

**THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD  
(NIM) TOWARDS STUDENT'S READING COMPREHENSION**

*(An Experimental Research at the Seventh Grade Students of SMP Negeri 24  
Makassar)*



**A THESIS**

**Submitted to the Faculty of Teachers Training and Education Makassar  
Muhammadiyah University in Partial Fulfillment of the Requirement for  
Degree of Education in English Department**

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**2017**










**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Day / Date	Chapter	Note	Sign
02/10-17		Some corrections Know keyments table of contents see page 35. Explain with table the improvement from the students R-Comprehension	
03/10-17		Result of findings to discussion shown. with table pre-test & post test see page 38!	

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Day / Date	Chapter	Note	Sign
2/10-17		<p>findings &amp; Discussion Make Rate &amp; per centage for (NIM) app lain shown!</p> <p>Orbitography Apponance</p> <p>Conclusion &amp; suggestion</p>	

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**MOTTO**

CONSIDER ALL PEOPLE AS YOUR TEACHER

ALL PLACES AS YOUR SCHOOL AND

ALL TIME AS TIME OF LEARNING

## **DEDICATION**

In the name of Allah, I dedicated my thesis to

My beloved Parents, Fatima. Halik and Baharuddin

My beloved brother, Muhammad Fiqam

All of my family, especially for my uncle Saharuddin

My beloved friends

I thank them for all the love, prayers, support, and patience.

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For all of them, the writer is grateful for all of support and motivation that the writer cannot count how many they are. The writer realizes that this thesis is not perfect, it has less than enough of the skill in writing this thesis, so that the writer hopes that the reader can correct it and do better for the next research.

Finally, the writer hopes that this thesis is useful for readers, may Allah SWT the Almighty always bless us. Amin

Makassar, November 2017

**Sugrayanti,**

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## ABSTRACT

**SUGRAYANTI, 2017** The Implementation of Neurological Impress Method (NIM) Towards Student's Reading Comprehension (*An Experimental Research at The Seventh Grade Students of SMP Negeri 24 Makassar*), under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Sulfasyah and Awalia Azis).

This research aimed to explain the improvement of students reading comprehension in terms of literal comprehension dealing with main idea and sequence details.

To explain the improvement, the researcher used a pre-experimental research with one group pre-test and one group post-test design. The subject of the research was the seventh grade students of SMP Negeri 24 Makassar in academic year 2017-2018. The sample consisted of 36 students of class VII. 2. The data were collected through reading comprehension (pre-test and post-test). To find out the improvement of students reading comprehension in implementation Neurological Impress Method, the researcher applied t-test analysis.

The result of the analysis showed that there was a significant difference between pre-test and post-test. The value of t-test of Main Idea (12.56) was greater than the t-table (2.045). The value of t-test of Sequence Detail (15.72) was greater than the t-table (2.045). The value of t-test of final score (20.96) was greater than the t-table (2.045) and degree of freedom (df) =30. It is concluded that Neurological Impress Method is effective in improving the students' reading comprehension in narrative text.

**Keywords:** Neurological Impress Method, Reading Comprehension, Main Idea, Sequence Details, and Narrative Material

# CHAPTER I

## INTRODUCTION

### A. Background

In learning English, there are four skills we must study. They are listening, speaking, reading, and writing. The four skills mentioned are divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Beside the four language skills above, reading is great of great importance to students show mother tongue is not English, because they almost do not have opportunity to hear or speak that language. Comprehending English is difficult things for students if they do not have basic knowledge, especially in comprehending reading text.

Reading, which belongs to receptive skill, can be defined as a process whereby one looks at an understanding what has been written (Williams, 1999: 2). It means that, when someone reads, he looks at something written and tries to get the meaning to understand it. Reading can also be described as a mental or cognitive which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time (Davies, 1973: 1). It means that reading activity connects the reader and the writer although they are in different time and place.

In teaching reading, the teacher should introduce other materials as an alternative to give various situations to students in classroom process. These materials can be a medium it can be create a comfortable atmosphere interest and to simulate the students' motivation during the classroom process. In the

other hand, high motivation is needed to learn reading. They should have an effective.

There are many ways or techniques that can improve the students' reading comprehension, but the researcher makes a research about The Implementation of Neurological Impress Method (NIM) Towards Student's Reading Comprehension, this technique is very useful because it will help the students' to improve reading fluency. The learners use Neurological Impress Method to read fluent, understanding what they read, enjoy, and be confidence.

The Neurological Impress Method (Heckleman, 1966, 1969) is a technique in which the teacher and student read aloud simultaneously from the same material. The goal of this method is to build reading rate and fluency. Use the method 10 to 15 minutes daily for a period of from 8 to 12 instructional hours.

Based on the explanation above the researcher is interested in conducting an experimental study examining "The Implementation of Neurological Impress Method (NIM) Towards Student's Reading Comprehension of at the Second Grade Students of SMP Negeri 24 Makassar"

## **B. Research Questions**

By looking over the background above, the problem statement was formulated as follows:

1. Did the Neurological Impress Method improve the students reading comprehension?
2. Was there any significant difference on student's reading comprehension by implementation of Neurological Impress Method?

### **C. Objective of The Research**

Referring to the problem statements above, the objective of the research were formulated as follows:

1. To find out “Neurological Impress Method” improve students reading comprehension.
2. To find out the significant difference student’s reading comprehension in implementation the Neurological Impress Method.

### **D. Significance of The Research**

The significance of the research consists of four, as follow:

1. The teacher

This research is a reference to be more creative in teaching English and to be valuable contribution in the effort of enriching the quality of the teaching process, technique and methods used as well.

2. The students

To get new technique in practicing their speaking it can be useful for the students to express their selves motivates them in improving their reading comprehension. Besides, they can learn efficiently and effectively creative, think faster when speak and express their selves. Therefore, they will be more confident.

3. The researcher

It can help the researcher to improve her ability in making a research and enlarge her knowledge especially about English. Therefore, the researcher is an

English teacher to be, so it is very useful for her to be creative and be a good teacher.

#### 4. Next researcher

It is expected that the next researcher to conduct a study on English will gain additional depth from the research. So the researcher hopes this research is useful and can help everybody who needs information related to the title. Beside that, it is aiming to improve the teachers creativity in teaching.

#### **E. Scope of the Research**

The research will focus on the study to improve the students reading comprehension. Literal comprehension here covers main idea and sequence details.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATUR**

#### **A. Previous Research Findings.**

The research reposts the identification of using several techniques to increase the students reading comprehension. Some research conducted research on the use of Neurological Impress Method (NIM) which shows the positive attitude of students. The results of the researches is cited below:

Abrams (2001) “An Examination of the Combined Effects of the Neurological Impress Method and Repeated Reading on A Severely Disabled Middle School Reader”. In his research aimed this research was to examine the effects of the Neurological Impress Method, combined with the Method of Repeated Readings, on a severely impaired middle school reader. These methods were chosen due to the instructor's needs to find techniques which might help students who have reached the upper grades as unsuccessful readers, and are therefore more resistant to instruction due to prolonged failure.

Oladele (2013) “The Efficacy of Neurological Impress Method and Repeated Reading on Reading Fluency of Children with Learning Disabilities in Oyo State Nigeria.” in his research aimed is the study was to fid out the effectiveness of neurological impress method and repeated reading technique on reading fluency of children with learning disabilities. Thirty primary four pupils in three public primary schools participated in the study. There were two experimental groups and a control. This research employed a 3 by 2

factorial matrix and the participants were taught for one session. Two hypotheses were formulated to guide the research. T-test was used to analyze the data gathered, and data analysis revealed that pupils exposed to the two treatment strategies had improvement in their reading fluency.

Kaskaya (2016) “Improving Reading Fluency and Reading Comprehension with” NIM-Assisted Teaching: An Activity Research” Reading fluency and reading comprehension are the most prominent characteristics of a good reader. In this study, the aim is helping the students who have reading deficiencies although they do not have any mental or physical handicaps to overcome their reading problems their reading problems. For this purpose, The Neurological Impress Method (NIM) was applied accompanied by various activities that aim to develop the “Sight Words” capacities of the students in the process of *teaching how to read*.

Janah (2016) “The Reading Comprehension of Descriptive Text Of The Seventh Grade Students of Smpn 2 Mejobo Kudus In The Academic Year 2015/2016 Taught By Using Neurological Impress Method (NIM)” The purpose of this research is to find out whether there is a significant difference between the reading comprehension of descriptive text of the seventh grade students of SMPN 2 Mejobo Kudus in the academic year 2015/2016 before and after being taught by using Neurological Impress Method or not. This research is an experimental research with one group, pre-test and post-test design. The population used is the seventh grade students of SMPN 2 Mejobo Kudus in the academic year 2015/2016. The writer got one class as sample of

the research, it is VII A. They are 34 students. The writer used a test as instrument of the research. The form of the test is multiple choices and it consists of 20 items. The result indicates that using Neurological Impress Method can help the students in reading the text. It can be seen from the pre-test and post-result. The result of pre-test is low (mean = 67.7 and standard deviation = 8.04). And the result of posttest is high (mean = 86 and standard deviation = 5.79). It shows that whether there is a significant difference of the reading comprehension of descriptive text of the seventh grade students of SMPN 2 Mejubo Kudus in the academic year 2015/2016 before and after taught by Neurological Impress Method. The result of t-observation is higher than t-table. ( $t_0 = 12.35 > t_t = 2.042$ )

Thornton, (2012) "The Neurological Impress Method as a reading intervention for students with emotional behavior disabilities." The aimed of this study was to evaluate the effectiveness of the Neurological Impress Method as an intervention to improve reading skills in elementary school children with emotional disabilities. When educators work with children with emotional disabilities, the focus is often on modifying behaviors. This focus on behavior rather than academics has in some part contributed to poor scholastic outcomes for students with emotional disabilities. This study is intended to help educators, by providing an effective intervention to help improve reading skills in children with emotional disabilities. A multiple-baseline research methodology was used to examine the effectiveness of the intervention on the participants under treatment in this study. Three



participants were placed into treatment and each participant showed significant improvement in words read correctly in one minute. The participants showed significant improvement after twenty intervention sessions over a five-week period. Using this intervention participant one increased his words read correctly in one minute by 9.5, participant two increased his words read correctly by 9.95, and the third participant increased his words read correctly by 8.93.

Based on the previous findings above, the researcher can explain that this research is different from *Abrams, Oladele and Thornton, Francis*. In **Abrams** his research focused on the effects of the Neurological Impress Method, combined with the Method of Repeated Readings, on a severely impaired middle school reader. **Oladele** focused on the study was to find out the effectiveness of neurological impress method and repeated reading technique on reading fluency of children with learning disabilities. **Kaskaya**, the aim of his research is helping the students who have reading deficiencies although they do not have any mental or physical handicaps to overcome their reading problems their reading problem. **Janah** research focused to find out whether there is a significant difference between the reading comprehensions of descriptive text. **Thornton, Francis**, focused onto evaluates the effectiveness of the Neurological Impress Method as an intervention to improve reading skills in elementary school children with emotional disabilities. The researcher focused on the main idea and sequence details in narrative materials.

