 students or 28% classified in the very poor category. Then, in the post-test there was 2 student or 8% in the very good category, 10 students or 40% classified in the good category, 9 students or 36% classified in the fair category, 4 students or 16% classified in the poor category and also no students classified in the very poor category. It indicated that the students' score reading comprehension of the post-test was better than the pre-test.

The implementation of the Neurological Impress Method (NIM) was employed in this study to enhance students' reading comprehension since it is an engaging teaching method that all students find enjoyable. They developed a passion for learning and focused more effort on improving their reading comprehension. The implementation was enjoyable and promoted a positive learning environment for English. They actively participated in the learning process and posed inquiries using the neurological impression method during both

the teaching and learning processes (NIM). It is adaptable and simple to utilize in instruction. This was shown in the rising student test scores.

Young (2017) NIM and R2I are good intercessions that can improve reading comprehension and familiarity. In particular, these intercessions improved the frequently disregarded familiarity target of reading prosody, an improvement not frequently noticed when performing recycled readings. In reality, familiarity interventions should focus on all aspects of reading fluency, including word recognition automaticity and prosody.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the study's findings, it can be concluded that Neurological Impress Method effective to improve students' reading comprehension at the Eight Grade of SMPN 33 Makassar. Where after using Neurological Impress Method (NIM) in the process of teaching and learning reading, students experienced an increase reading comprehension. Where the mean score of students during the pre-test was 55.8% and the mean score of students at the post-test was 68.4%, so that the increase from pre-test to post-test was 12%. In addition, the hypothesis table also shows significant result, where the t-test results are greater than t-table results, namely $2.336 > 2.064$.

B. Suggestion

The results of the study demonstrated that using the NIM (Neurological Impress Method) could enhance students' reading comprehension skills. Following are some ideas in regard to the aforesaid conclusion:

1. The NIM (Neurological Impress Method) is recommended as a teaching strategy for English teachers in order to simulate students' learning in the spirit of reading during instruction.
2. Readers who are interested in this research should search for additional references and expand their knowledge to better understand how to help students with their reading comprehension.

3. For the researcher: It can be compared to other researchers' findings who wish to conduct additional research on the same topic and address this issue.



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APPENDIX

Name :

Grade :

PRE-TEST

Instruction:

Read the text, and choose the correct answer by crossing **a, b, c, and d!**

Text 1

The following text is for questions 1 to 5

Little Brother, Little Sister


Maltreated by their stepmother, who was a witch, a little brother and sister fled into the woods. After running for a while, the brother said: 'I'm so thirsty, let's find a spring and have a drunk.'

However, as the young boy bent down to drink, his sister heard a voice which said: 'who drinks from me will turn into a fawn.' It was the witch! Too late, the sister tried to prevent her brother from drinking. The young boy changed at once into a fawn. In tears, the little girl made a lead and collar out of the belt, and led the fawn off into the woods. There they found an abandoned cottage and lived together, far from any danger.

One day, however, the king was hunting in the woods, and he spied the fawn, which could not resist the urge to wander away from the cottage. The king and his

hunters chased the fawn all the way back home. There the king followed it into the cottage, where he found a young girl storking the frightened animal. She was so beautiful and gentle that the king fell in love with her at once.

He asked to be his wife, and his words caused the maiden to cry for joy. When one of her tears fel on the fawn, it changed back to her brother once more. Their goodness and love overcome the witch's evil spell, and they lived safely and happily with the king for ever after.

- 
1. Why did the brother and sister flee into the woods?
 - a. Because they felt very happy
 - b. Because the had been maltreated by their stepmother
 - c. Because they had been treated well their stepmother
 - d. Because they wanted to leak home
 2. They young boy changed at once into a
 - a. Dog
 - b. Cat
 - c. Fawn
 - d. Cow
 3. Who is hunting in the forest?
 - a. Brother
 - b. Sister
 - c. Mother
 - d. The king

4. How did he changed back to be her brother?

- a. When he met the king
- b. When he walked like an animal
- c. When he met a frightened animal
- d. When one of her tears fell on the fawn

5. Who asked her to be his wife?

- a. The queen
- b. The king
- c. The fawn
- d. The evil

Text 2

Read the text, and then choose the following statement True or False!

My Activity

On Sunday, Johny gets up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he telephones his mother in Scotland. In the afternoon, at 1.00 Johny plays tennis with his sister and after that, they eat dinner in a restaurant. At 6.00 Johny swims for one hour and then he goes by bike to his brother's house. They talk and listen to music. Johny watches television in the evening and drinks a glass of jack Daniel's whiskey. He goes to bed at 11.30.

