

**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH NEUROLOGICAL IMPRESS METHOD (N.I.M)**
*(A Classroom Action Research at the Eight Grade Students of
MTs Muhammadiyah Bantaeng)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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Demikian perjanjian ini saya buat dengan sebenarnya dan penuh kesadaran.

Makassar, September 2017

Yang membuat

perjanjian,

SYAMSINAR

MOTTO

NEVER SAY NEVER

“Do Your Best at Any Moment That You Have”

I dedicate this thesis to my parents, my sister, my husband and all my friends.

Thank you for supporting.

ABSTRACT

SYAMSINAR. 2017. “ *Improving the Students Reading Comprehension through Neurological Impress Method (N.I.M) At the Eight Grade of MTS Muhammadiyah Bantaeng*”. Supervised by Erwin Akib as the first consultant and Awalia Azis as the second consultant. A Thesis of English Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The method of this research was Classroom Action Research that consisted of two cycles. The objective of this research was intended to know the improvement of the students' reading comprehension. This classroom action research was done at the Eight Grade students of MTs Muhammadiyah Bantaeng. The subject of this research was class VIII-A in 2017-2018 academic year by using random technique. It consisted of 24 students. The instrument of this research were reading test and observation sheet.

The result of the students written in cycle I and cycle II had significantly different score. there was a better increase by students at the end of action of second cycle. The research findings indicated that teaching reading comprehension through neurological impress method and after evaluation in cycle I and cycle II. the improvement from D-test to cycle I, is greater than cycle I to cycle II (10.0% > 12.0%).

Based on the findings, then it can be concluded that Improving the Students Reading Comprehension through Neurological Impress Method (N.I.M) in case of Literal and interpretative comprehension..

Key words: *neurological impress method, literal and interpretative.*

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Makassar, Oktober 2017

The Researcher

SYAMSINAR

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CHAPTER I

INTRODUCTION

A. Background

English is one of the subjects in Indonesia's curriculum for elementary until university level and also become a subject which is examined in National Examinations. Law of National Education Standard (2005) stated: In the level of Junior High School (SMP) or other forms in the same level, National Examination includes subjects of Indonesia Language, English, Mathematics, and the subjects which are become the characteristics of Education Program.

Besides as a compulsory subject, English is also a need in this globalization era. The goals of teaching English in Indonesia are mainly to enable the students to use English for communication and to read books and references written in English. The students are expected to have skills of the English language such as reading, writing, listening, speaking, and other elements of language that must be taught to the students through the chosen themes.

Among the four skills above, reading get greater attention than three others, because reading is one of the important skills. Reading can be defined as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning and through reading we can get much knowledge, study new words, comprehend ideas, study the word are used, how to implement the grammatical rules, and gain the information from their reading material if they are able to derive meaning from what they read. By reading people can explore the world, find and improve new concept, enhance experience,

find problem solving, and to up-date the changes in the world.

In syllabus of KTSP of Junior High School (2010) at the eight grade, states that curriculum of education expect the students to be able to understand reading texts. In this case is especially for hortatory exposition through reading based on the context of the text. Constructing their ideas and automatically expressing their ideas into speaking and writing which are appropriate with environment where they are. It affirms that one of the basic competences that should be mastered by the students is reading comprehension. It proves that reading comprehension is very important in learning English.

As the explanation above, the researcher will use Neurological Impress Method (N.I.M) to improve the students reading ability especially in reading comprehension. It can help the students to express their ideas and can be able to comprehend the text or material they read. It will be held at the second year students of Mts Muhammadiyah Bantaeng. In that school the students still lack of ability to express their own ideas through reading. It is proved from their successful minimal criteria (KKM) are 7.0 while the students just got 6.0, which the researcher has taught in P2K (Teaching Practice) for two months. It means very low. Such problems are found by the researcher through observation and teaching-learning process in diagnostic test.

The ultimate goals of reading are that learners should be able to read narrative text material with comprehension. Reading along with a more fluent reader is thought of as an impress in of word memories on the natural process (Heckelman in Imran, 2010). Based on the background above, the researcher

would like to carry out a research under the title “*Improving The Students’ Reading Comprehension Through Neurological Impress Method (N.I.M) At The Eight Grade of Mts Muhammadiyah Bantaeng*”

B. Problem Statement

Based on the background of the study, the researcher formulates the research questions as follows:

1. How is the improvement of students’ literal comprehension focus on the main idea in reading comprehension at the eight grade of Mts Muhammadiyah Bantaeng through the use of Neurological Impress Method?
2. How is the improvement of the students’ interpretative comprehension focus on concluding reading comprehension at the eight grade of Mts Muhammadiyah Bantaeng through the use of Neurological Impress Method?

C. Objective of the Study

Relating to the research questions mentioned above, the researcher states that objectives of the study are to find out:

1. The improvement of the students’ literal comprehension focuses on the main idea in reading comprehension through the use of Neurological Impress Method at the eight grade of Mts Muhammadiyah Bantaeng.

2. The improvement of the students' interpretative comprehension focus on concluding reading comprehension through the use of Neurological Impress Method at the eight grade of Mts Muhammadiyah Bantaeng.

D. Significance of the Study

The result of the study is aimed to give the benefits as below:

1. For the students:

The students can be able to comprehend the text or material they read.

2. For the teachers:

This study can give a contribution to other teachers to innovate learning strategy, especially utilizing Neurological Impress Method, so that they can increase both teaching-learning quality and the students' learning achievement.

3. For the institution of education:

The institution can conduct this study for other subject material especially by Neurological Impress Method. It means for developing and increasing the students' learning achievement and learning performance. At last, the improvement of learning achievement can give an excellent effect of increasing credibility of the institution.

4. For other researchers:

The result of the study can be used as a reference for starting point to conduct a further study about teaching and learning English, especially by applying Neurological Impress Method strategy in Reading activity.

E. Scope of the Study

The scope of the study is the writer focuses on improving the students' ability to find the literal comprehension focus on the main idea and the interpretative comprehension focus on concluding reading text through neurological impress method at the VIII grade of Mts Muhammadiyah Bantaeng.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The chapter reports the identification of using NIM to improve reading comprehension of the students through some previous research finding.

Heckleman. (1969). In his Journal, *A Neurological-Impress method of remedial reading instruction*. He found that research result on the Neurological Impress Method 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.

Flood. (2005). In his journal, *Neurological impress method plus Reading Psychology*. She found that research result 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.

Based on the previous findings above, it indicates that Neurological Impress Method (NIM) is an effective way to be applied for a reading activity. It covers three parts of language skill, which are reading while listening, then speaks it out through focusing on comprehending. Hence, the goal of reading activity can be achieved naturally. Through these findings, the research is going to apply NIM as how Victoria did in her previous research, where the students will read the

material together with the teacher for sometimes then ended by reading alone.

B. Neurological Impress Method (N.I.M)

Heckleman in Victoria (2004:66) describes a Neurological Impress Method is a rapid reading technique. The instructor reads a passage at a fairly rapid rate, with the instructor's voice directed into the student's ear. The teacher begins as the dominant reading voice, but gradually the students spend more time leading this session. Students who have learned mechanics without adequately learning reading fluency, frequently benefit from this, as do students who read slowly or who hesitate over a number a word but can identify most of the words in a sentence. A student is directed to read a passage without errors. This method functions most efficiently when it is practiced for a short period every day.

In 1952, psychologist Robert G. Heckelman studied research involving stuttering, in which a stutterer's voice was fed back simultaneously into the stutterer's ear. The result was a neurological change that stopped the stuttering (Heckelman, 1986). Heckelman applied this research to a reading situation with a patient, an adolescent girl of average intelligence. The patient, who should have been reading at ninth-grade level, was reading at third-grade level. Instead of the patient listening to her voice fed back, as in the stuttering research, she listened to an experienced reader's voice and attempted to "echo" the experienced reader as her eyes followed the words across the page. Heckelman selected reading material that was at her frustration level (material she could not read on her own). After 12 one-hour sessions of unison reading, the patient improved 3-grade levels in her overall reading skills. Heckelman expanded the research to a group of 24

struggling readers in Merced County, California. After only 7 1/2 hours of instruction, the average gain for the 24 participants was 1.9-grade levels (Victoria, 2004:66).

1. The Importance of Using Neurological Impress Method (N.I.M)

Heckleman in Imran (2010:11) states that the importance of using the NIM method at some points as follows:

- a. Help students learn to decode words accurately and automatically, without conscious thought
- b. Encourages students to be more efficient and strategic reader
- c. Can help students to ask useful read and respond to the text
- d. To guide and monitor students learning and promote higher-level thinking in their students
- e. To help students in understanding how the NIM works as an essential component of Comprehension text.

2. The Advantages of Using Neurological Impress Method (N.I.M)

Flood in Imran (2010:17) explains that the advantage of using NIM method as follows:

- a. Developing reading fluency
- b. Helps impress the word into the learner's memory
- c. Help learner imitate correct pronunciation, intonation, and phrasing
- d. Increase confidence in reading
- e. Models reading fluency and mechanics
- f. Provide a pleasant, nonthreatening reading experience

g. Provide immediate feedback and success in reading .