## **B. Concepts of Reading**

### 1. Definition of Reading

Alyousef (2006: 64) states that reading is interactive process between a readers and a text to automaticity or (reading fluency). In this process, the reader interacts and tries to get information of various kinds of knowledge.

Law & Brothers (1982: 89) state that reading is ability to recognize word, phrase, sentences, and paragraphs.

Anderson, et al. (1985: 17) state that reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.

Flesh in Burn (1984: 26) defines reading as getting meaning from certain combination of letters. Teach the child what each letter stands for and he can read.

Based on the definition above, the researcher concludes that the definition of reading is interactive process of getting information and ideas from the writer with the writing text.

### 2. Step of Reading

#### a. Skimming

William (1999: 26) skimming is a useful skill to be applies in reading. Skimming is the ability to read a text quickly in order to find the general idea or the gist of the text. A skimming reader can take the main ideas quickly by collecting words, phrases and main sentences.

#### b. Scanning

Riswandi (2011: 12) states that scanning is done quickly to locate specific information, for example, scanning telephone books, catalogs, dictionaries, event calendars, book indexes, etc

Serge Mikhailov in Riswandi (2011: 12) states that scanning is done quickly to locate specific information, for example, scanning telephone books, catalogs, dictionaries, event calendars, book indexes, etc.

#### c. Extensive Reading

Barfield. A. (1996: 2) defines the extensive reading use to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures.

#### d. Intensive Reading

Anita (2010: 1) defines intensive reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower. The intensive reading is used on shorter texts in order extract. Specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation.

### **C. Concepts of Teaching reading**

According to Harmer's (2002) and Brown's (2000) in Palupiningsi A. (2011: 26) it can be inferred that language teaching and learning consist of materials, methods, teacher, students, and finally they are evaluated by language testing. However, because the researcher wants to investigate

difference testing techniques applied in a reading comprehension, this study only discusses materials (reading skill), students as the object, and language testing (here, particularly on testing reading).

Harmer says that teenagers are a period where someone is searching for individual identity and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends (2001: 39)

Harmer (2001: 30) argues the teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things, which interested them.

Harmer also states that diagnosis of teenagers is complicated by the fact that characteristics of secondary school students in general do not necessarily apply to every teenager's boy and girl (2001: 39). The characteristics of every individual are very heterogeneous. Teenagers like to spend their time for hanging around, friends, peers and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

Based on the reality above there must be variety in the classroom, such as variety of activity and variety of organization. On this assumption, during the teaching learning process, the teacher should sometimes let the learners work individually, sometimes in pair and sometimes in group

## **D. Reading comprehension**

### **1. Definition of Reading Comprehension**

Kustaryo (1988). Tahir stated that reading comprehension is an active thinking process, which not only depend on comprehension understands what has been read. It is on active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating.

Kintsch (1998). Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about

Abdullah in Sari (2010). Reading comprehension is the activity between the reader and the writer's idea. Where the writer sends his/her idea in the written symbols and then the reader catches the idea it. Reading is on activity cognitive process of interactive with printing and monitoring comprehension to establish meaning.

Enyi and Ereke, (2011). Comprehension is necessary for all types of reading and is dependent upon many factors. Comprehension itself is simply

the understanding of what one is reading while one is reading it. Comprehension is a very complex process which is a choired on understanding of what one has read.

## **2. Level of Comprehension**

There are however three levels of comprehension. These are; literal, interpretive and critical comprehension. Interpretive and critical comprehension dovetail and the distinction between them is not glaring. Similarly, we will treat both interpretive and critical comprehension as inferential comprehension for inferential comprehension subsumes both (Onukagu, 2003).

### ***a. Literal Comprehension:***

Literal comprehension is the skill of understanding directly stated facts, ideas and details as well as the understanding of how a term or a word is used in a context.

Literal comprehension is a basic or foundation skill which every teacher must and should endeavor to teach his/her learner. In this level of comprehension, author(s) use details to shed light on the ideas or points they present. It also shows how author(s) explain words in context to promote the understanding of words that are very vital in reading comprehension. This is because words are the units which authors combine and manipulate in order to convey their messages, ideas and opinions. A word may be an impediment to the comprehension of a sentence and by implication, the impediment to the comprehension of a paragraph. The context clues provide meaning units to the

word an author feels could frustrate a reader and hinder his or her understanding of the meaning of the sentence in which the word occurs. Understanding the clues which an author provides to explain the meaning of a word is known as literal comprehension.

***b. Inferential Comprehension:***

Inferential comprehension is a much higher order skill than literal comprehension. Inferential comprehension is reading between the lines to understand or figure out what an author implies but which is not directly stated in the text

(Onukagu, 2003). This is absolutely correct. Therefore, inferential comprehension is more than that. Inferential comprehension is reinforced when the reader uses his or her non-visual elements to arrive at the meaning that the text conveys which are not directly stated in it. It also entails making value statements in which the quality or correctness of the text is evaluated. Besides, it also entails understanding the tone and mood of an author as well as the purpose for which the author wrote the text. Similarly, inferential comprehension can only be possible where the reader has a rich and diverse non-visual element. Whereas literal comprehension relies extremely on the visual element of the writer text, inferential comprehension relies heavily on the non-visual element

(Lasisi, 2003). Pertinently, inferential comprehension is an educated guess. It is an educated guess because a number of factors must inform the guess. Inferential comprehension is a way of thinking. During the thinking, one

draws from one's previous experiences. Based on the experience one is familiar with, one can then interpret the purpose, tone or mood that informs the experience which an author is conveying in his text.

***c. Critical Level Comprehension:***

(Enyi and Ereke, 2011). At this level of comprehension, the reader is assumed to have applied both literal and inferential to comprehend the message of the writer. The reader here begins to question the author's use of words in a particular context, doubt some details as presented by the author. The reader at the critical level of comprehension may agree or disagree with author(s) point of view. The reader begins to criticize, evaluate and question the techniques used by the author in the text.

**E. Concepts of Neurological Impress Method (NIM)**

**1. Definition of Neurological Impress Method (NIM)**

Using the Neurological Impress Method (N.I.M.) is a simple, yet powerful, strategy for developing fluent readers. It was originally devised and researched by Heckelman, in the 1960's and since has been proven successful for thousands of young readers. This approach of oral read-along practice provides one-on-one language modeling using a fluent reader in a relaxed, non-threatening environment.

According to (Heckleman, 1966, 1969) that Neurological Impress Method is a technique in which the teacher and student read aloud simultaneously from the same material. R. G. Heckleman, a learning psychologist, hypothesized that individuals with severe fluency difficulties have actually established



“neurological traces” for the *nonfluent* style in which they read, and that the problem could only be corrected by re-establishing new, fluent neurological traces. In addition, N. I. M. method is a procedure which calls for a multisensory approach in remedial reading.

According to Echo reading (Anderson in Hecklemen, 1981), a variation on NIM, also for remedial settings, has the teacher first read segments of the material to establish cadence and comprehension. On rereading, the student reads in a lower voice, echoing the material.

According to Strong and-Traynelis-Yurek in Hecklemen (1990) Neurological Impress Method is method that the neurological impress method improved the self-confidence, comprehension, oral reading fluency, and attitude of remedial readers.

Based on the definition above, the writer concludes that Impress Method (NIM) is a method for students who are not individual-reading fluently by reflecting the awareness of neurology to create the logic that the word influences the students’ brain directly.

## **2. The Procedures of Structuring NIM**

Providing repeated reading experiences using the Neurological Impress Method (N.I.M.) is a simple, yet powerful, strategy for developing fluent readers. It was originally devised and researched by R.G. Heckelman, Ph.D. in the 1960’s and since has been proven successful for thousands of young readers. Research on the Neurological Impress Method found that students significantly improved their fluency after a relatively short amount of

instruction. For example, a group of 24 struggling adolescent readers made an average gain of almost two grade levels after about 7.5 hours of instruction over an eight-week period (Heckelman, 1969). In a more recent study (Flood et al, 2005), twenty students in grades 3-6 received NIM instruction for 10 minutes per day, four days a week. These sessions included oral reading plus an added comprehension component. After five weeks, the students' average oral reading rates increased from 97 to 112 words per minute, and their comprehension scores showed statistically significant gains.

This approach of oral read-along practice provides one-on-one language modeling using a fluent reader in a relaxed (this applied 2 minutes to each student). Sit to the right of the child, with the child slightly in front so the teacher voice can be close to the child's ear. After practice one-on-one the teacher asks the students rereading in simultaneously. NIM process these are:

1. Student sits in front of the teacher so that the teacher voice will be close to his or her right ear. (with the number of students are quite a lot of that is 20 students in the class that will be a sample of research, this method applied 2 minutes to each student. When one student sits beside the teacher, the teacher asks the other students to be silent reader).
2. The teacher holds the reading material jointly with student.
3. Vary the reading material to keep student interest. The teacher uses newspapers, magazines, and works of fiction and nonfiction.

4. The teacher read the material out loud with student. At first, teacher should read a little louder and slightly faster. If student complains that he or she cannot keep up with you, urge the child to continue and to forget about any mistakes. It may, however, be necessary for you to slow down to a rate that is more comfortable for student or to repeat sentences and paragraphs several times. (Gradually release the "lead" to the student as the he or she becomes more comfortable with the text).
5. In the first few sessions, teacher should reread the initial lines or paragraphs several times until your student is reading in a normal fluid fashion. Only 2 to 3 minutes of repetition should be sufficient for most students to feel comfortable with NIM. If student reads well right away, do not reread the material.
6. Speed up your reading rate for a few minutes in each session to pull student to a higher reading rate.
7. As teacher read, run finger under a word as it is spoken. It is quite important that these actions be simultaneous and that your finger move in a smooth fashion. Good readers often look ahead of what they are reading aloud and must be especially careful that their fingers are under the words that are being read aloud. At the end of a line, you must move your finger back swiftly to the beginning of the new line just like a type writer carriage does at the end of a line.

8. Student can take over the finger movement or alternate this task with you after several sessions, if desired. Should student have difficulty in moving his or her finger to accompany the words, place your hand on the student finger and guide it until a smooth movement is achieved.
9. As student begins to master the material and gain confidence, you can read with a softer voice or lag slightly behind the students. (After reading, teacher asks the student to retell the text to you and discuss a few comprehension questions.

### **3. The Advantage of Implementation Neurological Impress Method**

The some advantage the teacher can get when the teacher implementing the Neurological Impress Method. They are:

- (1) There was often a closer relationship between teacher and student, perhaps due to the physical closeness of teacher and student during the process of the NIM.
- (2) The students (with some exceptions) often asked, "When are we going to read together again." There was a positive attitude of the child towards the method.
- (3) Regular classroom teachers, who worked with the students whenever the itinerant teachers did not (a significant part of the school day), commented That the fluency of the student had improved and that he was a "good oral reader."
- (4) The children were motivated to pick up a book and read it. They appeared more confident in their ability to read.