1. Johny gets up at 10 am on Sundays

- ☐ True

- ☐ false

2. Johny reads the newspaper in the lounge

- ☐ True
- ☐ False

3. His father lives in Scotland

- ☐ True
- ☐ False

4. Johny plays tennis with his sister

- ☐ True
- ☐ False

1. Johny goes swimming at five o'clock

- ☐ True
- ☐ False



Name :

Grade :

Instruction:

Read the text, and choose the correct answer by crossing **a**, **b**, **c**, and **d**!

Text 1

The following text is for questions 1 to 5

POST-TEST

SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away.

The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you

want, you may live here with us.” Snow White answered, “Oh, could I? Thank you.”

Finally, Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the writer?
 - a. Narrative
 - b. Report
 - c. Anecdote
 - d. Comperative
2. Why Snow White run away to the woods?
 - a. Her parent passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away
3. When did Snow White run away to the woods?
 - a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. In the middle of night
4. Where did snow white live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarfs' cottage

5. According to the text, before she ran away into the woods, why did snow white live with her uncle and aunt?
- Because she loved them very much?
 - As a result of forcing attitude from them
 - Because her parents were dead
 - Because she were afraid of the dwarfs

Read the text, and then choose the following statement True or False!

Tsunami is a Japanese word from a seismic area wave generated by an undersea earthquake, landslide or eruption. Most tsunami happen along the ring of fire. It is a zone of volcanoes and seismic activity. The zone encircles the Pacific ocean.

Historically, tsunami has caused much destruction and death. Since 1819, about 40 tsunami have struck the Hawaiian island and since 1883, about 20 tsunami have struck Indonesia. The last one was December 26, 2004, which caused over deaths.

A tsunami can have a width of 100 to 200 km and may spread far across the deep ocean. The speed is as fast as a jet plane. When the wave reaches land it can be very high, about 15 m or more.

- Tsunami can only happen in Japan
 - ☐ True
 - ☐ False
- Tsunami are caused by undersea earthquake or landslides
 - ☐ True

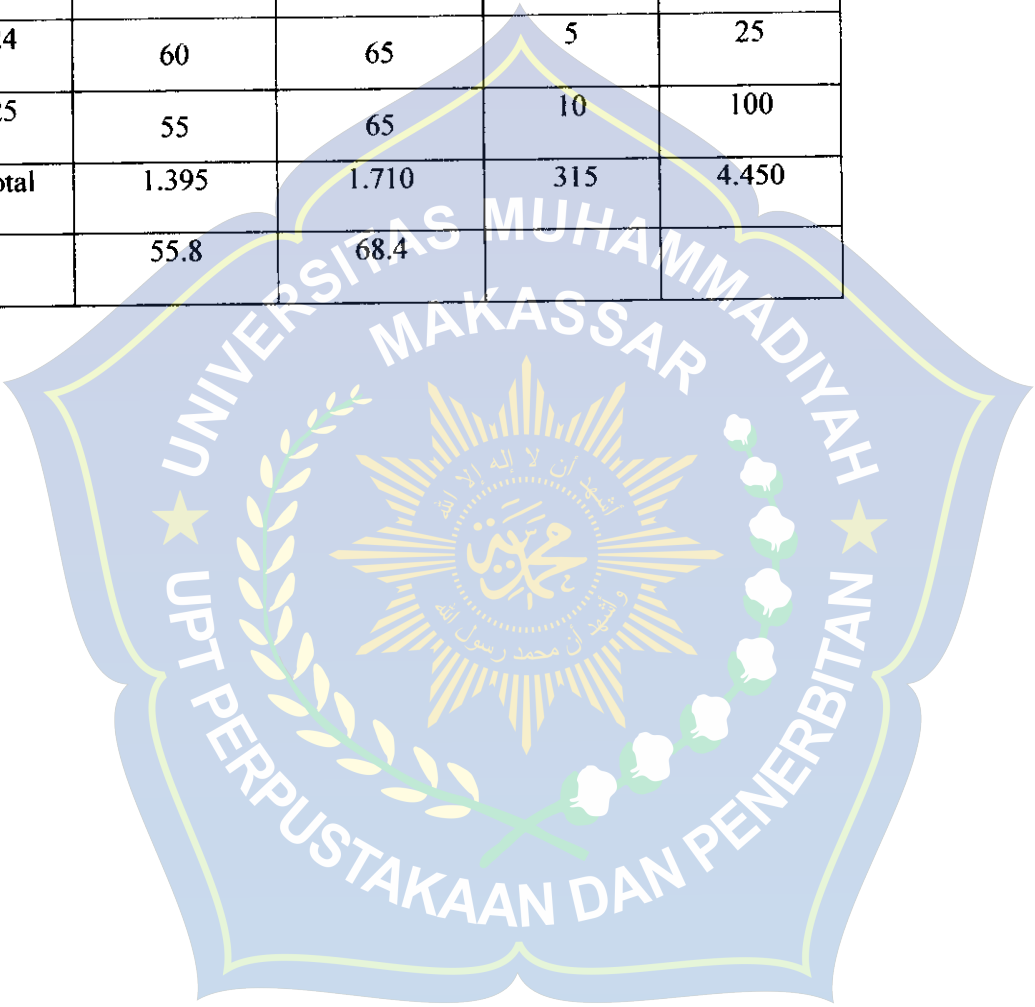
- ☐ False
3. The ring of the fire is the area of volcanoes and seismic activities
- ☐ True
 - ☐ False
4. The speed of the wave can be as fast as a jet plane
- ☐ True
 - ☐ False
5. Tsunami are not very high
- ☐ True
 - ☐ false