3. The Teaching Procedures Should Be Used With The Neurological Impress Method

According to Heckleman in Imran (2010:18), the teaching procedures should be used with the Neurological Impress Method:

In the beginning, the teacher should make the student aware that they will be reading together each day for 15 minutes to improve the student reading. The accompanying reader should be the same person throughout the program, and he/she should also be thoroughly familiar with the goals of the program and important factors for becoming a fluent reader. The teacher should participate in the selection of the reading materials, making sure that they will be easy for the student (high-interest low vocabulary books are recommended). Because anticipation of potentially problematic words is also required, the teacher should be thoroughly familiar with the student's reading abilities. The teacher must also refrain from quizzing the student about the materials they have just read, nor can he/she turn it into a lesson on getting clues from context or sounding out the words. All comments made must be positive.

- a. The student sits on the teacher's left and holds the book. They read out loud simultaneously, the teacher is sure to read at the same rate as the student.
- b. At the same time, the teacher uses a finger or a pen to point to the words as they are read, moving the pen slowly, to focus the student attention to both the words and the smooth flow of the reading.
- c. This flow is only interrupted when a problem word is reached, at which point

the pen is held at this word, and the student is given a chance to sound it out (aided or not as the case may be). If it is a sight word, the teacher should provide it quickly for the student to repeat and reading should continue (the word is simply noted for later review, which occurs at the beginning of each subsequent lesson until it is read as a sight word 3 to 4 times).

- d. As the student progresses, the teacher may let the student take the lead in reading while he/she trails slightly behind as reinforcement.
- e. 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 and amount of text read will increase.

C. Steps for Neurological Impress Method in Teaching for Reading Comprehension.

Flood in Imran (2010:17) states that the way in using the N.I.M strategy as follows:

- a. Select an instructional level text (or better yet, ask the student to select the text).
- b. Sit next to the student so that you speak into the student's ear.
- c. Move the finger under each word as you read it. The students rest his or her finger on top yours.
- d. As you read the text aloud together, set the pace by reading slightly faster than the student. Model fluency and expression, chunking word in meaningful phrases and pausing for punctuation.

- e. Gradually release the “lead” to the student as he or she becomes more comfortable with the text.
- f. N.I.M PLUS: after reading, ask the student to retell the text to you and discuss a few comprehension question.
- g. When students are provided with models and explanations of the reasoning involved in reading, they are better able to use the modeled strategies on their own.
- h. Typically a science-related read aloud focuses on a science concept, the author's craft or a particular literary feature.
- i. Don't do everything with one read aloud; use a variety of opportunities to revisit a particular focus and limit how much you focus on with any one book.
- j. Inspire questions and investigations by modeling curiosity and question-posing-- let the students in on the 'secret' of how you, the teacher, construct questions.
- k. Explicitly share thinking processes-- thinking aloud is making thinking public
- l. Improve comprehension of science text by modeling the use of reading strategies that are most helpful for reading a particular type of literature.
- m. Use books about scientists and their work to inspire questions about scientific processes or the importance of life events in choosing a career.

D. Reading Comprehension

Anderson and Pearson (2010:11) states that and continue to be many definitions of reading comprehension. A prevalent and current view is that comprehension is a special kind of thinking process. The reader comprehends

by actively constructing meaning internally from interacting with the material that is read.

Kustaryo in Ilvira (2010:11) states that Reading is an active thinking process which does not only depend on comprehension skill. He quoted “Reading Comprehension understand what has been read it is an active thinking process that depends not only on comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing, ideas, recognizing author purposes, judgment and evaluating.”

Furthermore, Gloria in Rais (2010:13) expresses that comprehending the text is an interactive process between the reader background knowledge and text. This means that comprehension requires the ability to relate the textual material to own knowledge. In other words that in comprehending words, sentences and entire text will involve more than just relying on ones linguistic knowledge.

From the point of view above, the researcher can conclude that reading comprehension is an interactive activity between the reader and the text. It is how able the reader to derive the meaning of what is read. In another hand, reading is also as an active process, where the readers try to gain the information by the author and understand what they have read automatically.

E. Strategy for Teaching Reading Comprehension

Mattis in Imran (2010:10) states that there are several strategies for teaching reading comprehension as follows:

1. Making Connections

Readers relate what they read to personal experiences (text-to-self), to information from the text (Text-to-text), and to information about the world (Text-to-the world) to enhance understanding of self, text, and life. The teacher can help their students connect on larger scale. They can connect things from books to real world happenings. By doing this, it enhances the students' understanding.

The teacher can develop their instruction around certain components that help readers find the connections and help them comprehend. The genre can range from fiction, nonfiction, poetry, etc. When the reader experiences these and becomes more familiar with each type of genre, they learn the special characteristics and conventions of the genre. The students also can learn about how the writers write about certain themes, topics, or issues. Students can usually find a topic they can enjoy from an author. The style the writers in write can influence the students' appreciation.

2. Questioning

Questioning are the key to understand. They take us to understand. Students need to feel that their questions are important when students ask questions they have a desire to learn for understanding. This leads to comprehension.

There are several ways that question is used by the teacher. One is the teacher can share their questions they may have when they are reading. By doing this, it shows that even adult have questions about what they read. Another strategy that may work for questioning is the use of a book of questions. When the

students are reading, and they have a question about something, they can make a list a question. When the class is discussing the reading, the class can help answer the students' questions. The teacher seems to focus on questions that quiz the students to see what they know about a topic. Teachers are starting to focus on a different type of question. The question is the question that they may not know the answer too. This question may require research by the teacher and the class. Another question is one that they wonder about. These are the types of question that are Likely to bring about understanding and meaning for the students.

3. Visualizing and Inferring

Visualizing is creating pictures in our minds. When students visualize, they create their 'movie' in their minds. Teachers can use picture books that do not have words to help the students make their mental movies.

When we read, we create an image in our mind. We create an amalgam – the conclusion we draw, the interpretation we create (Keene). We read and create this image with we know or have experienced. Things come alive when we use sensory images. Teachers can help to give these images through lessons that evoke the thought processes.

Inferring is being able to read body languages and expression while reading the text. To help the students find inferences in picture books is to focus on the illustrations and the pictures give clues to help gain meaning. Inferring is the process of taking that which is stated in the text and extrapolating it to one's beliefs or knowledge (Keene). It is also using one's imagination or the use of prediction. Teachers need to have their students try to make conclusions about the

reading and make a reasonable prediction.

F. Types of Reading Comprehension

Reading is an interactive activity. This activity involves getting meaning from the text and comprehending it. There are various types of comprehension; higher levels of thinking, Burns, and Smith in Smash (2008:17) have the same opinion about the level of comprehension and they divided it into four levels of skills: They are literal reading, interpretative reading, critical reading, and creative reading. Each of these skills could be explained. As follows:

1. Literal Reading

Literal reading refers to the idea and fact that are directly stated at the printed pages. The literal level comprehension is fundamental to all reading skills at any level because a reader must first understand what the writer said before he can draw an inference or make an evaluation.

A literal reading is getting the primary, direct, literal meaning of an idea in context. The readers are only able to use the information which is stated explicitly in the text. The readers can answer such a question the simply, demand them to recall from memory what the exact words given in the book. Although it only needs little or no thinking on the part of the readers, it gives them the opportunity to practice in recalling and reproducing statements of facts and have a place in detailed factual reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension is: identifying the main idea and supporting the idea, sequencing ideas when explicitly signal are given, and following instruction.

a. identifying the main idea

According to the Diane Vener, (2002:1), the main idea is the point of the paragraph. It is the most important thought about the topic. The main idea of the text is exactly what the name implies the main message. The author scatters supporting details through out the text that points to the most important idea.

A paragraph is a group of sentences related to a particular topic or central theme. Every paragraph has a key concept or main ideas. The main idea is the most important piece of information the author wants you to know about the concept of the paragraph. When authors write, they have an idea in mind that they trying to get across. This is especially true as authors compose paragraphs. 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. By breaking it up into logical steps, you will succeed in determining the main thread in the text you're reading.

According to Burns and Roe 2002, how to find the main of the paragraph:

1. the main idea is the point of the paragraph. It is the most important thought about the topic. To figure out the main idea, ask yourself this question: what is being said about the person, thing, or idea (the topic)?
2. the main idea is usually in the first sentence. The writer then uses the rest of the paragraph to support the main idea.

Harming (2010:15-16) defines 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, and each paragraph supports the paragraph preceding it.

The main idea is very commonly found at the beginning and followed by supporting sentences. 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. Interpretative Reading

Interpretative reading involves reading between the lines or making an inference. It is the process of deriving ideas that are implied rather than directly state. This level demands higher thinking ability because the question in the category of interpretation is a concern with an answer that is not directly stated in the text, but they suggest or imply.

At this point, Rubin (1997) further elaborated that some of the reading skills in this level require readers to do things as follows:

- a. Determining word meanings from context
- b. Finding main idea
- c. Reading between the lines or making inference
- d. Drawing conclusion
- e. Recognizing cause and effect reasoning

Sometimes information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning.