- (5) The method introduces reading material to the children that they may otherwise not have had.
- (6) There was an improvement in left to right progression and visual tracking ability.
- (7) Oral expression when reading improved with pauses for punctuation and better phrasing

## **F. Concepts of Main Idea and Sequence details**

### **1. Main Idea**

According to Hariming (2010: 15-16) the main idea is the most important piece of information the author wants you to know about the concept of that paragraph. When authors write they have an idea in mind that they are trying to get across. This is especially true as authors compose paragraphs. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

The main idea is very commonly found at the beginning and is followed by supporting sentence. Very often the writer begins with supporting evidence and places the main idea in the last sentence. Sometimes the writer uses a few sentences to introduce the topic, places the main idea in the middle and follows it with supporting sentences. So, the main idea may be stated at the beginning, in the middle, or at the end of the paragraph.

## **2. Sequence Details**

Astriani (2006: 10) defines Sequence as requiring knowledge of events in order of occurrence. Sequence refers to the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts.

### **G. Narrative Material**

New, (2009: 2) defines that narrative is the ability to tell a story, whether spoken or written, is a common and often complex form of communication. The primary purpose of narrative is to describe an experience, event or sequence of events in the form of a story and set the story up for your listener, describing the time, place and your own involvement.

Sarbin (1986: 9) also stresses the organizational aspect of narrative. The narrative is a way of organizing episodes, actions, and accounts of actions. It is an achievement that brings together. Mundane facts and fantastic creations; time and place are incorporated. The narrative allows for the inclusion of actors' reasons for their acts, as well as causes of happening.

## 1. Characteristic of Narrative Materials

Ely, S (2010: 2) divides the characteristics of narrative as follows:

- a. Use storyline in chronological order (time order)
- b. The point is what the writer or character learned from what happened
- c. Heavy on description, setting, plot and character
- d. Easy to visualize

## 2. Generic Structure of Narrative Materials

Milan. (2009: 2) states that the of narrative reading as follow

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

The most important of the structures of narrative materials as a key to find out the information of the text.

### 3. The Language Features of Narrative Materials

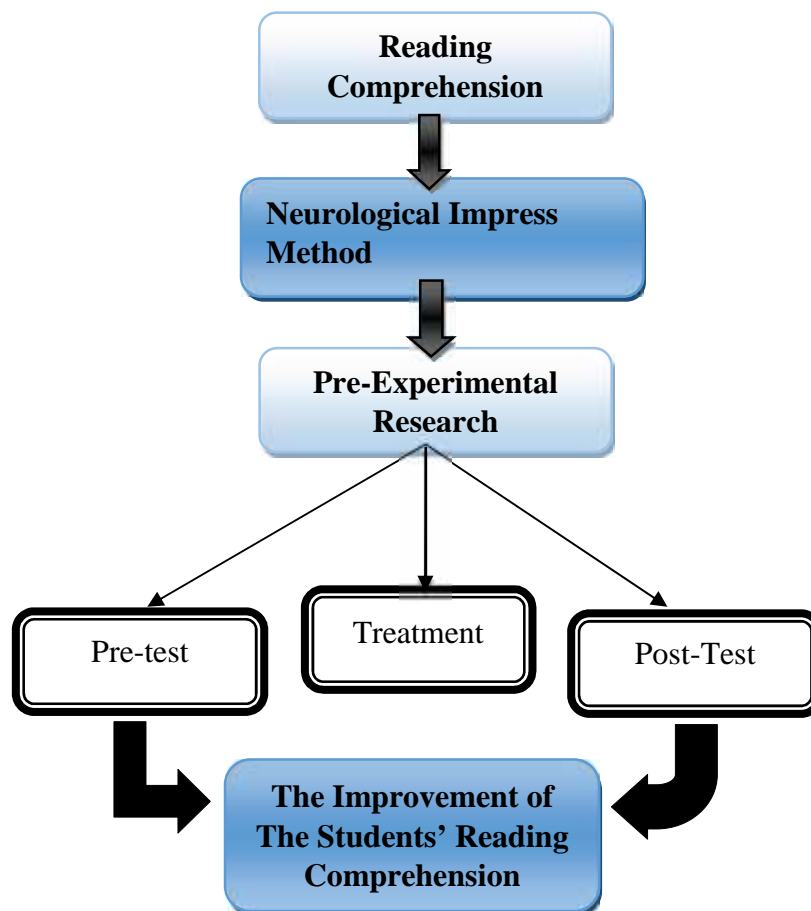
According to Ministry of education (2010: 98-106). The classification the features of the narrative text, follows:

- a. Usually use simple past tense
- b. Using action verb in the story related to the chronologically arranged of the story
- c. Using Connectives, linking words to do with time such as once upon a time, on the next day, etc.
- d. Using imagery such us as metaphor for example “She has a heart of stone”

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



## H. Conceptual Framework



In other to avoid the misunderstanding, the researcher use conceptual framework as follow:

1. Input : it refers to give material of reading comprehension
2. Process : it refers to use of Neurological Impress Method in teaching reading.
3. Output : it refers to the students reading comprehension after using Neurological Impress Method.

## **I. Hypotesis**

Based on the conceptual framework, the researcher elicited forward the hypothesis as follow:

1. Alternative Hypothesis ( $H_1$ ): there is a significant on improvment the students' reading comprehension through Neurological Impress Method
2. Null Hypothesis ( $H_0$ ): there is no significant improvment on students' reding comprehension through Neurological Impress Method

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design and Variable

##### 1. Research design

In this research the researcher used like to collect, process, analyzing the data to get conclusion of the research and the research determined the pre-experimental method which will be apply one group pre-test and post-test design.

The design will be presented as:

$$E = O_1 X O_2$$

Where:

E= Experimental group

O<sub>1</sub> = Pre-test

X = Experiment

O<sub>2</sub>= Post-test<sup>1</sup>

*(Sugiono, 2010)*

##### 2. Research variables

In this research, there were two variables which involved in this research namely independent variable and dependent variable.

- a) Dependent variable is the students reading comprehension in narrative material.
- b) Independent variable is teaching reading through “ Neurological Impress Method” to improve the students reading

## B. Population and Sample

### 1. Population

The Population in this research was the seventh grade students of SMP Negeri 24 Makassar. This population consists of tenth classes. Obviously, described by the following table.

**Table 3. 1 Number of Students**

No.	Class	Number of Students
1	VII. 1	36
2	VII. 2	36
3	VII. 3	36
4	VII. 4	36
5	VII. 5	36
6	VII. 6	36
7	VII. 7	36
8	VII. 8	36
9	VII. 9	36
10	VII.10	26
Total		350

(Source: SMP Negeri 24 Makassar )

### 2. Sample

The sample of this reserch took by using purposive sampling technique, this sampling technique was sampling which determining sample with specific concideration. Because the population is large the researcher took only one class as the sample, it is students of VII 2 for 2017/2018 academic year, there were several reasons to pick up this class as the sample, the reason to pick up this class as the sample. The students difficult to understand what they read, also the students difficult to find out main ideas and sequence

detail so it a good challenge for the researcher to improve their reading comprehension and it would not disturb educational schedule at school.

### **C. Instrument of the Research**

This test used to gain data of reading comprehension before and after treatment. There were two tests of reading, they were pre-test and post-test. Pre-test to find out the students' prior knowledge while post-test to find out the students' achievement of reading based on the technique which would be given.

The researcher gave a test, the test was narrative text as an instrument in pre-test and post-test. The students read the text and answer the question under the text. Test is used to measure the students' reading comprehension in to find out main ideas and sequence detail.

### **D. Procedure of Collecting Data**

In analyzing data, the data was collected through the pre-test and post-test. The procedures of pronunciation assessment consisted of:

#### **1. Pre-test**

Pre-test was given before presenting the materials, the researcher gave reading test in order to know the students' prior knowledge. In the pre-test the researcher gave the students' a narrative text. The students read the text and answer the question under the text the pre-test used time about 1x45 minutes.

#### **2. Treatment**

The research applied Neurological Impress Method (NIM) in comprehending the text to improved students' reading comprehension. It was involved in six meetings:

- a. Experimental Class by Neurological Impress Method (NIM).

The procedures of Neurological Impress Method:

**1. Preliminary activities (10 minutes)**

- a. Greeting.
- b. Preparing the students psychologically and physically to follow the learning process.
- c. Giving apperception and motivation to learn.
- d. Asking questions prior knowledge linking with the material to be studied.
- e. The teacher delivered the learning objectives.
- f. The teacher delivered the material scope and description of the activities and the research explained about “Neurological Impress Method” and then the teacher made the students’ aware that they will be reading together each day for 6-8 minutes to improve the students 'reading comprehension.

**2. Core activities (70minutes)**

- a. The students listened, see and read an explanation from the teacher of the subject matter
- b. Than the research gave them a narrative text (one students one narrative text), and the teacher ask the students to read the text one by one the teacher give them a narrative text (one student’s one narrative text).

- c. And then the student sits on the teacher's left. They read out loud simultaneously, the teacher being sure to read at the same rate as the student.
- d. At the same time, the research uses a finger or a pen to point to the words as they are read, moving the pen slowly, to focus the student's attention to both the words and the smooth flow of the reading (this applied 2 minutes to each students).
- e. As the students' progresses, the research may let the students' took the lead in reading while he/she trails slightly behind as reinforcement. In order for the students to see his/her progress, two sentences or one minute of reading may be repeated at each session and the errors graphed, over time since, with practice, the number of errors will decrease or amount of text read will increase.
- f. After reading, the research asks the students' what they got from the text and ask the students to answer the questioner under the text.
- g. The students ask a question about information that was not understand

### **3. Closing activities (10 minutes)**

- a. The teacher and the students concluded together the lesson of the day.
- b. The teacher provided feedback on the process and learning outcomes.
- c. The teacher informed the lesson plan activities for the next meeting.

### **3. Post-test**

After doing the entire treatment, the last step was post-test which had given to the students. This test was applied to know students' improvement after getting the treatment through "Neurological Impress Method".

### **E. Technique of Data Analysis**

In analyzing data, the data was collected through the pre-test and post-test. The procedures of reading comprehension sessment consisted of main ideas and sequence detail:

1. Reading test result use to know the concept of understanding achievement and mastering material after following learning activity. Obviously, look at Rubric of Literal Reading Comprehension below:



**Table 3.2. Main Ideas**

Indicators	Score
Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing	4
Identifies the main idea(s), and includes some supporting details.	3
Identifies the main idea(s) correctly, and includes many supporting details.	2
Clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details	1

**Table 3.3 Sequences Details**

Indicators	Score
<i>(McKay in Mahadir, 2014: 25)</i> May contain few, incorrect or irrelevant details	4
Much of the response is copied directly from the text. May contain major inaccuracies	3
Response is written mostly in the student's own words. May contain minor inaccuracies	2
Response is written in the student's own words.	1

*(McKay in Mahadir, 2014: 25)*

2. To calculate the students scoring essay test

$$Score = \frac{Student \ 's \ Answer}{Total \ Number \ of \ Item} \times 100$$

(Gay 1981:298)

3. Classifying the students score into five classifications as follow

No	Scale	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fairly
6	46-55	Poor
7	0-45	Very Poor

(Depdikbud *in Mahadir*, 2014: 26)

4. Calculating the mean score

To calculate the mean score, the researcher applied the formula as follows:

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

Where:

$\bar{X}$  : mean score

X: total of row score

N: the number of subject

(L.R Gay, 1981)

5. Calculating the percentage of student's improvement based on pre-test and post-test

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Where: P = the percentage of the students' increase score.

x<sub>2</sub> = the mean score of posttest

x<sub>1</sub> = the mean score of pretest

(Karyawati in hasnidar, 2014;26)

6. The test of significant

In order to know the difference of the mean score between pre-test and post-test it needed to calculate the t-test value. The formula as follow;

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

Notation:

T: test of significance

$\bar{D}$ : the means score of difference

D: the sum total of total score of difference

D: the square of the sum score of difference

N: the total number of the subjects

DF: N - 1

(Gay, 1981)

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**A. Findings**

The findings of this research deal with the students' score. They are the students' score classification, the mean scores and standard deviation of pre-test and posttest, the t-test value, and hypothesis testing. These findings describe as follows:

**1. The Students' Improvement in Main Idea and Sequence Detail of Narrative Text**

The following table shows the distribution of mean score and standard deviation in pre-test and post-test.