The students' score Pre-test and Post-test

N	Pre-Test	Post-Test	D	D²
1	70	80	10	100
2	60	75	15	225
3	50	65	15	225
4	45	60	15	225
5	75	90	15	225
6	60	70	10	100
7	50	65	15	225
8	40	50	10	100
9	75	80	5	25
10	55	70	15	225
11	50	65	15	225
12	45	55	10	100
13	80	95	15	225
14	65	80	15	225
15	35	50	15	225
16	70	80	10	100
17	55	70	15	400
18	40	50	10	100
19	70	80	10	100

20	55	65	10	100
21	35	50	15	225
22	60	80	20	400
23	40	55	15	225
24	60	65	5	25
25	55	65	10	100
Total	1.395	1.710	315	4.450
	55.8	68.4		



LESSON PLAN

School : SMPN 33 Makassar

Subject : English

Class : VIII.A

Skill : Reading comprehension

A. Standar Competency

Understanding the meaning of the text in form of narrative text

B. Basic Competence

Responding meaning in the form by using variety of written language accurately, fluently, and acceptably to access knowledge in daily life.

C. Teaching Method

- Neurological Impress Method

D. Activities Plan

1. Opening Activities (10 minutes)
 - Greeting and checking student attendance
 - Students identify the material (legend)
2. Main Activities (60 minutes)
 - Students give the respon the material about legend
 - Students get a text from teacher about legend
 - Students read the text about legend
 - Students identify the vocabulary they understand in the text
 - Students discuss with their friends about the vocabulary they understand in the text
3. Closing activities

- Giving changes for students to ask questions dealing with the material
- Closing the lesson

E. Learning Source

- Internet
- The relevan book

F. Evaluation

- Assessment Technique : Individual Task
- Assessment Instrument : Multiple Choice and True-False task
- Sample instrument : (can be looked at the appendix)
- Assessment guidance : for each correct answer have score 10 (ten), wrong answer have score zero (0),
maximum score : $10 \times 10 = 100$





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UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

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SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Kasma

NIM : 10535633315

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	3 %	10 %
2	Bab 2	10 %	25 %
3	Bab 3	5 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 06 Agustus 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Nursihan, S.Hum.,M.I.P

NBM. 964 591

t-test table

df	t _{.50}	t _{.75}	t _{.90}	t _{.95}	t _{.99}	t _{.995}	t _{.9975}	t _{.999}	t _{.9995}	t _{.9998}	t _{.9999}
1	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
2	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
3	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
4	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
5	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
6	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
7	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
8	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
9	0.000	0.711	0.896	1.119	1.415	1.895	2.385	2.998	3.499	4.785	5.408
10	0.000	0.708	0.889	1.108	1.397	1.860	2.308	2.896	3.355	4.501	5.041
11	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
12	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
13	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
14	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
15	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
16	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
17	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
18	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
19	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.648	3.965
20	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
21	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
22	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
23	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
24	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
25	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
26	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
27	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
28	0.000	0.684	0.856	1.058	1.315	1.706	2.058	2.479	2.779	3.435	3.707
29	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
30	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
40	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
60	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
80	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
100	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
1000	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
∞	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
∞	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.086	3.300
∞	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.080	3.291
Confidence Level	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%