This is the interpretative level, or the “thinking side” of comprehension (Tinker and Mc McCullough, 1998:58) interpretation is reading or getting meaning between the lines which requires the reader’s sensitivity to clues and ability to link these clues to his own experience to arrive at the new information. It is mentally exploring and taking a position on the facts and related details. When the reader does this, he is inferring. Inferences can be categorized as implications, conclusions, generalization, and predictions.

a. Implication

The implication is any inference expectancy that may be logically implied or understood, but not directly stated, from the author’s arguments in a text.

b. Conclusion

The conclusion is written to summarize the paragraph and is a purpose, to sum up, the argument of the essay. The conclusion is written in one paragraph, and its main purpose is, to sum up the arguments of the essay, which the author revealed in the topic sentences of the body paragraphs. It summarizes the evidence in support for the thesis statement of the essay and restates this statement. It is a final glance at the presented facts, which lead to a certain conclusion on the essay matter.

The conclusion does not have a set structure and can be written according to the peculiarities of the essay but must always have the mentioned above argument summary analysis. Writing an essay conclusion. Instruction how to make a good conclusion it is necessary to :

- a. Review the main points of the essay(the topic statement)
- b. Summarize them in for to the thesis statement.
- c. .Describe the writer’s subjective position on the topic
- d. The conclusion usually there in the last paragraph the story

There are some example words or phrase that are typically included in conclusion: therefore, thus, it follows that which proves/implies that which means that, as a result, so, we may conclude, and finally.

And also it is vital to remember that, any conclusion should never repeat the assertions presented in the essay word-for-word. Then, if the writer wants to make the conclusion successful, it must be short and very clear. This is the last part of the essay, and it makes the final impreszsi on the reader. A good conclusion is always creative and logically sound.

3. Critical Reading

Critical Reading is the ability to evaluate the credibility of a piece of writing. All writers have a purpose when they write, and usually, a writer will choose or emphasize facts and details which support his or her purpose, ignore facts which do not support his writing. As a good reader, we need to be aware of that. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented, the students can be tested on the following skills:

- a. The ability to differentiate between facts and opinion
- b. The ability to recognize persuasive statements
- c. The ability to judge the accuracy of the information given in the text.

Critical reading is a two-step process: Reading for understanding and analyzing what the students have read. When they are asked to evaluate a piece of writing they must be sure that you understand what they have read. Since they understand the author's viewpoint, purpose, and methods of support are they ready to critique the piece efficiently.

1. Ready to read for understanding

- a) Identify the thesis statement and the topic sentences
- b) Identify the keywords
- c) Look up new vocabulary
- d) Trace the organization (examine the order in which points are resented)
- e) Identify the support for the Thesis (illustration, arguments)

2. Analyzing what the students have read:

- 1) Does present article facts or only opinion?
- 2) If the authors offer an opinion, are they well supported? Are they to generalize?
- 3) Are the ideas developed logically and convincingly?
- 4) Does the author leave important things unsaid?
- 5) Are irrelevant or pointless details included?
- 6) What the authority does the author on the subject? What bias?
- 7) Does the article come from a reputable source?

4. Creative Reading

Creative Reading involves going beyond the material presented by the author, creative reading requires the readers to think of the read just as critical

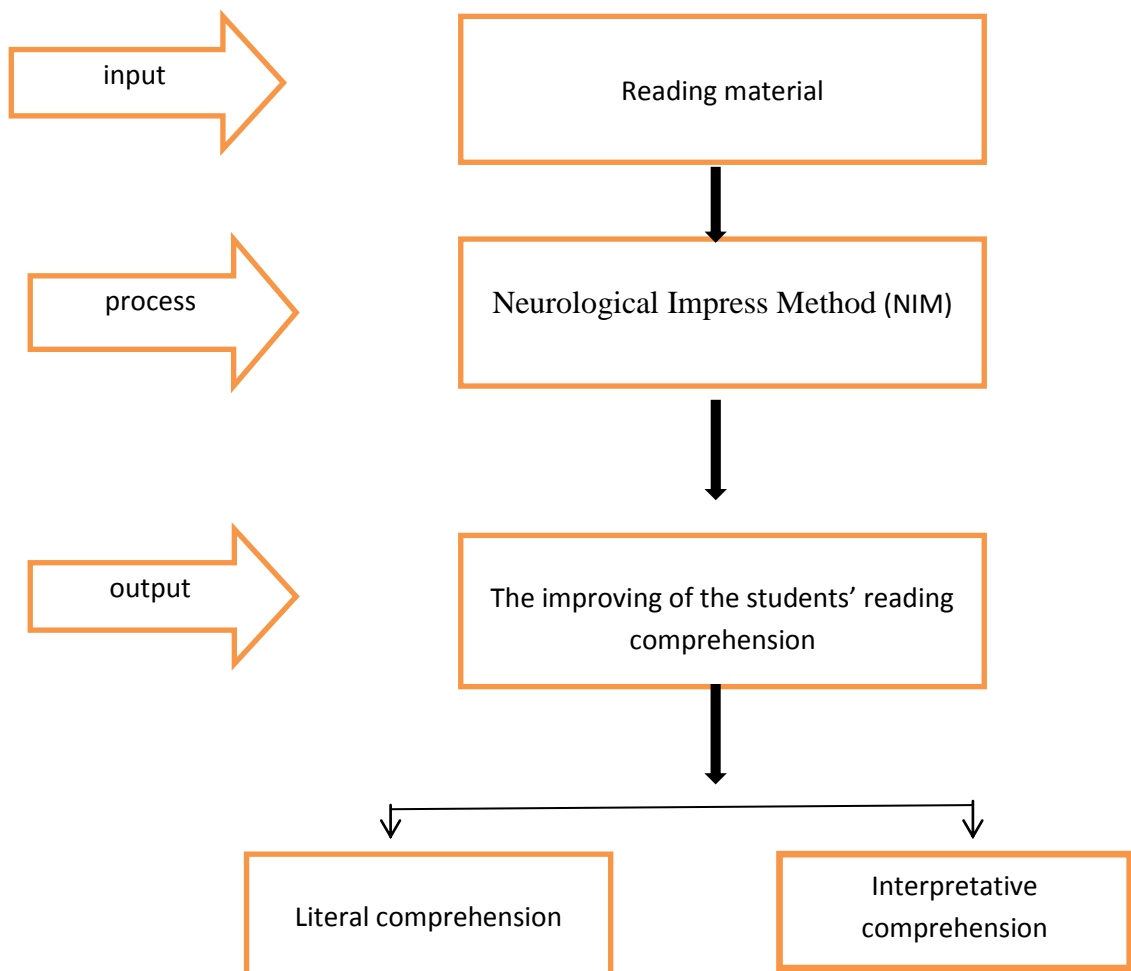
reading done, and it also requires the readers to use their imaginations. In creative reading the reader tries to propose new alternative solutions or response those by the writer. It requires readers feeling for the text and subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

An example of comprehension question that requires a personal response is: what do you like or dislike about this article? Like evaluation questions, students have to use both their literal understanding and their knowledge to respond. Also, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in this situation.

G. Conceptual Framework

The conceptual framework showed that the researcher applies N.I.M in teaching reading comprehension which is described in the following diagram:

..



- a. Input refers to the use of neurological impress method that is used to reading skill in the classroom
- b. Process refers to the process of teaching and learning reading using neurological impress method.
- c. Output refers to improving the students' reading comprehension of literal comprehension (main idea) and (concluding)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses class action research (CAR), which was in its application to finding out the problems faced by students then solve it. According D. Hopkins (2008), action research is a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practices, and (c) the situations in which practices are carried out.

To gain those objectives, classroom action research applies investigation process through a cycle which consists of:

1. Cycle 1

a. Planning

- 1). In this section, the teacher prepared the material to give the students. The teacher prepared some choice of hortatory exposition reading material.
- 2). The teacher made lesson plan and arranged material of lesson plan
- 3). The teacher made the observation paper for observing the condition of the learning process.
- 4). The teacher arranged the test to know the increasing of the resulting study after study.

b. Action

- 1) The teacher and the students chose a material to be read.
- 2) Then, the teacher explained the role of reading activity.
- 3) The teacher read the text in a loud voice, and the students followed without voice. It was done at the same time.
- 4) After the teacher read some lines or sentences of the text, then the next sentences were continued by some students in parallel by pointing randomly by the teacher.
- 5) After finishing the text, the teacher asked the students to close the text and asked the students randomly about what word is impressed in their mind to represent the meaning of the text.

c. Observation

1. The teacher identified and noted all problems that are faced in teaching process based on observation paper that has arranged.
2. The teacher did evaluation which used the result of the study to know the improvement. Here, the students were given worksheet which the question is based on the text they have read. Kinds of question were 5W+1H (Where, What, Why, Who, When or How)
3. Gave the student chance for giving suggestion in action research.

d. Reflection

The result of data that has been done was continued in the analysis until could be reflected after action research. The reflection has been discussed as well as

lecturer guidance to decide research planning for the next cycle. The research plan was the plan for the next cycle as an improvement from the first cycle.

a. Cycle 2

In this section, the researcher did the next action based on the value of the first cycle reflection, namely:

a. Planning

- 1) The teacher made planning again in the scenario earning process from the result of first cycle reflection.
- 2) Action research repair

b. Action

- 1) The teacher and the students chose a material to be read.
- 2) The teacher explained the role of reading activity and told some tips in answering questions of reading material.
- 3) The teacher read the text in a loud voice, and the students followed without voice.
- 4) The students were asked to find out and translate difficult words in reading the material.
- 5) For the next step, after the teacher read some lines or sentences of the text, then the next sentences were continued by some students in parallel by pointing randomly by the teacher.