**Table 4.1: The Students' Improvement in Reading Comprehension**

<b>Components</b>	<b>Mean Score</b>		<b>Improvement</b>
	<b>Pre-test</b>	<b>Post-test</b>	
Main Idea	56	83	48.21%
Sequence Detail	48	79	64.58%
Final Score	52	81	55.76%

The result of data analysis from pre-test and post-test of the students' reading comprehension on main idea component is shown in the table above. The mean score in pre-test was 56 (categorized as fairly), in contrary, the mean score of post-test was 83 (categorized as good). Although it is still

classified as fair but there was improvement of students' score on content as big as 48.21%.

The result of data analysis from pre-test and post-test of the students' reading comprehension on sequence detail component shows that the mean score in pre-test was 48 (categorized as poor), in contrary the mean score of post-test was 79 (categorized as good). The students' improvement on organization component is 64.58%.

From the result of two components above, the final score from pre-test and post-test of the students' writing ability shows that the mean score in the pre-test was 52 (categorized as poor) and the mean score of post-test was 81 (categorized as good). The students' improvement on two components was 55.76%.

## **2. The Students' Reading Comprehension in Pre-test and Post-test**

### **a. Main Idea**

The students' score of pre-test and post-test were observed based on main idea component of reading comprehension. The data can be seen in the following table:

**Table 4.2: Frequency and Rate Percentage of the Students' Reading Comprehension on Main Idea**

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	96-100	Excellent	1	3.33%	12	40.00%
2	86-95	Very Good	-	-	-	-
3	76-85	Good	-	-	-	-
4	66-75	Fairly Good	7	23.33%	16	53.33%
5	56-65	Fairly	-	-	-	-
6	45-55	Poor	20	66.66%	2	6.66%
7	0-45	Very Poor	2	6.66%		
<b>TOTAL</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table above shows that in the pre-test, there are 2 or 6.66% students classified into very poor score, 20 students or 66.66% classified into poor score, 7 students or 23.33% classified into fairly good score, than 1 or 3.33% student classified into excellent score, and none of them classified into fairly, good, and very good score.

The table above also shows the result of students reading comprehension in main idea component in post-test. There are no students classified into very poor score, 2 students or 6.66% classified into poor score, 16 students or 53.33% classified into fairly good score, 12 students or 40.00% classified into excellent score and none of them classified into fairly, good and very good score.

### b. Sequence Detail

The students' score of pre-test and post-test. The data can be seen in the following table:

**Table 4.3: Frequency and Rate Percentage of the Students' Reading Comprehension on Sequence Detail**

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	96-100	Excellent	3	10.00%	7	23.33%
2	86-95	Very Good	-	-	-	-
3	76-85	Good	-	-	-	-
4	66-75	Fairly Good			21	70.00%
5	56-65	Fairly				
6	45-55	Poor	22	73.33%	2	6.66%
7	0-45	Very Poor	5	16.66%		
<b>TOTAL</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table above shows that in the pre-test, there were 5 or 16.66% students classified into very poor, 22 students or 73.33% classified into poor score, and 3 student or 10.00% of classified into excellent.

The table above also shows the result of students reading comprehension in sequence detail. There are no students classified into very poor score, 2 students or 6.66% classified into poor score, 21 students or 70% classified into fairly good score, 7 students or 23.33% classified into excellent score.

### c. Final Score

The students' score of pre-test and post-test were observed based on main idea and sequence detail of reading comprehension. The data can be seen in the following table:

**Table 4.4: Frequency and Rate Percentage of the Students' Reading Comprehension on Two Components**

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	96-100	Excellent			1	3,33%
2	86-95	Very Good			15	50,00%
3	76-85	Good				
4	66-75	Fairly Good	2	6,66%	8	26,66%
5	56-65	Fairly	8	26,66%	5	16,66%
6	45-55	Poor	14	46,66%	1	3,33%
7	0-45	Very Poor	6	20,00%		
<b>TOTAL</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The table above shows that in the pre-test, there were 6 students or 20.00% classified into very poor score, 14 students or 46.66% classified into poor score, 8 students or 26.66 % classified into fairly score.

The table above also shows that in the post test. There were 1 students or 3.33% classified into poor score, 5 students or 16.66% classified into fairly good score, 8 students or 26.66% classified into fairly good score, and none of them classified into very poor and good score.



### 3. Hypothesis Testing

The researcher used t-test analysis on the level of significance ( $p$ ) = 0.05 with the degree of freedom ( $df$ ) =  $N-1$ , where  $N$  = number of subject (30 students) then the value of t-table is 2.04523. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

**Table 4.6: The t-test of the Students' Improvement**

No	Components	t-test value	t-table value	Description
1	Main Idea	12.56	2.045	Significant difference
2	Sequence Detail	15.72	2.045	Significant difference
3	Final Score	20.96	2.045	Significant difference

The table 4.6 above shows that t-test value for main idea is greater than t-table ( $12.56 > 2.045$ ), t-test value of sequence detail is greater than t-table ( $15.72 > 2.045$ ), and the final result shows that t-test value for the final score of students' reading comprehension ( $20.96 > 2.045$ ). It means that there is significant difference between the students' reading comprehension before and after using Neurological Impress Method in reading comprehension to the seventh grade students at SMP 24 Makassar Regency.

## **B. Discussion**

The discussion section deals with the interpretation of the findings derived from the result of statistically analysis through reading test. Before giving treatment, the reading comprehension was very low. This condition might be caused teaching method and less reading process, so that the students cannot improve their reading achievement. It can be seen in table 4.4 that the students' reading achievement on pretest was very poor.

Based on the finding, the result for each component, score of posttest was greater than pretest. In the first meeting, the researcher actually found the most students did know about comprehending narrative text. They got problem in two components namely main idea and sequence detail. Most the students were still low in reading comprehension.

The second to last meeting, students try to pay attention and participate in reading through the Neurological Impress Method. Every meeting, before the end of the meeting, researchers always share papers with students containing narrative texts and they are read simultaneously and ask them to answer questions under the text.

After giving treatment, students' achievement increased. In terms of the comprehending the text, in pretest, students difficult to understanding what they read, so the students difficult to find out the main idea and sequence detail of the narrative text. The main idea is very commonly found at the beginning and is followed by supporting sentence.

But after giving treatment, students' achievement improved. The reason is in reading narrative text the students have not difficult in comprehending the text and the students also enjoy in learning reading, it similar to Chard in Oladede (3:2013), in her research concluded that Neurological Impress Method is a good program that can be used to effectively teach reading comprehension, and the students not to exposed to any intervention strategy that could ameliorate their reading. This strategy requires students to respond to a prompt given by the teacher, and is an easy way to incorporate reading into many different content areas. The use of Neurological Impress Method gives positive effects in reading comprehension. During the treatment the students were interested in learning English to improve their reading comprehension. It can be seen from the students' score was improved in post-test. Before treatment, most of the students' score classified into very poor, poor, only several students got fairly good. After treatment, the result became better. Several students could improve their reading comprehension. Most of them got fairly good, very good and excellent.

Based on the result of each test, scores of post-test were greater than those in pre-test. The description of the data collected through reading test was explained in the previous section showed that the students' improvement in reading comprehension and the improvement was 55.76 %. It was supported by the mean score of students on pre-test was 52 which was classified as poor classification and the mean score of the students on the post-test was 81 which was classified as good classification. In other word, the mean score of students on pre-test less than post-test. Besides that, the value of t-test was greater than t-table

(20.96>2.045). It indicates that there was an improvement of student in reading comprehension after the treatment.

Therefore, researcher concludes that the use of Neurological Impress Method was one of good strategy that can improve the students' skill in reading comprehension. Form the discussion above, it can be concluded that the students' reading comprehension of the seventh grade students of SMP Negeri 24 Makassar Regency can be improved in narrative text by using Neurological Impress Method.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consist of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the reserch and the suggestion deal with some ideas given by the researcher.

#### **A. Conclusion**

Based on the result of data analysis of findings and conclusions in the previous chapter, the researcher concludes that:

The implementation of Neurological Impress Method (NIM) was improve the students reading comprehension cover main idea and sequence detail in narrative material, at the seventh grade students of SMP 24 Makassar.

The research of data analysis test showed that there is a significance difference between the students' reading comprehension before and after being taught through "Neurological Impress Method", it was proved by the development of mean score from 52 on pre-test to 81 on post-test, while the T-test value 20.96. Therefore, "Neurological Impress Method" was able to improve reading comprehension of the seventh grade students of SMPN 24 Makassar.

#### **B. Suggestion**

In considering with the conclusion of this research, the writer further proposed some suggestions to the teacher, students and the next researcher as follow:

**1. For the english teacher**

- a. The teacher have to be more creative and productive to manage the method and technique in teaching English. Use many kinds of interesting method so the learners can study effectively and easily.
- b. The English teacher should be able to apply some technique which was suitable with the students' condition. In other word the teacher should build a favorable atmosphere at times of teaching-learning process conducted because a conductive condition in teaching would become one access to carry the success of material to be taught.

**2. For the students**

- a. The student should express their selves in improving their reading comprehension and does not less motivation in learning reading wherever and whenever.
- b. The students should be confidence to practice reading in daily life because practice makes perfect.

**3. For the next researcher**

- a. There were still much more methode in teching English and "Neurological Impress Method" one of the teaching methode. So the next researcher should be more creative to find another teaching methode.
- b. It is necessary to another researcher conduct a further research, in order to validate the result of this study.

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# **A P P E N D I X E S**

## APPENDIX A

### THE INSTRUMENT FOR PRE-TEST

Read the text quickly and answer the questions!

#### THREE FISHES



Three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. ‘This pond is full of fish’, they told each other excitedly. ‘we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!’ So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, ‘Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!’ The second of the three fish agreed. ‘You are right’, he said. ‘We must leave the pond.’

But the youngest fish laughed. ‘You are worrying without reason’, he said. ‘We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe’.

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish’s luck did not help him – he was caught and killed.

**Answer the question below!**

1. Write down the main ideas of each paragraph!
2. Explain about the orientation, main problem, and the end of the story above!