BIOGRAPHY OF AUTHORS



Kasma, was born on November 11 1994 in Camba-Camba, Datara, Bontoramba, Jenepono, South Sulawesi. She is the second child from the marriage of Rahman and Hakima. She began her study at SD Inpress 179 Tamasongo in 2001 and graduated in 2007. Then she continued her education at MTs. Muhammadiyah Pokobulo in 2007 and graduated 2010. Afterwards, she continued her study at SMK Negeri 1 Binamu in 2010 and graduated 2013. In year 2015, she was registered as a students\ of the English Education Department of Teacher Training and Education Faculty of Muhammadiyah Makassar University. At the end of his study, She could finish her thesis by the title *The Implementation of Neurological Impress Method (NIM) on the students' Reading Comprehension at the Eight Grade of SMPN 33 Makassar*.





Nomor : 10971/FKIP/A.4-II/VIII/1444/2022

Lampiran : 1 (Satu) Lembar

Perihal : Pengantar Penelitian

Kepada Yang Terhormat

Ketua LP3M Unismuh Makassar

Di -

Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Kasma
Stambuk : 10535633315
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Camba-Camba / 11-11-1994
Alamat : Camba-Camba, Datara, Kec. Bontoramba,
Kab.Jeneponto

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Implementation of Neurological Impress Method (NIM) on the Students' Reading Comprehension at the Eight Grade of SMPN 33 Makassar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

Wassalamu Alaikum

Warahmatullahi

Wabarakatuh.

Makassar, 29 Muharram 1444 H
26 Agustus 2022 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Kasma
NIM : 10535633315
Judul Penelitian : The Implementation of Neurological Impress Method on the Student's reading Comprehension at the Eight Grade of SMPN 33 Makassar

Tanggal Ujian Proposal : 29 oktober 2021
Tempat/Lokasi Penelitian : Jl. Tamalate 8 No. 148, Kassi-Kassi, Kec. Rappene, Kota Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	11 - Juli - 2022	- Explain about the method and how to use	Fedy Saadto Nani, S.Pd., M.Pd	
2	12 - Juli - 2022	- Pre-test	Fedy Saadto Nani, S.Pd., M.Pd	
3	18 - Juli - 2022	- Treatment	Fedy Saadto Nani, S.Pd., M.Pd	
4	19 - Juli - 2022	- post-Test	Fedy Saadto Nani, S.Pd., M.Pd	



Makassar 19. Juli - 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar
Dr. Umri Khaerati Syam, S.Pd., M.Pd
NBM. 977 807





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NSS : 20.119.600.9208

NPSN : 40311918

SURAT KETERANGAN HASIL PENELITIAN

Nomor : 421 /169 /UPT SPF SMPN 33 /VIII/2022

Yang bertanda tangan di bawah ini :

Nama : Nurhadiawati ,S.Pd., M.Pd
NIP : 197706082008012021
Pangkat / Golongan, ruang : Penata Tk.I/III d
Jabatan : Plh Kepala UPT SPF SMPN 33 Makassar

Menerangkan bahwa:

Nama : KASMA
NIM : 10535633315
Jenis Kelamin : Perempuan
Status : Mahasiswa
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan kegiatan penelitian di UPT SPF SMPN 33 Makassar dalam rangka penyusunan skripsi yang Berjudul:

"THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD ON THE STUDENT'S READING COMPREHENSION AT THE EIGHT GRADE OF SMPN 33 MAKASSAR "

Demikian surat keterangan hasil penelitian ini di berikan kepada yang bersangkutan untuk di pergunakan sebagaimana mestinya

Makassar 11 Agustus 2022

Plh Kepala UPT SPF SMPN 33 Makassar



Nurhadiawati ,S.Pd., M.Pd
197706082008012021



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LETTER OF ACCEPTANCE

0618/BG-FKIP/LOA/B/IX/1444/2022

Dear KASMA

It is our pleasure to inform you that, after reviewing your paper:

THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD (NIM)
ON THE STUDENTS' READING COMPREHENSION AT THE EIGHT
GRADE OF SMPN 33 MAKASSAR

The manuscript ID: 368

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) 2809-5707. ISSN (printed) 2810-0468 . We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlta@bg.unismuhmakassar.ac.id

Makassar, 21 September 2022 M
25 Shafar 1444 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

BAB I Kasma 10535633315

by Tahap Skripsi



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