6) After the text was finished, the teacher asked the students to close the text and asked the students randomly about what word is impressed in their mind to represent the meaning of the text.

c. Observation

- 1) The teacher identified and noted all problems that are faced in teaching process based on observation paper that has arranged.
- 2) The teacher did evaluation which used the result of the study to know the improvement. Here, the students were given worksheet which the question is based on the text they have read. Kinds of question were 5W+1H (Where, What, Why, Who, When or How)
- 3) Gave the student chance for giving suggestion in action research.

d. Reflection

Reflection was done to find out the result of the second cycle action process, to analyze, understand and make the conclusion of the activity. The teacher analyzed the first cycle to know whether the action of this cycle success or not which it is based on the test result of the second action.

B. Research Subject

This research was class VIII at the eight grade of Mts Muhammadiyah Bantaeng in 2016/2017.

C. Research Instruments

In this section, the research uses two instruments for collecting data:

1. Observation sheet

Observation sheet was aimed to find out the students' data of their presence and activeness in the teaching-learning process.

2. Test

The test was aimed to get information of the students' improvement after teaching-learning process ended. Students were given questions related to the text they have read.

D. Procedure for Collecting Data

In collecting the data, the researcher used two instruments; they are observation sheet and test.

1. Observation sheet

The researcher observed the students' activity in following teaching and learning process in the class to find out the students' data about their presence and activeness in the teaching-learning process.

To analyze the students' participation in research toward the material and activities in teaching and learning process by checklist. The students' active participation described following:

Table 1. Scoring rubric of students' activeness

No	The students' Active Participation	Score	Indicator
1	Very Active	4	Students' responses to the material very active
2	Active	3	Students' responses to the material actively
3	Fairly active	2	Students' responses to the material just once or twice.
4	Not active	1	Students just sit down during the activity without doing something.

Percentage the students' participation in the following formula:

$$P = \frac{FQ}{4 \times N} \times 100$$

Where:

P = Percentage

FQ = Sum of all the students' score

N = Total students (Sudjana in Suhadirman, 2010:40).

2. Test

The researcher gave writing test to the students to know their improvement which the criteria of scoring the students answer sheets as below:

Table 2. Scoring Rubric of Reading comprehension

No.	Criteria	Score				
		1	2	3	4	5
1.	Full and correct answer	2	2	2	2	2
2.	Short answer	1,5	1,5	1,5	1,5	1,5
3.	Incorrect Answer	1	1	1	1	1
4.	No Answer	0	0	0	0	0

Maximum score = 10

Depdikbud (2004:27).

3. Scoring the students' "correct answer" of the test by using this formula :

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Maximum Score 10}} \times 10$$

Mason & Bramble in Ika Hariani (1978:73)

The contribution the students score :

No.	Classification	Score
1.	Excellent	9.6 – 10
2.	Very Good	8.6– 9.5
3.	Good	7.6 – 8.5
4.	Fairly Good	6.6 – 7.5
5.	Fair	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very Poor	0 – 3.5

(Depdikbud, 1985: 6).

D. Technique of Data Analysis

The data was getting from cycle I and cycle II were analyzed through following steps:

1. Calculating the mean score of the students' reading comprehension test by using the following formula:

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

Where:

\bar{X} = The mean score

$\sum x$ = The total raw score

N = The number of students (Gay in Sukardi, 2008: 298).

2. To calculate the percentage of the students' score, the formula which is used as following:

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

Notation:

P: Rate Percentage

F: Frequency of the Correct Answer

N: The Total Number of Students (Sudjana in Nursyamsi, 2017:131).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consists of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension through Neurological Impress Method and data collected through observation and evaluation to see the students' improvement in learning reading comprehension after given treatment in the first and second cycles of the research.

A. Findings

The results of the findings indicate that teaching reading comprehension through Neurological Impress Method can improve the students' achievement in literal comprehension and also can improve the students' achievement in interpretative comprehension. Further interpretations of the data analysis are given below:

1. The Students' Improvement in literal reading comprehension

The improvement of the students' literal reading comprehension, which focused on main ideas and detail information as indicators in VIII class of Mts Muhammadiyah Bantaeng as result of the students' assessment of cycle I and cycle II was described as follows:

Table 1: The Students' Improvement in Literal Reading Comprehension

N O.	Indicators	D – T		Cycle I		Cycle II		Improvement (%)	
		Score	%	Score	%	Score	%	DT – CI	C1- CII
1.	Main Ideas	5.23	52.30	6.71	67.10	7.35	73.50	14.8	6.4
2.	Detail Information	5.56	55.60	6.08	60.80	7.84	78.40	5.2	17.6
ΣX		10.79	107.9	12.79	127.9	15.19	151.9	20.0	24.0
\bar{X}		5.39	53.95	6.39	63.95	7.59	75.95	10.0	12.0

Table 4.1 shows that the result of students main ideas and detail information in literal comprehension before implementation method indicates that diagnosis test assessment was fair (53.95%), but after implementation in cycle I, the assessment of their literal comprehension improves in each result of cycle I which was greater than in diagnosis test. This means (63.95%) that there was an improvement of the students' literal comprehension, but this is classified as fairly good, so the researcher decides to organizer cycle II. Assessment of cycle II was greater than that in cycle I (75.95% > 63.95%) it classified as good which means that there was an improvement of the students' reading comprehension. And then the improvement from D – Test cycle I, is greater than cycle 1 to cycle II (10.0% > 12.0%), It was classified as fair to good. Based on the percentages above there are significant improvement students by using Neurological Impress Method. To see the improvement of the students' literal comprehension, the following chart is presented.

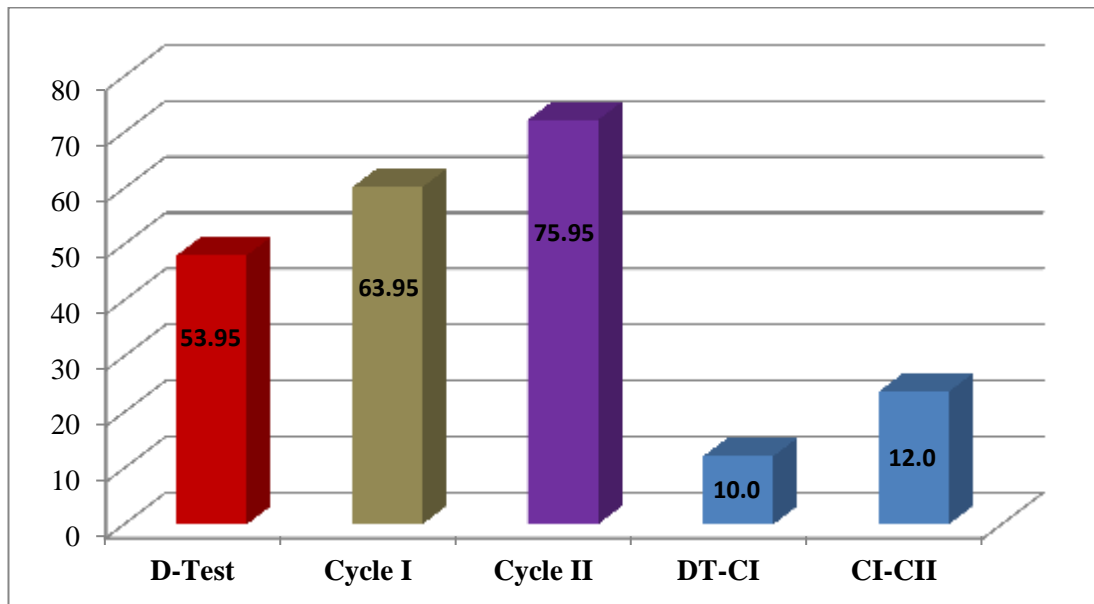


Figure 1: The chart Improvement Literal Reading Comprehension

Figure 4.1 indicates that the mean score of D-test (53.95%) was fewer than a score of the cycle I(63.95%). It means that the students' gain improvement, even though if a was still classified as fair. This also means that the target in cycle I have not achieved yet. So, the researcher has decided to organize cycle II with several re- correcting activities and the result of cycle II (75.95%) which was greater than D-Test and cycle I. It was classified as good. This means that there was an improvement in the students' literal comprehension (32.0%) and the target can be achieved. Finally, the Neurological Impress Method was effective for students.

2. The Students' Achievement in Interpretative Comprehension

Table 2: The Students' Improvement in Interpretative Comprehension

No	Indicators	D – T		Cycle I		Cycle II		Improvement %	
		Score	%	Score	%	Score	%	DT-CI	C1-CII
1.	Drawing Conclusion	5.09	50.90	6.50	65.00	7.47	74.70	14.1	9.7
2.	Prediction	5.32	53.20	6.33	63.30	7.68	76.80	10.1	13.5
ΣX		10.4	104.1	12.83	128.3	15.15	151.5	24.2	23.2
\bar{X}		5.2	52.05	6.41	64.15	7.57	75.75	12.1	11.6

Table 4.2 shows that the students' improvement of the students in interpretative comprehension focus on drawing conclusion and prediction in reading comprehension before implementation method it indicates that diagnostic test assessment was poor (52.05%), but after the implementation in cycle I, the evaluation of their reading comprehension improves in each result of cycle I which was greater than in diagnosis test. This means (64.15%) that there was an improvement of the students' reading comprehension, but this is classified as fair, so the researcher decides to organizer cycle II. The assessment was cycled II Is greater than in cycle I (75.75% > 64.15%) it classified as good which means that there was an improvement of the students' achievement in interpretative comprehension. And then the improvement from D – Test cycle I, is greater than cycle 1 – test cycle II (12.1% ≤ 11.6%). It was classified as fairly good to good. Based on the percentages above there are significant improvement students by

using Neurological Impress Method. To see the improvement of the students' interpretative comprehension.