**Key Answer.**

1. First paragraph : the fisherman must come back tomorrow morning with our nets and catch these fish  
Second paragraph: We must leave this pond at once.  
Third paragraph: the youngest fish not going anywhere  
Fourth paragraph: The third fish's luck did not help him – he was caught and killed
2. The orientation of the story is some fishermen passed by the pond and saw the fish. 'This pond is full of fish', they told each other excitedly. 'we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' So saying, the fishermen left. The main problem is "they have lived in the pound all of their lives". And the end of the story is the third fish refuse to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him, he was caught and killed

**Read the text quickly and answer the questions!**

**THE INSTRUMENT FOR POST TEST**

## “Golden Eggs”



Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.”

A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship.

He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it’s already too late

### A. Answer the following questions!

1. Find out the main ideas of each paragraph?
2. What is the beginning, main problem/middle, and the end of the story?

### Key Answer

1. First paragraph : a poor farmer lost his entire livestock to flood  
Second paragraph: the farmer found a golden egg  
Third paragraph : the farmer became lazy, arrogant and spendthrift
2. The beginning of the story is a poor farmer lost his entire livestock to flood, and the middle of the story is the farmer became lazy, arrogant and spendthrift, and the end of the story is the greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

## **APPENDIX B**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMP Negeri 24 Makassar  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VII / Ganjil  
Materi Pokok : Teks Narrative (Cerita Rakyat)  
Alokasi waktu : 2 X 40 menit

#### **A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### **B. Kompetensi Dasar dan Indikator**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
  - Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat



- Siswa dapat mengidentifikasi de pokok dari setiap paragraph dalam suatu cerita rakyat
- Siswa dapat mengidentifikasi unsur sosial cerita rakyat
- Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat
- Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat
- Siswa dapat mengidentifikasi urutan kejadian dari cerita rakyat

1.4 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

- Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca
- Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis.

### C. Tujuan Pembelajaran.

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative sederhana berbentuk cerita rakyat.
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks narrative sederhana berbentuk cerita rakyat
3. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari teks narrative sederhana berbentuk cerita rakyat.
4. Mampu merespon dan memahami makna teks narrative sederhana berbentuk cerita rakyat.
5. Mampu menentukan ide pokok dan memahami alur dari teks narrative berbentuk cerita.

#### **D. Materi Pembelajaran**

Teks Naratif : The Old Man and His Sons

Purpose : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution. and through narrative material the research

Struktur teks naratif :

Orientation: biasanya bagian ini berisi tentang pengenalan tokoh setting tempat/ latar, waktu.

Complication: berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

Resolution: berisi tentang penurunan/ penyelesaian masalah dari konflik yang terjadi

#### **E. Metode Pembelajaran**

Metode: Neurological Impress Method

#### **F. Media & Sumber Pembelajaran**

Media: Teks Narrative. Potongan kertas yang berisi tentang cerita rakyat yang berupa cerita rakyat yang menginspirasi dan menghibur siswa.

#### **G. Langkah – langkah Kegiatan Pembelajaran**

<b>KEGIATAN</b>	<b>DESKRIPSI KEGIATAN</b>	<b>WAKTU</b>
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli). b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin). c. Guru memberikan brainstorming berupa pertanyaan yang sesuai dengan materi yang	10 Menit

	<p>akan disampaikan yaitu describing people.</p> <p>d. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.</p>	
Kegiatan Inti	<p><b>Mengamati</b></p> <p>a. Peserta didik mengamati gambar, struktur dan unsur kebahasaan dari contoh teks narrative t</p> <p>b. Peserta didik menyimak penjelasan guru mengenai teks narrative terutama bagaimana cara memahami teks bacaan dengan mudah, letak main idea di setiap paragraph dan alur dari cerita</p> <p>c. Peserta didik mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan main idea/ide pokok dari bacaan, dan urutan kejadian dalam cerita</p> <p><b>Mempertanyakan</b></p> <p>Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative serta menanyakan makna dari cerita.</p> <p><b>Mengeksplorasi</b></p> <p>a. Guru memanggil nama siswa sesuai absen untuk maju kemeja guru.</p> <p>b. Guru memberikan teks narrative kepada siswa yang berda di depan kelas dn duduk di samping guru.</p> <p>c. Guru dan siswa membaca teks tersebut secara bersamaan dan menunjuk kalimat yang sedang dibaca, dengan posisi tangan guru berda diatas tangan siswa. Setiap siswa mendapatkan membaca di sampig guru.</p>	<p>10 Menit</p> <p>5 Menit</p> <p>5 Menit</p> <p>15 Menit</p> <p>30 Menit</p>

	<p><b>Mengasosiasi</b></p> <p>Peserta didik yang lain membaca teks yang telah diberikan dan menentukan ide pokok serta urutan kejadian dalam cerita.</p> <p><b>Mengkomunikasikan</b></p> <p>a. Guru memberikan petunjuk kepada siswa mengenai ide pokok dari setiap paragraf</p> <p>b. Peserta didik diberikan kesempatan untuk mencari jawaban yang berada dibawah teks narrative yang telah dibaca</p>	
Penutup	<p>a. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>b. Guru memberikan motivasi kepada siswa serta membagikan teks narrative di akhir pelajaran sebagai latihan memahami teks narrative.</p> <p>c. Guru menayakan kesulitan dan menyimpulkan materi</p>	5 Menit

## H. Penilaian

1. Teknik Penilaian: Teks Tertulis
2. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

1. Rubric of Literal Comprehension

**a. Main Ideas**

Indicators	Score
Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing	4
Identifies the main idea(s), and includes some supporting details.	3
Identifies the main idea(s) correctly, and includes many supporting details.	2
Clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details	1

*(Dianne McKay, 2007: 9).*

**b. Sequences Details**

Indicators	Score
May contain few, incorrect or irrelevant details	4
Much of the response is copied directly from the text. May contain major inaccuracies	3
Response is written mostly in the student's own words. May contain minor inaccuracies	2
Response is written in the student's own words.	1

*(Dianne McKay, 2007: 9)*

2. To calculate the students scoring essay test

$$Score = \frac{Student \ 's \ Answer}{Total \ Number \ of \ Item} \times 100$$

*(Gay 1981:298)*

3. Classifying the students score into five classifications as follow

<b>No</b>	<b>Scale</b>	<b>Classification</b>
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fairly
6	56-55	Poor
7	0-45	Very Poor

(Depdikbud *in Mahadir*, 2014: 26)

Makassar, 2017

Mahasiswa

Sugrayanti

NIM. 10535 5426 13

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

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Purpose : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution. and through narrative material the research

Struktur teks naratif :

Orientation: biasanya bagian ini berisi tentang pengenalan tokoh setting tempat/ latar, waktu.

Complication: berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

Resolution: berisi tentang penurunan/ penyelesaian masalah dari konflik yang terjadi

#### **E. Metode Pembelajaran**

Metode: Neurological Impress Method

#### **F. Media & Sumber Pembelajaran**

Media: Teks Narrative. Potongan kertas yang berisi tentang cerita rakyat yang berupa cerita rakyat yang menginspirasi dan menghibur siswa.

#### **G. Langkah – langkah Kegiatan Pembelajaran**

<b>KEGIATAN</b>	<b>DESKRIPSI KEGIATAN</b>	<b>WAKTU</b>
Pendahuluan	e. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli). f. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin). g. Guru memberikan brainstorming	10 Menit

	<p>berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu describing people.</p> <p>h. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.</p>	
Kegiatan Inti	<p><b>Mengamati</b></p> <p>d. Peserta didik mengamati gambar, struktur dan unsur kebahasaan dari contoh teks narrative t</p> <p>e. Peserta didik menyimak penjelasan guru mengenai teks narrative terutama bagaimana cara memahami teks bacaan dengan mudah, letak main idea di setiap paragraph dan alur dari cerita</p> <p>f. Peserta didik mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan main idea/ide pokok dari bacaan, dan urutan kejadian dalam cerita</p> <p><b>Mempertanyakan</b></p> <p>Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative serta menanyakan makna dari cerita.</p> <p><b>Mengeksplorasi</b></p> <p>a. Guru memanggil nama siswa sesuai absen untuk maju ke meja guru.</p> <p>b. Guru memberikan teks narrative</p>	<p>10 Menit</p> <p>5 Menit</p> <p>5 Menit</p> <p>15 Menit</p>

	<p>kepada siswa yang berda di depan kelas dn duduk di samping guru.</p> <p>c. Guru dan siswa membaca teks tersebut secara bersamaan dan menunjuk kalimat yang sedang dibaca, dengan posisi tangan guru berda diatas tangan siswa. Setiap siswa mendapatkan membaca di sampig guru.</p> <p><b>Mengasosiasi</b></p> <p>Peserta didik yang lain membaca teks yang telah diberikan dan menentukan ide pokok serta urutan kejadian dalam cerita.</p> <p><b>Mengkomunikasikan</b></p> <p>c. Guru memberikan petunjuk kepada siswa mengenai ide pokok dari setiap paragraf</p> <p>d. Peserta didik diberikan kesempatan untuk mencari jawaban yang berada dibawa teks narrative yang telah dibaca</p>	30 Menit
Penutup	<p>d. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>e. Guru memberikan motivasi kepada siswa serta membagika teks narrative di akhir pelajaran sebagai latihan memhami teks narrative.</p> <p>f. Guru menayakan kesulitan dan menyimpulkan materi</p>	5 Menit

## H. Penilaian

1. Teknik Penilaian: Teks Tertulis
2. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

1. Rubric of Literal Comprehension

### a. Main Ideas

Indicators	Score
Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing	4
Identifies the main idea(s), and includes some supporting details.	3
Identifies the main idea(s) correctly, and includes many supporting details.	2
Clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details	1

(Kay in Mahadir, 2014 )

### b. Sequences Details

Indicators	Score
May contain few, incorrect or irrelevant details	4
Much of the response is copied directly from the text. May contain major inaccuracies	3
Response is written mostly in the student's own words. May contain minor inaccuracies	2
Response is written in the student's own words.	1

(Kay in Mahadir, 2014 )

2. To calculate the students scoring essay test

$$Score = \frac{Student 's Answer}{Total Number of Item} \times 100$$

(Gay 1981:298)

3. Classifying the students score into five classifications as follow

<b>No</b>	<b>Scale</b>	<b>Classification</b>
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fairly
6	56-55	Poor
7	0-45	Very Poor

(Depdikbud *in Mahadir*, 2014: 26)

Makassar, 2017

Mahasiswa

**Sugravanti**  
**NIM. 10535 5426 13**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMP Negeri 24 Makassar

Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VII / Ganjil  
Materi Pokok : Teks Narrative (Cerita Rakyat)  
Alokasi waktu : 2 X 40 menit

### **A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi Dasar dan Indikator**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
  - Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat
  - Siswa dapat mengidentifikasi de pokok dari setiap paragraph dalam suatu cerita rakyat

- Siswa dapat mengidentifikasi unsur sosial cerita rakyat
- Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat
- Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat
- Siswa dapat mengidentifikasi urutan kejadian dari cerita rakyat

1.4 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

- Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca
- Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis.

### C. Tujuan Pembelajaran.

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative sederhana berbentuk cerita rakyat.
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks narrative sederhana berbentuk cerita rakyat
3. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari teks narrative sederhana berbentuk cerita rakyat.
4. Mampu merespon dan memahami makna teks narrative sederhana berbentuk cerita rakyat.
5. Mampu menentukan ide pokok dan memahami alur dari teks narrative berbentuk cerita.

### D. Materi Pembelajaran

Teks Naratif : Babu and The Lion

Purpose : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution. and through narrative material the research

Struktur teks naratif :

Orientation: biasanya bagian ini berisi tentang pengenalan tokoh setting tempat/ latar, waktu.

Complication: berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

Resolution: berisi tentang penurunan/ penyelesaian masalah dari konflik yang terjadi

#### **E. Metode Pembelajaran**

Metode: Neurological Impress Method

#### **F. Media & Sumber Pembelajaran**

Media: Teks Narrative. Potongan kertas yang berisi tentang cerita rakyat yang berupa cerita rakyat yang menginspirasi dan menghibur siswa

#### **G. Langkah – langkah Kegiatan Pembelajaran**

<b>KEGIATAN</b>	<b>DESKRIPSI KEGIATAN</b>	<b>WAKTU</b>
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli). b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin). c. Guru memberikan brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu describing people. d. Menyampaikan garis besar cakupan materi	10 Menit



	dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.	
Kegiatan Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>Peserta didik mengamati gambar, struktur dan unsur kebahasaan dari contoh teks narrative t</li> <li>Peserta didik menyimak penjelasan guru mengenai teks narrative terutama bagaimana cara memahami teks bacaan dengan mudah, letak main idea di setiap paragraph dan alur dari cerita</li> <li>Peserta didik mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan main idea/ide pokok dari bacaan, dan urutan kejadian dalam cerita</li> </ol> <p><b>Mempertanyakan</b></p> <p>Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative serta menanyakan makna dari cerita.</p> <p><b>Mengeksplorasi</b></p> <ol style="list-style-type: none"> <li>Guru memanggil nama siswa sesuai absen untuk maju ke meja guru.</li> <li>Guru memberikan teks narrative kepada siswa yang berda di depan kelas dn duduk di samping guru.</li> <li>Guru dan siswa membaca teks tersebut secara bersamaan dan menunjuk kalimat yang sedang dibaca, dengan posisi tangan guru berda diatas tangan siswa. Setiap siswa mendapatkan membaca di sampig guru.</li> </ol> <p><b>Mengasosiasi</b></p> <p>Peserta didik yang lain membaca teks yang</p>	<p>10 Menit</p> <p>5 Menit</p> <p>5 Menit</p> <p>15 Menit</p> <p>30 Menit</p>

	<p>telah diberikan dan menentukan ide pokok serta urutan kejadian dalam cerita.</p> <p><b>Mengkomunikasikan</b></p> <p>a. Guru memberikan petunjuk kepada siswa mengenai ide pokok dari setiap paragraf</p> <p>b. Peserta didik diberikan kesempatan untuk mencari jawaban yang berada dibawa teks narrative yang telah dibaca</p>	
Penutup	<p>a. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>b. Guru memberikan motivasi kepada siswa serta membagika teks narrative di akhir pelajaran sebagai latihan memhami teks narrative.</p> <p>c. Guru menayakan kesulitan dan menyimpulkan materi</p>	5 Menit

## H. Penilaian

1. Teknik Penilaian: Teks Tertulis
2. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

1. Rubric of Literal Comprehension

### a. Main Ideas

Indicators	Score
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Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing	4
Identifies the main idea(s), and includes some supporting details.	3
Identifies the main idea(s) correctly, and includes many supporting details.	2
Clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details	1

(Kay in Mahadir, 2014 )

### **b. Sequences Details**

Indicators	Score
May contain few, incorrect or irrelevant details	4
Much of the response is copied directly from the text. May contain major inaccuracies	3
Response is written mostly in the student's own words. May contain minor inaccuracies	2
Response is written in the student's own words.	1

(Kay in Mahadir, 2014 )

2. To calculate the students scoring essay test

$$Score = \frac{Student 's Answer}{Total Number of Item} \times 100$$

(Gay 1981:298)

3. Classifying the students score into five classifications as follow

No	Scale	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fairly
6	56-55	Poor
7	0-45	Very Poor

(Depdikbud *in Mahadir*, 2014: 26)

Makassar, 2017

Mahasiswa

**Sugrayanti**  
**NIM. 10535 5426 13**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMP Negeri 24 Makassar  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VII / Ganjil  
Materi Pokok : Teks Narrative (Cerita Rakyat)  
Alokasi waktu : 4 X 40 menit

### **A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi Dasar dan Indikator**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
  - Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat
  - Siswa dapat mengidentifikasi de pokok dari setiap paragraph dalam suatu cerita rakyat

- Siswa dapat mengidentifikasi unsur sosial cerita rakyat
- Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita rakyat
- Siswa dapat mengidentifikasi unsur kebahasaan dalam cerita rakyat
- Siswa dapat mengidentifikasi urutan kejadian dari cerita rakyat

1.4 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

- Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca
- Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan dan tertulis.

### **C. Tujuan Pembelajaran.**

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks narrative sederhana berbentuk cerita rakyat.
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait teks narrative sederhana berbentuk cerita rakyat
3. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan dari teks narrative sederhana berbentuk cerita rakyat.
4. Mampu merespon dan memahami makna teks narrative sederhana berbentuk cerita rakyat.
5. Mampu menentukan ide pokok dan memahami alur dari teks narrative berbentuk cerita.

### **D. Materi Pembelajaran**

Teks Naratif : The Legend of Lake Batur

Purpose : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution. and through narrative material the research

Struktur teks naratif :

Orientation: biasanya bagian ini berisi tentang pengenalan tokoh setting tempat/ latar, waktu.

Complication: berisi tentang awal mula terjadinya masalah dan konflik-konflik yang dialami tokoh utama.

Resolution: berisi tentang penurunan/ penyelesaian masalah dari konflik yang terjadi

### **E. Metode Pembelajaran**

Metode: Neurological Impress Method

### **F. Media & Sumber Pembelajaran**

Media: Teks Narrative. Potongan kertas yang berisi tentang cerita rakyat yang berupa cerita rakyat yang menginspirasi dan menghibur siswa.

### **G. Langkah – langkah Kegiatan Pembelajaran**

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
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Pendahuluan	<p>e. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).</p> <p>f. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).</p> <p>g. Guru memberikan brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu describing people.</p> <p>h. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.</p>	10 Menit
Kegiatan Inti	<p><b>Mengamati</b></p> <p>d. Peserta didik mengamati gambar, struktur dan unsur kebahasaan dari contoh teks narrative t</p> <p>e. Peserta didik menyimak penjelasan guru mengenai teks narrative terutama bagaimana cara memahami teks bacaan dengan mudah, letak main idea di setiap paragraph dan alur dari cerita</p> <p>f. Peserta didik mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan main idea/ide pokok dari bacaan, dan urutan kejadian dalam cerita</p> <p><b>Mempertanyakan</b> Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks narrative serta menyakan makna dari cerita.</p> <p><b>Mengeksplorasi</b></p> <p>a. Guru memanggil nama siswa sesuai absen untuk maju kemeja guru.</p> <p>b. Guru memberikan teks narrative kepada siswa yang berda di depan kelas dn duduk di samping guru.</p> <p>c. Guru dan siswa membaca teks tersebut secara bersamaan dan menunjuk kalimat yang sedang dibaca, dengan posisi tangan guru berda diatas tangan siswa. Setiap siswa mendapatkan membaca di sampig guru.</p>	<p>10 Menit</p> <p>5 Menit</p> <p>5 Menit</p> <p>15 Menit</p>



	<p><b>Mengasosiasi</b> Peserta didik yang lain membaca teks yang telah diberikan dan menentukan ide pokok serta urutan kejadian dalam cerita.</p> <p><b>Mengkomunikasikan</b></p> <p>c. Guru memberikan petunjuk kepada siswa mengenai ide pokok dari setiap paragraf</p> <p>d. Peserta didik diberikan kesempatan untuk mencari jawaban yang berada dibawa teks narrative yang telah dibaca</p>	30 Menit
Penutup	<p>d. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>e. Guru memberikan motivasi kepada siswa serta membagikan teks narrative di akhir pelajaran sebagai latihan memahami teks narrative.</p> <p>f. Guru menayakan kesulitan dan menyimpulkan materi</p>	5 Menit

## F. Penilaian

1. Teknik Penilaian: Teks Tertulis
2. Bentuk Instrumen penilaian

Menilai kemampuan berbicara siswa dengan menggunakan kriteria sebagai berikut:

1. Rubric of Literal Comprehension
  - a. Main Ideas

Indicators	Score
Attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing	4
Identifies the main idea(s), and includes some supporting details.	3
Identifies the main idea(s) correctly, and includes many supporting details.	2
Clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details	1

(Kay in Mahadir, 2014 )

### **b. Sequences Details**

Indicators	Score
May contain few, incorrect or irrelevant details	4
Much of the response is copied directly from the text. May contain major inaccuracies	3
Response is written mostly in the student's own words. May contain minor inaccuracies	2
Response is written in the student's own words.	1

(Kay in Mahadir, 2014 )

2. To calculate the students scoring essay test

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(Gay 1981:298)

3. Classifying the students score into five classifications as follow

<b>No</b>	<b>Scale</b>	<b>Classification</b>
1	96-100	Excellent
2	86-95	Very Good
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4	66-75	Fairly Good
5	56-65	Fairly
6	56-55	Poor
7	0-45	Very Poor

(Depdikbud *in Mahadir*, 2014: 26)

Makassar, 2017

Mahasiswa

**Sugravanti**  
**NIM. 10535 5426 13**

## APPENDIX C

### THE OLD MAN AND HIS SONS

Once there lived an old man who had many sons, they were always quarrelling with one another and this made him very sad. He longed to see them live peacefully so he thought up a clever plan to show them their folly.

He brought home a small bundle of sticks and sent for his sons. He asked his sons. He asked his youngest son to try and break the bundle, but he could not. Then he asked the rest to try. One by one, each of them tried, but failed.

Then the old man untied the bundle and asked his sons to try again. They broke the sticks at once. Now came the time to teach them their lesson. "My sons," he said, "learn a lesson from these sticks. You could not break them as long as they were bound together, but the moment they were separated from one another, they were broken into pieces. In the same way, you will come to no harm as long as you remain united. But, you will all perish if you are divided."

*Answer the question below!*

1. What is the main ideas from text above!
2. Why the old man very sad?
3. What the old man made them saw their folly?
4. Who is the He in the second paragraph and them in the last paragraph line 3!
5. Write down in your own words the messages of this story?

## THE PROUD LION

One day, a rat walked past a lion sleeping in deep for rest. just then, lion woke up and saw the rat. He caught it with his paw.

“What a tasty meal!” he said.

“Mr. Lion, King of the Forest,” cried the rat, “please have a pity on me. I’m too small to good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The lion laughed, “how can you ever repay me?”

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was. It was the lion. He had failed into a hole in the ground and was caught in a rope net. The lion looked up and saw the rat. “Mr. Rat,” he called out, “Mr. Rat, please jump down and help me.”