The data above can also be seen in form chart below.

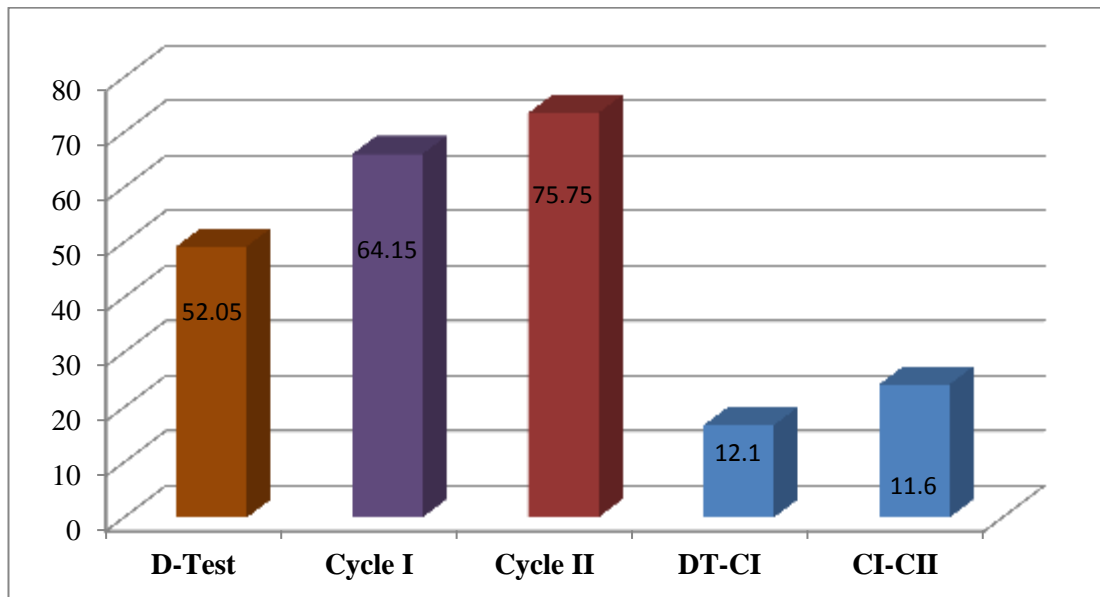


Figure 2: The Students' Improvement in Interpretative Comprehension.

Figure 4.2 indicates that the mean score of D- test (52.05%) is fewer than cycle I (64.15%). It means that the students' gained improvement, even though was still classified as fair. This also means the target in cycle I have not been achieved. So, the researcher decided to organize cycle II, and the result of cycle II (75.75%) is greater than D-Test and cycle I. It was classified as good. Therefore there was the improvement of students' interpretative comprehension, and the target can be achieved. Finally, the Neurological Impress Method is useful for students.

The improvement of the students' increasing in reading comprehension At the second grade students of VIII class of Mts Muhammadiyah Bantaeng through Neurological Impress Method as result of table 1 and table 2. Will explain as follows:

Table 3: The Students' Improvement in Reading Comprehension

No	Variables	D-TEST		CYCLE I		CYCLE II		improvement (%)	
		Score	%	Score	%	Score	%	D-Test-CI	CI-CII
1.	Literal	5.29	52.90	6.38	63.80	7.59	75.90	10.7	12.1
2.	Interpretative	5.20	52.00	6.39	63.90	7.57	75.70	11.9	11.8
ΣX		10.49	104.9	12.77	127.7	15.16	151.6	22.6	23.9
\bar{X}		5.24	52.45	6.38	63.85	7.58	75.80	11.30	11.95

Table 4.3 shows the result of students above literal comprehension and interpretative comprehension in reading comprehension before implementation method indicates that diagnostic test assessment was poor (52.45%), but after implementation cycle, I, the assessment of their reading comprehension improves in each result of the cycle I (63.85%) was greater than diagnosis test. It means that there was an improvement of the students' reading comprehension, but this was classified as fair, so the researcher decides to organize cycle II. Assessment of cycle II Is greater than cycle I (75.80% > 63.85%) it classified as good which

means that there was an improvement of the students' reading comprehension. And then improvement from D – Test cycle I, greater than cycle I to cycle II (11.95% > 11.30%), It classified as fair to good. Based on the percentages above there are significant improvement students by using Neurological Impress Method. To see the improvement of the students' reading comprehension.

The data can also be seen in form chart below:

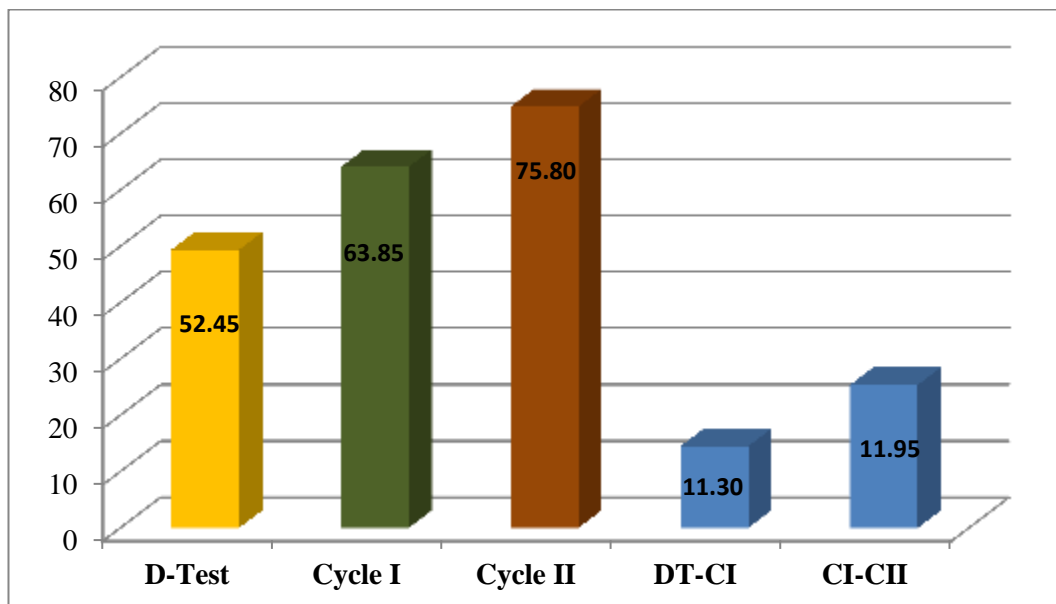


Figure 3: The Students' Improvement in Reading Comprehension

Figure 4.3 shows the result improvement of the students' improvement in reading comprehension in D-Test cycle II was greater than D-Test to cycle I (35.35 % > 11.30%) the given score are classified from fair to good. After evaluation in cycle I and cycle II, there was a significant improvement of the

students' main idea that shown clearly in the chart after taking action in two cycles through a Neurological Impress Method.

3. The Result of the Students' Activate in Learning Process

This table shows the students' improvement activate in learning process after applied Neurological Impress Method as follows:

Table 4: Result of the Students' Activeness

Cycle	Meetings				Average Score	Improvement %
	I (%)	II (%)	III (%)	IV (%)		
I	60.42	62.50	69.79	71.87	66.14	8.85%
II	73.96	69.79	77.08	79.16	74.99	

Table 4.4 shows the result of students explains that the average of the students' activeness in teaching and learning process through observation sheet by the observer. The table above shows the process the students' activity in each meeting. The percentages of the cycle I from the first meeting to the fourth meeting are 60.42%, 62.50%, 69.79% and 71.87%. Moreover, the percentage of the cycle II from the first meeting to the fourth meeting is 73.96%, 69.79%, 77.08%, and 79.16%. Also, the average score in every cycle, in cycle I am 66.14% and in cycle II was 74.99%. From that, the improvement of the students' activity is 8.85%.

To know the improvement clearly, look at the following chart:

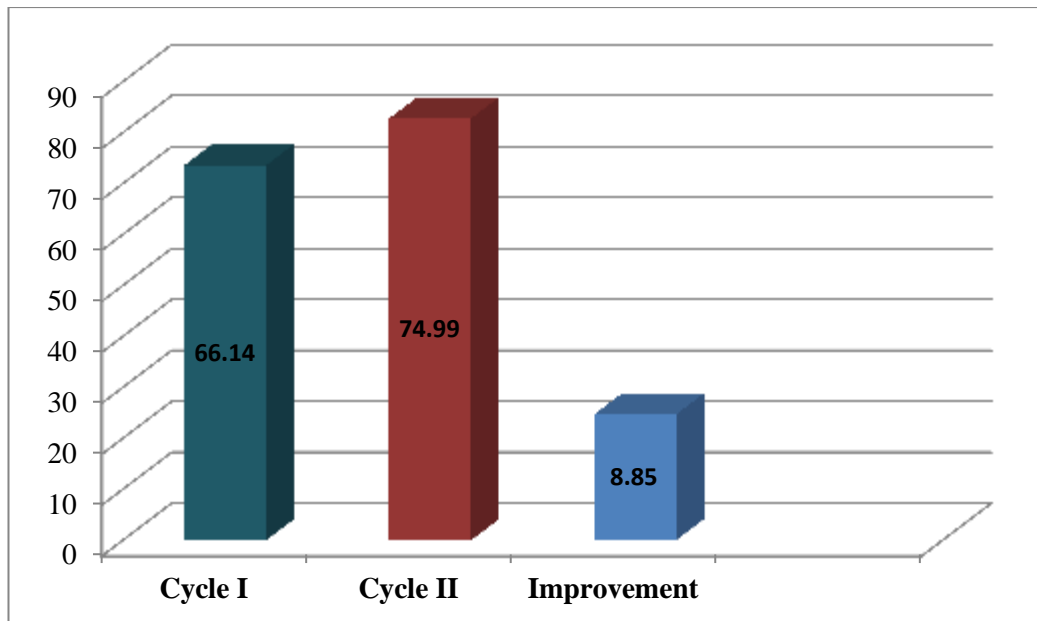


Figure 4: The Students' Observation in Learning Reading Comprehension.

Figure 4.4 shows the result of students' observation in learning reading comprehension through Neurological Impress Method by the students of VIII class of Mts Muhammadiyah Bantaeng. In the chart above, presented the students' situation during teaching-learning process in reading from cycle I to the cycle II. From the graphic, it's known that there was changing students' situation learning from cycle I to cycle II. The students' participation in learning reading was fair within the mean score 66.14% and the changed to be 74.99%. From that, the improvement of the students' activity from cycle I to cycle II is 8.85%.

1.The students' Literal Comprehension in reading comprehension

The description of data analysis through the test as explained in previous finding section showed that the students' ability about improvement in literal

reading by using Neurological Impress Method is significant. It was supported by the result of the test value in cycle II was higher than test value of cycle 1.

Table 5: The Criteria and Percentage of the Students' Main Ideas

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9.6 – 10	0	0	0	0	0	0
2.	Very Good	8.6–9.5	0	0	0	0	0	0
3.	Good	7.6-8.5	0	0	0	0	5	20.83
4.	Fairly Good	6.6-7.5	3	12.5	15	62.5	17	70.83
5.	Fair	5.6-6.5	5	20.83	8	33.34	2	8.34
6.	Poor	3.6-5.5	16	66.67	1	4.16	0	0
7.	Very Poor	0 – 3.5	0	0	0	0	0	0
Total			24	100	24	100	24	100

Table 4.5 shows the result of the students' main ideas improve in rate percentage of score shows that none of the students could achieve poor up to Good classification in D – test. Most of the students (52.05%) got poor classification, 16 (66.67%) students got a fair classification. 5(20.83%) students got classification, 3(12.5%) students got fairly good classification.1 (4.16%) students got poor classification, and in fair classification there are 8 (33.34%) students got 15(62.5%) in fairly good, students in cycle I. but the cycle II become

Improve become 5 students (20.83%) got good classification, 17 students (70.83%) got fairly good classification and 2(8.34%)students got in fair classification.

To know the percentage of the students' achievement in main ideas clearly, following chart is presented:

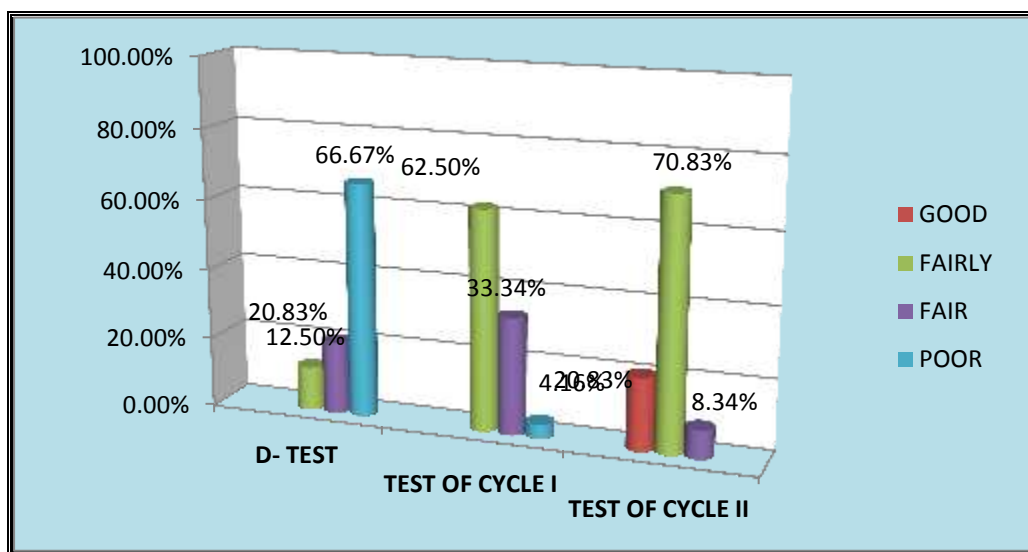


Figure 5: The Improvement of the Students' Reading Main Ideas

Figure 4.5 shows the result of the students' literal reading comprehension regarding main ideas. After applying in Neurological Impress Method in cycle I and cycle II, the result of students' main ideas achievement improves significantly where Cycle II is higher than D-Test and cycle I. The students' main ideas achievement in cycle II is 8.34% categorized as fair, 20.83% categorized as good, and 70.83% categorized as fairly good while in cycle I was lower than cycle II where the students' main ideas achievement in cycle I was 62.50% categorized as fairly good, 33.34% categorized as fair and 4,16% as poor. The D-Test is the lowest where the students' main ideas achievement was (12.50%) categorized

fairly good, (20.83%) categorized fair, (66.67%) categorized poor, and none of the students for the other classification.

Table 6: The Criteria and Percentage of the Students' Detail Information

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9.6 – 10	0	0	0	0	0	0
2.	Very Good	8.6–9.5	0	0	0	0	0	0
3.	Good	7.6-8.5	0	0	0	0	18	75.00
4.	Fairly Good	6.6-7.5	0	0	7	29.17	6	25.00
5.	Fair	5.6-6.5	11	45.83	10	41.66	0	0
6.	Poor	3.6-5.5	13	54.17	7	29.17	0	0
7.	Very Poor	0 – 3.5	0	0	0	0	0	0
Total			24	100	24	100	24	100

Table 4.6 shows the result of the students' identify achievement in rate percentage of score shows that none of the students could achieve fairly good up to good classification in D – test. In the cycle I, 10(41.67%) students got fair classification, 7 (29.17%) students got a poor classification. 7 (29.17%) students got fairly good classification. But in the cycle II become improve become 18 students (75.00%) got good classification, six students (25.00%) got fairly good classification.

To see the percentage of the improvement of the students' detail information in literal comprehension clearly, the following chart is presented:

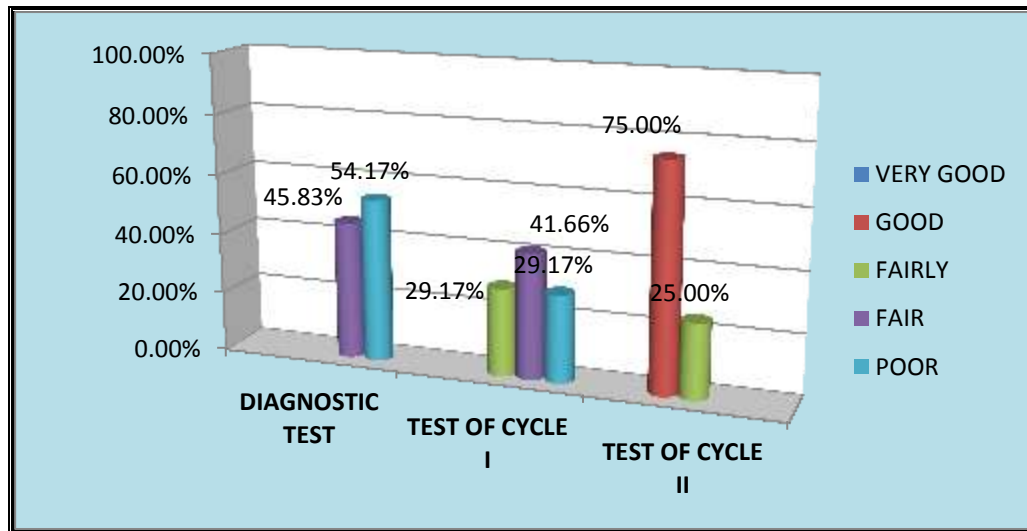


Figure 6: The Improvement of the Students' Detail Information

Figure 4.6 shows the result of students' literal comprehension regarding detail information. After applying Neurological Impress Method in cycle I and cycle II, the result of students' detail information achievement improves significantly.

The result of students' detail information in cycle II was higher than Diagnostic-Test and cycle I ($75.00\% > 45.83\% > 29.17\%$) where the students' detail information achievement in cycle II is 75.00% categorized as good and 25.00% categorized as fairly good, while in cycle I was lower than cycle II where the students' detail information achievement in cycle I was 29.17% categorized as fairly good, 41.66% categorized as fair, 29.17% categorized as poor and none of for the other classification. The result of the diagnostic test was the lowest than

the other where the students' detail information achievement is 45.83% as fair, 54.17% as poor, and none of the students for the other classification.