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole. “Mr. Lion,” said the rat, “yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you.”

***Answer the question below!***

1. What is the main ideas of the text above?
2. What did the lion say when he caught the rat?
3. Did the lion let the rat go because he took pity on him or simply because he wasn’t hungry?
4. Did the rat keep his promise to the lion?
5. What the hell on with lion?
6. What did the reaction of the rat when saw the lion down?

## **Babu and the Lion**

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him...., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

### **Comprehension Questions**

1. What was the slave's name?
2. Where did she/he sleep?
3. What animal did she/he see next morning?
4. Was the slave afraid of the animal?

## **The Legend of Lake Batur**

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity.

They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

### **Answer the question below!**

1. Find out the meaning of difficult words from the text?
2. Write down the main ideas of each paragraph?
3. Read the text above more carefully to answer the question?
4. Write down in your own words the messages of this story?

## APPENDIX D

- D.1. The Students' Row of Pre-test in Reading Comprehension
- D.2. The Students' Row of Post-test in Reading Comprehension
- D.3. The students' Scores of Pretest ( $X_1$ ) and Post-test ( $X_2$ ), Gain/Difference between the Matched Pairs (D), and Square of the Gain ( $D^2$ )
- D.4. Scoring Classification of the Students Pre-test and Post-test in Main Idea
- D.5. Table Frequency and Rate Percentage of the
- D.6. Mean Score of the Pre-test, Post-test, and Gain (D)
- D.7. The Percentage of the Students' Improvement Students' Reading Comprehension on Main Idea in Reading Comprehension
- D.8. Test of Significance of Reading Comprehension
- D.9. Table Distribution Of T-Value



## APPENDIX D. 1

## The Students' Row of Pre-test in Reading Comprehension

No	Code	Components of Speaking		X1 + X2	Final
	Sample	Vocabulary (X1)	Fluency (X2)		Score
1	SY-01	2	2	4	50
2	SY-02	2	3	5	63
3	SY-03	3	2	5	63
4	SY-04	2	2	4	50
5	SY-05	3	2	5	63
6	SY-06	2	2	4	50
7	SY-07	2	2	4	50
8	SY-08	2	2	4	50
9	SY-09	2	2	4	50
10	SY-10	2	2	4	50
11	SY-11	2	2	4	50
12	SY-12	2	2	4	50
13	SY-13	1	2	3	38
14	SY-14	2	1	3	38
15	SY-15	4	2	6	75
16	SY-16	2	1	3	38
17	SY-17	3	3	6	75
18	SY-18	2	2	4	50
19	SY-19	3	2	5	63
20	SY-20	3	2	5	63
21	SY-21	2	1	3	38
22	SY-22	1	2	3	38
23	SY-23	3	1	4	50
24	SY-24	2	3	5	63
25	SY-25	2	1	3	38
26	SY-26	2	2	4	50
27	SY-27	2	2	4	50
28	SY-28	3	2	5	63
29	SY-29	2	2	4	50
30	SY-30	2	2	4	50
<i>x</i>		67	58	125	1569
X		2.23	1.93	4.17	52.3

APENDIX D. 2

The Students' Row of Post-test in Reading Comprehension

No	Code	Components of Speaking		X1 + X2	Final
	Sample	Vocabulary (X1)	Fluency (X2)		Score
1	SY-01	3	3	6	75
2	SY-02	3	4	7	88
3	SY-03	4	3	7	88
4	SY-04	3	3	6	75
5	SY-05	3	3	6	75
6	SY-06	3	3	6	75
7	SY-07	4	3	7	88
8	SY-08	3	3	6	75
9	SY-09	3	3	6	75
10	SY-10	4	3	7	88
11	SY-11	3	3	6	75
12	SY-12	3	3	6	75
13	SY-13	2	4	6	75
14	SY-14	3	3	6	75
15	SY-15	4	4	8	100
16	SY-16	3	3	6	75
17	SY-17	4	4	8	100
18	SY-18	3	3	6	75
19	SY-19	4	3	7	88
20	SY-20	4	3	7	88
21	SY-21	4	2	6	75
22	SY-22	2	3	5	63
23	SY-23	4	2	6	75
24	SY-24	3	4	7	88
25	SY-25	3	3	6	75
26	SY-26	4	4	8	100
27	SY-27	4	3	7	88
28	SY-28	4	3	7	88
29	SY-29	3	3	6	75
30	SY-30	3	4	7	88
<b>x</b>		<b>100</b>	<b>95</b>	<b>195</b>	<b>2443</b>
<b>X</b>		<b>3.33</b>	<b>3.17</b>	<b>6.50</b>	<b>81.43</b>

APPENDIX D. 3

The students' Scores of Pretest ( $X_1$ ) and Post-test ( $X_2$ ), Gain/Difference between the Matched Pairs (D), and Square of the Gain ( $D^2$ )

1. Main Idea

No	Code Sample	Main Idea		D ( $X_2 - X_1$ )	D2
		Pre-Test ( $X_1$ )	Post-Test ( $X_2$ )		
1	SY-01	50	75	25	625
2	SY-02	50	75	25	625
3	SY-03	75	100	25	625
4	SY-04	50	75	25	625
5	SY-05	75	75	0	0
6	SY-06	50	75	25	625
7	SY-07	50	100	50	2500
8	SY-08	50	75	25	625
9	SY-09	50	75	25	625
10	SY-10	50	100	50	2500
11	SY-11	50	75	25	625
12	SY-12	50	75	25	625
13	SY-13	25	50	25	625
14	SY-14	50	75	25	625
15	SY-15	100	100	0	0
16	SY-16	50	75	25	625
17	SY-17	75	100	25	625
18	SY-18	50	75	25	625
19	SY-19	75	100	25	625
20	SY-20	75	100	25	625
21	SY-21	50	100	50	2500
22	SY-22	25	50	25	625
23	SY-23	75	100	25	625
24	SY-24	50	75	25	625
25	SY-25	50	75	25	625
26	SY-26	50	100	50	2500
27	SY-27	50	100	50	2500
28	SY-28	75	100	25	625
29	SY-29	50	75	25	625
30	SY-30	50	75	25	625
Total		$\sum x = 1675$	$\sum x = 2500$	$\sum d = 825$	$\sum d^2 = 26875$

## 2. Sequence Detail

No	Code Sample	Sequence Detail		D (X2 - X1)	D2
		Pre-Test (X1)	Post-Test (X2)		
1	SY-01	50	75	25	625
2	SY-02	75	100	25	625
3	SY-03	50	75	25	625
4	SY-04	50	75	25	625
5	SY-05	50	75	25	625
6	SY-06	50	75	25	625
7	SY-07	50	75	25	625
8	SY-08	50	75	25	625
9	SY-09	50	75	25	625
10	SY-10	50	75	25	625
11	SY-11	50	75	25	625
12	SY-12	50	75	25	625
13	SY-13	50	100	50	2500
14	SY-14	25	75	50	2500
15	SY-15	50	100	50	2500
16	SY-16	25	75	50	2500
17	SY-17	75	100	25	625
18	SY-18	50	75	25	625
19	SY-19	50	75	25	625
20	SY-20	50	75	25	625
21	SY-21	25	50	25	625
22	SY-22	50	75	25	625
23	SY-23	25	50	25	625
24	SY-24	75	100	25	625
25	SY-25	25	75	50	2500
26	SY-26	50	100	50	2500
27	SY-27	50	75	25	625
28	SY-28	50	75	25	625
29	SY-29	50	75	25	625
30	SY-30	50	100	50	2500
Total		<b>x 1450</b>	<b>x 2375</b>	<b>d = 925</b>	<b><math>\frac{2}{d} = 31875</math></b>

### 3. Reading Comprehension

No	Code	Reading Comprehension		D (X2 - X1)	D2
	Sample	Pre-Test (X1)	Post-Test (X2)		
1	SY-01	50	75	25	625
2	SY-02	63	88	25	625
3	SY-03	63	88	25	625
4	SY-04	50	75	25	625
5	SY-05	63	75	12	144
6	SY-06	50	75	25	625
7	SY-07	50	88	38	1444
8	SY-08	50	75	25	625
9	SY-09	50	75	25	625
10	SY-10	50	88	38	1444
11	SY-11	50	75	25	625
12	SY-12	50	75	25	625
13	SY-13	38	75	37	1369
14	SY-14	38	75	37	1369
15	SY-15	75	100	25	625
16	SY-16	38	75	37	1369
17	SY-17	75	100	25	625
18	SY-18	50	75	25	625
19	SY-19	63	88	25	625
20	SY-20	63	88	25	625
21	SY-21	38	75	37	1369
22	SY-22	38	63	25	625
23	SY-23	50	75	25	625
24	SY-24	63	88	25	625
25	SY-25	38	75	37	1369
26	SY-26	50	100	50	2500
27	SY-27	50	88	38	1444
28	SY-28	63	88	25	625
29	SY-29	50	75	25	625
30	SY-30	50	88	38	1444
TOTAL		$\sum x = 1569$	$\sum x = 2443$	$\sum d = 874$	$\sum d^2 = 27140$

APPENDIX D. 4

1. Scoring Classification of the Students Pre-test and Post-test in Main Idea

No	Sample	Pre Test			Post Test		
		Main Idea	Final Score	Classification	Main Idea	Final Score	Classification
1	SY-01	2	50	Poor	3	75	fairly good
2	SY-02	2	50	Poor	3	75	fairly good
3	SY-03	3	75	fairly good	4	100	excellent
4	SY-04	2	50	Poor	3	75	fairly good
5	SY-05	3	75	fairly good	3	75	fairly good
6	SY-06	2	50	Poor	3	75	fairly good
7	SY-07	2	50	Poor	4	100	excellent
8	SY-08	2	50	Poor	3	75	fairly good
9	SY-09	2	50	Poor	3	75	fairly good
10	SY-10	2	50	Poor	4	100	excellent
11	SY-11	2	50	Poor	3	75	fairly good
12	SY-12	2	50	Poor	3	75	fairly good
13	SY-13	1	25	very poor	2	50	poor
14	SY-14	2	50	Poor	3	75	fairly good
15	SY-15	4	100	Excellent	4	100	excellent
16	SY-16	2	50	Poor	3	75	fairly good
17	SY-17	3	75	fairly good	4	100	excellent
18	SY-18	2	50	Poor	3	75	fairly good
19	SY-19	3	75	fairly good	4	100	excellent
20	SY-20	3	75	fairly good	4	100	excellent
21	SY-21	2	50	Poor	4	100	excellent
22	SY-22	1	25	very poor	2	50	poor
23	SY-23	3	75	fairly good	4	100	excellent
24	SY-24	2	50	Poor	3	75	fairly good
25	SY-25	2	50	Poor	3	75	fairly good
26	SY-26	2	50	Poor	4	100	excellent
27	SY-27	2	50	Poor	4	100	excellent
28	SY-28	3	75	fairly good	4	100	excellent
29	SY-29	2	50	Poor	3	75	fairly good
30	SY-30	2	50	Poor	3	75	fairly good