The result above proves that the use of Neurological Impress Method was able to improve the students' detail information in reading comprehension.

2. The Students' Interpretative Comprehension in Reading Comprehension

The description of data analysis through the test as explained in previous finding section showed that the students' ability about improvement in concluding by using Neurological Impress Method was significant. It was supported by result of the test value in cycle II was greater than test value of cycle I

Table 7: The Criteria and Percentage of the Students' Drawing Conclusion

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9.6 - 10	0	0	0	0	0	0
2.	Very Good	8.6-9.5	0	0	0	0	0	0
3.	Good	7.6-8.5	0	0	0	0	11	45.83
4.	Fairly Good	6.6-7.5	0	0	11	45.83	10	41.67
5.	Fair	5.6-6.5	8	33.33	10	41.67	3	12.5
6.	Poor	3.6-5.5	16	66.67	3	12.5	0	0
7.	Very Poor	0 - 3.5	0	0	0	0	0	0
Total			24	100	24	100	24	100

Table 4.7 shows the result of the students' concluding increasing in rate percentage of score shows that none of the students could achieve fair up to good classification in D – test. In the cycle, I, 3 (12.5%) students poor classification, 10 (41.67%) students got fair classification, and 11(45.83%) students got fairly good. But in the cycle II become improve become 11 (45.83%) students got good

classification, 10 (41.67%) students got a fair classification, and only 3 (12.5%) got a fair classification.

To know the percentage of the students' achievement in concluding clearly, following chart is presented:

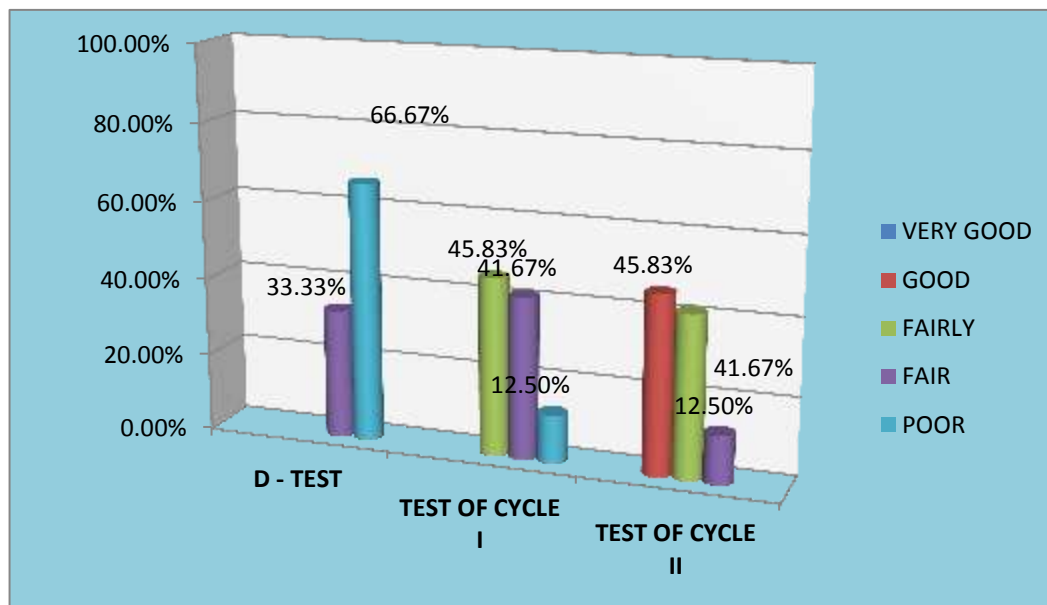


Figure 7: The Improvement of the Students' Drawing Conclusion

Figure 4.7 shows the result of students' interpretative reading comprehension regarding concluding. After applying Neurological Impress Method in cycle II, the result of students' conclusion is higher than Diagnostic - Test, and cycle I which the students' conclusion achievement in cycle II is 45.83% categorized as good, 41.67% categorized as fairly good and 12.5% categorized as fair, while in cycle I was lower than cycle II where the students' drawing conclusion achievement in cycle I was 45.83% categorized as fairly good, 41.67% categorized as fair, 12.5% categorized as poor and none of the other classification. But the result of Diagnostic-Test was the lowest where the students' drawing

conclusion achievement was 33.33% categorized as fair, 66.67% categorized as poor, and none for the other classification.

Table 8: The Criteria and Percentage of the Students' Prediction

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9.6 – 10	0	0	0	0	0	0
2.	Very Good	8.6–9.5	0	0	0	0	1	4.17
3.	Good	7.6-8.5	0	0	0	0	16	66.67
4.	Fairly Good	6.6-7.5	0	0	6	25.00	7	29.16
5.	Fair	5.6-6.5	7	29.17	15	62.5	0	0
6.	Poor	3.6-5.5	17	70.83	3	12.5	0	0
7.	Very Poor	0 – 3.5	0	0	0	0	0	0
Total			24	100	24	100	24	100

Table 4.8 shows the result of the students' prediction achievement in rate percentage of score shows that none of the students could achieve poor up to Excellent classification in D – test. In the cycle I, 15 (62.5%) students got fair classification, 3 (12.5%) students got poor classification, 6(25.00%) students got fairly good. And in the cycle II become improve become 16(66.67%) students got good classification, 7(29.16%) students got fairly good classification, the last 1(4.17%) student got in excellent classification.

To know the percentage of the students' achievement in prediction clearly, following chart is presented:

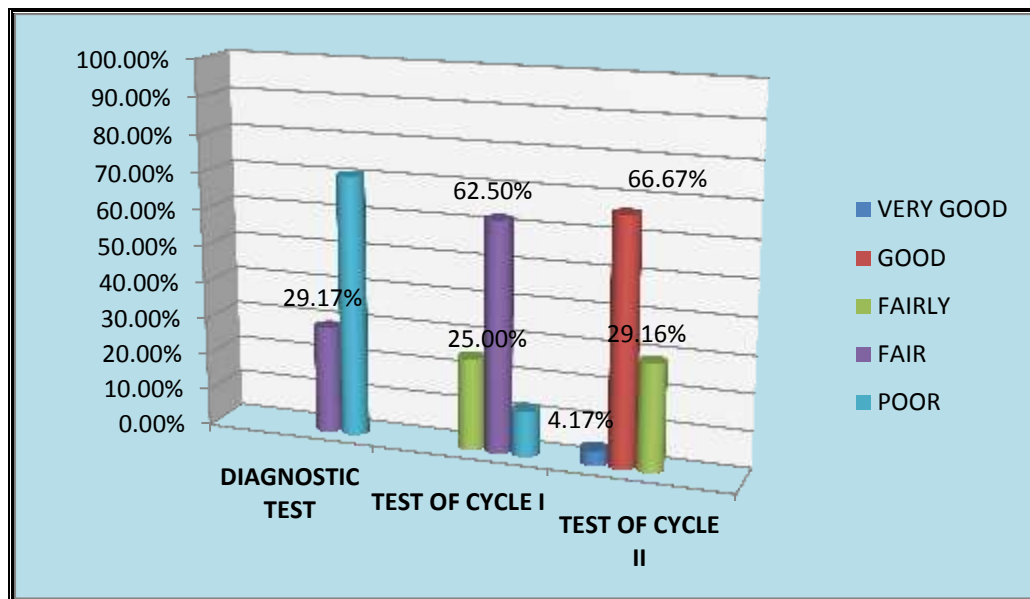


Figure 8: The Improvement of the Students' Prediction

Figure 4.8 shows the result of students' interpretative comprehension regarding prediction. After applying Neurological Impress Method in cycle II, the result of students' prediction was higher than diagnostic test and cycle I where the students' prediction of outcomes achievement in cycle II is 4.17% categorized as very good, 66.67% categorized as good and 29.16% categorized as fairly good, while in cycle I was lower than cycle II where the students' prediction achievement in cycle I is 25.00% categorized as fairly good, 62.5% as fair and 12.5% as poor. But the result of Diagnostic-Test was the lowest where the students' prediction achievement is categorized 29.17% as fair, 70.83% as poor, and none of the students for the other classification.

B. Discussion

In this part the writer discussion the method applied in teaching reading comprehension. The application of Neurological Impress Method in teaching

reading comprehension at second-grade students of VIII class of Mts Muhammadiyah Bantaeng can improve the students' achievement and their ability to understand the materials of reading comprehension. This can be proved by the result of findings of the students' literal reading comprehension dealing with main ideas and detail information, interpretative comprehension drawing conclusion and prediction. The data was found on two tests; these are cycling I and cycle II reading as follows:

1. The improvement of the students' literal reading comprehension in the term of main idea.

The improvement of the students is reading comprehension through neurological impress method. Based on the result of data analysis through the reading test shows that the students literal reading comprehension the term of the main idea have not increased. This is evidence from this cycle 1 test. The researcher found that there are some students got difficulty to determine the main ide of the material. They were difficult to find out the main idea because they didn't understand about the material. They didn't have enough vocabulary understand it. They also still assume that the main idea always the beginning of the paragraph but the actually main idea can also in the middle and last of sentences. The researcher found the mean score of the main idea in cycle 1 was 63.95% it was still far from target score that the researcher wants to achieve. The target score is 70, so the target score could be achieved in the next cycle.