## 2. Scoring Classification of the Students Pre-test and Post-test in Sequence Detail

No	Sample	Pre Test			Post Test		
		Sequenc e Detail	Fina l Scor e	Classificatio n	Sequenc e Detail	Final Score	Classification
1	SY-01	2	50	Poor	3	75	fairly good
2	SY-02	3	75	fairly good	4	100	excellent
3	SY-03	2	50	Poor	3	75	fairly good
4	SY-04	2	50	Poor	3	75	fairly good
5	SY-05	2	50	Poor	3	75	fairly good
6	SY-06	2	50	Poor	3	75	fairly good
7	SY-07	2	50	Poor	3	75	fairly good
8	SY-08	2	50	Poor	3	75	fairly good
9	SY-09	2	50	Poor	3	75	fairly good
10	SY-10	2	50	Poor	3	75	fairly good
11	SY-11	2	50	Poor	3	75	fairly good
12	SY-12	2	50	Poor	3	75	fairly good
13	SY-13	2	50	Poor	4	100	excellent
14	SY-14	1	25	very poor	3	75	fairly good
15	SY-15	2	50	Poor	4	100	excellent
16	SY-16	1	25	very poor	3	75	fairly good
17	SY-17	3	75	fairly good	4	100	excellent
18	SY-18	2	50	Poor	3	75	fairly good
19	SY-19	2	50	Poor	3	75	fairly good
20	SY-20	2	50	Poor	3	75	fairly good
21	SY-21	1	25	very poor	2	50	poor
22	SY-22	2	50	poor	3	75	fairly good
23	SY-23	1	25	very poor	2	50	poor
24	SY-24	3	75	fairly good	4	100	excellent
25	SY-25	1	25	very poor	3	75	fairly good
26	SY-26	2	50	poor	4	100	excellent
27	SY-27	2	50	poor	3	75	fairly good
28	SY-28	2	50	poor	3	75	fairly good
29	SY-29	2	50	poor	3	75	fairly good
30	SY-30	2	50	poor	4	100	excellent

3. Scoring Classification of the Students Pre-test and Post-test in Reading Comprehension

No	Sample	Pre Test		Post Test	
		Score	Classification	Score	Classification
1	SY-01	50	poor	75	Very good
2	SY-02	63	fairly	88	Fairly Good
3	SY-03	63	fairly	88	Fairly Good
4	SY-04	50	poor	75	Fairly Good
5	SY-05	63	fairly	75	Fairly Good
6	SY-06	50	fairly	75	fairly
7	SY-07	50	poor	88	Very Good
8	SY-08	50	poor	75	fairly
9	SY-09	50	poor	75	fairly
10	SY-10	50	poor	88	Very Good
11	SY-11	50	poor	75	Very Good
12	SY-12	50	poor	75	Fairly Good
13	SY-13	38	very poor	75	Very Good
14	SY-14	38	very poor	75	Very Good
15	SY-15	75	Fairly Good	100	Very Good
16	SY-16	38	very poor	75	Very Good
17	SY-17	75	Fairly Good	100	excellent
18	SY-18	50	poor	75	fairly
19	SY-19	63	fairly	88	Very Good
20	SY-20	63	fairly	88	Very Good
21	SY-21	38	very poor	75	Fairly Good
22	SY-22	38	very poor	63	poor
23	SY-23	50	poor	75	Very Good
24	SY-24	63	fairly	88	Fairly Good
25	SY-25	38	very poor	75	fairly
26	SY-26	50	poor	100	Very Good
27	SY-27	50	poor	88	Very Good
28	SY-28	63	fairly	88	Fairly Good
29	SY-29	50	poor	75	Very Good
30	SY-30	50	poor	88	Very Good



Appendix D. 5

Frequency and Rate Percentage of the Students' Reading Comprehension on Main Idea

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	96-100	Excellent	1	3.33%	12	40.00%
2	86-95	Very Good	-	-	-	-
3	76-85	Good	-	-	-	-
4	66-75	Fairly Good	7	23.33%	16	53.33%
5	56-65	Fairly	-	-	-	-
6	45-55	Poor	20	66.66%	2	6.66%
7	0-45	Very Poor	2	6.66%		
<b>TOTAL</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

Frequency and Rate Percentage of the Students' Reading Comprehension on Sequence Detail

No	Score	Category	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	96-100	Excellent	3	10.00%	7	23.33%
2	86-95	Very Good	-	-	-	-
3	76-85	Good	-	-	-	-
4	66-75	Fairly Good			21	70.00%
5	56-65	Fairly				
6	45-55	Poor	22	73.33%	2	6.66%
7	0-45	Very Poor	5	16.66%		
<b>TOTAL</b>			<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

The Students' Improvement in Reading Comprehension

Components	Mean Score		Improvement
	Pre-test	Post-test	
Main Idea	56	83	48.21%
Sequence Detail	48	79	64.58%
Final Score	52	81	55.77%

## Appendix D.6

### Mean Score of the Pre-test, Post-test, and Gain (D)

#### 1. Data analysis of Pre test

##### a. Main Idea

$$X = \frac{\sum x}{N} \qquad X = \frac{1675}{30}$$

Where :

$$X = \text{Mean Score} \qquad X = 56$$

$$\sum X = \text{Sum of all score}$$

$$N = \text{Total number of sample}$$

##### b. Sequence Detail

$$X = \frac{\sum x}{N} \qquad X = \frac{1450}{30}$$

Where :  $X = 48$

$$X = \text{Mean Score}$$

$$\sum X = \text{Sum of all score}$$

$$N = \text{Total number of sample}$$

##### c. Reading Comprehension Score

$$X = \frac{\sum x}{N} \qquad X = \frac{1569}{30}$$

Where :  $X = 52$

$$X = \text{Mean Score}$$

$$\sum X = \text{Sum of all score}$$

$$N = \text{Total number of sample}$$

## 2. Data analysis of Post test

### a. Main Idea

$$X = \frac{\sum x}{N} \qquad X = \frac{2500}{30}$$

Where :

$$X = \text{Mean Score} \qquad X = 83$$

$$\sum X = \text{Sum of all score}$$

$$N = \text{Total number of sample}$$

### b. Sequence Detail

$$X = \frac{\sum x}{N} \qquad X = \frac{2375}{30}$$

Where :  $X = 79$

$$X = \text{Mean Score}$$

$$\sum X = \text{Sum of all score}$$

$$N = \text{Total number of sample}$$

### c. Reading Comprehension

$$X = \frac{\sum x}{N} \qquad X = \frac{2443}{30}$$

Where :  $X = 81$

$$X = \text{Mean Score}$$

$$\sum X = \text{Sum of all score}$$

$$N = \text{Total number of sample}$$

The Students' Mean score of gain (D) Main Idea

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{825}{30}$$

$$Md = 27.5$$

The Students' Mean score of gain (D) Sequence Detail

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{925}{30}$$

$$Md = 30.83$$

The Students' Mean score of gain (D) Reading Comprehension

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{874}{30}$$

$$Md = 29.13$$

## Appendix D.7

### The Percentage of the Students' Improvement in Rreading Comprehension

#### 1. The Students' Improvement In Main Idea

Pre Test Score is 56

Post Test Score is 83

Improvement from pre test to post test :

$$P = \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\%$$

$$P = \frac{83-56}{56} \times 100\%$$

$$P = \frac{27}{56} \times 100 = 48.21\%$$

The students' improvement from pre test to post test is 48.21%

#### 2. The Students' Improvement in Sequence Detail

Pre Test Score is 48

Post Test Score is 79

Improvement from pre test to post test :

$$P = \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\%$$

$$P = \frac{79-48}{48} \times 100\%$$

$$P = \frac{31}{48} \times 100 = 64.58\%$$

The students' improvement from pre test to post test is 64.58%

### 3. The Students' Improvement In Reading Comprehension

Pre Test Score is 52

Post Test Score is 81

Improvement from pre test to post test :

$$P = \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\%$$

$$P = \frac{81 - 52}{52} \times 100\%$$

$$P = \frac{29}{52} \times 100 = 55.77\%$$

The students' improvement from pre test to post test is 55.77%

## APPENDIX D.8

### a. Test of Significance of Main Idea

$$\begin{aligned} T &= \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} \\ &= \frac{27.5}{\sqrt{\frac{26875 - \frac{(825)^2}{30}}{30(30-1)}}} \\ &= \frac{27.5}{\sqrt{\frac{26875 - \frac{680625}{30}}{30(30-1)}}} \\ &= \frac{27.5}{\sqrt{\frac{26875 - 22687.5}{870}}} \\ &= \frac{27.5}{\sqrt{\frac{4187.5}{870}}} \\ &= \frac{27.5}{\sqrt{4.81}} \\ &= \frac{27.5}{2.19} \\ &= 12.56 \end{aligned}$$

b. Test of Significance of Sequence Detail

$$\begin{aligned}
 T &= \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} \\
 &= \frac{30.83}{\sqrt{\frac{31875 - \frac{(925)^2}{30}}{30(30-1)}}} \\
 &= \frac{30.83}{\sqrt{\frac{31875 - \frac{855625}{30}}{30(30-1)}}} \\
 &= \frac{30.83}{\sqrt{\frac{31875 - 28520.8}{870}}} \\
 &= \frac{30.83}{\sqrt{\frac{3354.2}{870}}} \\
 &= \frac{30.83}{\sqrt{3.85}} \\
 &= \frac{30.83}{1.96} \\
 &= 15.72
 \end{aligned}$$



c. Test of Significance of Reading Comprehension

$$\begin{aligned}
 T &= \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}} \\
 &= \frac{29.13}{\sqrt{\frac{27140 - \frac{(874)^2}{30}}{30(30-1)}}} \\
 &= \frac{29.13}{\sqrt{\frac{27140 - \frac{763876}{30}}{30(30-1)}}} \\
 &= \frac{29.13}{\sqrt{\frac{27140 - 254625}{870}}} \\
 &= \frac{29.13}{\sqrt{\frac{1677.5}{870}}} \\
 &= \frac{29.13}{\sqrt{1.93}} \\
 &= \frac{29.13}{1.39} \\
 &= 20.96
 \end{aligned}$$

APPENDIX D. 9

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N – 1=30 – 1= 29, T- table= 2.04523

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

(Subana, et al, 2005: 206)

## APPENDIX E

### DOKUMENTASI





## CURRICULUM VITAE



**SUGRAYANTI** was born in Pinrang on September 1<sup>th</sup> 1995. She is the first child of two children from great couple of Fatima.Halik and Baharuddin . The researcher began her education at play group at TK Raudhatul Athafal DDI Pajalele in 2000 and graduated in 2001. In the same year she continued her study in elementary school at SDN 269 Pinrang and graduated in 2007. In the same year she continued her study at SMPN 2 Lembang in 2007 and graduated in 2010. After graduating from junior high school, she continued her study to senior high school at SMAN 1 Lembang in 2010 and graduated in 2013. In 2013 she enrolled at UNISMUH Makassar with taking English study program of Faculty of Teacher Training and Education.

Finally, she graduated from UNISMUH Makassar in 2017 by writing skripsi under the title “The Implementation of Neurological Impress Method (NIM) towards students reading comprehension”.