Harming (2010:15-16) defines the main idea 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, and each paragraph supports the paragraph preceding it. 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 last of the paragraph.

Finally, This mean score of students is reading comprehension is (63.95%) that there was an improvement of the students' literal comprehension, but this is classified as fairly good, so the researcher decides to organizer cycle II. Assessment of cycle II was greater than that in cycle I (75.95% > 63.95%) it classified as good which means that there was an improvement of the students' reading comprehension.

2. The improvement of the students interpretative reading comprehension in concluding.

The result of the data analysis through the reading test shows that the students interpretative reading comprehension in the term of conclusion didn't increase in cycle 1. It is same as the material of main idea. This is evidence from cycle I that the researcher found there were some students still confused how to conclude the material. The only take one sentence each paragraph, but not reading the entire text and make it an end.

Finally, This means a score of students interpretative reading comprehension regarding concluding is the cycle I, 3 (12.5%) students poor classification, 10 (41.67%) students got fair classification, and 11(45.83%) students got fairly good. But in the cycle II become improve become 11 (45.83%) students got good classification, 10 (41.67%) students got a fair classification, and only 3 (12.5%) got a fair classification.

3. The result of the students' activate in learning process

The students' activeness in teaching and learning process through observation sheet by the observer. The percentages of the cycle I from the first meeting to the fourth meeting are 60.42%, 62.50%, 69.79% and 71.87%. Moreover, the percentage of the cycle II from the first meeting to the fourth meeting is 73.96%, 69.79%, 77.08%, and 79.16%. Also, the average score in every cycle, in cycle I am 66.14% and in cycle II was 74.99%. From that, the improvement of the students' activity is 8.85%.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion.

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher comes to the following conclusions.

1. Neurological impress method can improve the students literal reading comprehension in the term of main idea. This is evidenced because in cycle I the students still not understand how to determine the main idea. They didn't have enough vocabulary to understand the material that will find out the main idea. So the score of students in cycle I am 63.95% its make the research decided to continues the research to cycle II . in cycle II, the research explained about the material and instructed the students .so they can easy to answer the question that given by the teacher. This cycle was successful, and most of the students got the minimum standard of English subject (7.0) at the eight grade students of Mts Muhammadiyah Bantaeng.
2. Neurological impress method can improve the students literal interpretative reading comprehension in the term of conclusion. This is evidenced because in cycle I the students still not understand how to conclude the material. They didn't have enough understand the material that will find out the conclusion .

So the score of students in cycle I am 12.5% its make the researcher decided to continues the research to cycle II. in cycle II the researcher re-explain about the material. So they can easy to answer to question that given by the teacher.

B. Suggestion

Based on the findings, the writer stated suggestions to increase the students' reading comprehension through neurological impress method as follows:

1. The English teacher to apply Neurological impress as one of the method ways in reading skill and to give attention at the interesting method in teaching to make students interested in learning English, especially to teaching reading for comprehension.
2. The students are expected to improve their intensity in learning reading through Neurological Impress Method.
3. The library should prepare many books related to reading comprehension to facilities the students to increase their ability in reading.
4. The English teacher to maximize in giving guidance to the students in learning and teaching reading process.

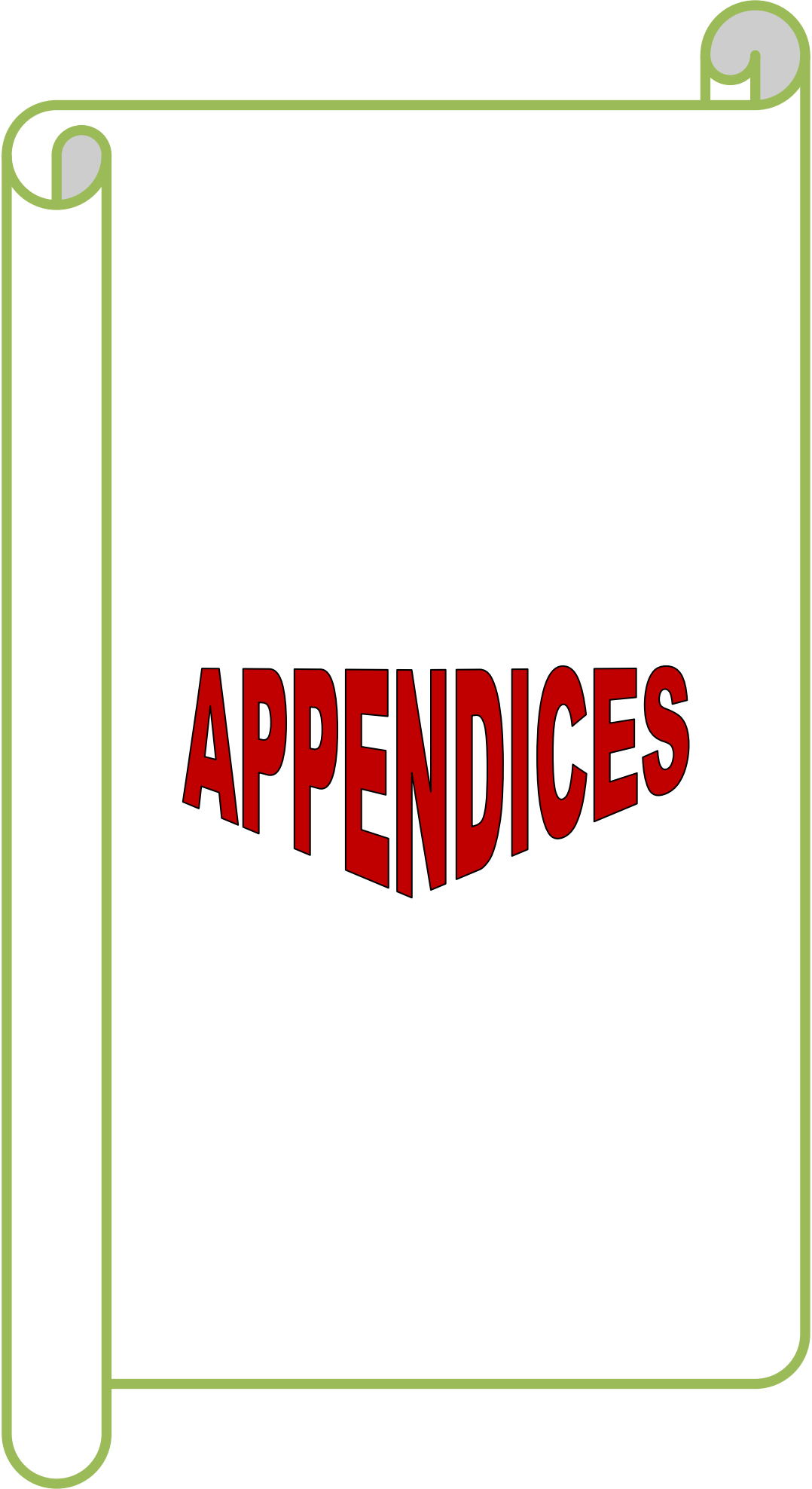
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APPENDICES

12	S-12	3	3	3	4	4	3	4	4	
13	S-13	2	2	3	3	3	2	2	3	
14	S-14	2	2	3	3	3	3	3	3	
15	S-15	3	3	3	3	3	3	3	3	
16	S-16	2	2	3	3	3	3	3	3	
17	S-17	2	2	3	4	3	3	3	3	
17	S-18	2	2	3	3	3	3	3	3	
19	S-19	2	2	2	2	2	3	3	3	
20	S-20	3	3	3	3	3	3	3	3	
21	S-21	3	2	3	3	3	3	3	3	
22	S-22	2	2	2	3	3	3	3	3	
23	S-23	3	3	3	3	3	3	3	3	
24	S-24	2	2	2	2	2	2	3	3	
Total		58	60	67	69	71	67	74	76	
Percentage (%)		60.42	62.5	69.79	71.87	73.96	69.79	77.08	79.16	

Note:

* 4 = Sangat Aktif (SA)
 3 = Aktif (A)

* A = Absent
 S = Sakit

2 = Kurang Aktif (KA)
1 = Tidak Aktif (TA)

I = Izin

THE FORMULA FOR ANALYSING

$$P = \frac{FQ}{4 \times N} \times 100$$

1. Cycle 1

a. The First Meeting

$$P = \frac{58}{4 \times 24} \times 100$$
$$= 60.42\%$$

c. The Third Meeting

$$P = \frac{67}{4 \times 24} \times 100$$
$$= 69.79\%$$

b. The Second Meeting

$$P = \frac{60}{4 \times 24} \times 100$$
$$= 62.5\%$$

d. The Fourth Meeting

$$P = \frac{69}{4 \times 24} \times 100$$
$$= 71.87\%$$

2. Cycle 2

a. The First Meeting

$$P = \frac{71}{4 \times 24} \times 100$$

$$= 73.96\%$$

b. The Second Meeting

$$P = \frac{67}{4 \times 24} \times 100$$

$$= 69.79\%$$

c. The Third Meeting

$$P = \frac{74}{4 \times 24} \times 100$$

$$= 77.08\%$$

d. The Fourth Meeting

$$P = \frac{76}{4 \times 24} \times 100$$

$$= 79.16\%$$

13	Desi nur syamsi natsir	√	√	√	√	√	√	√	√	
14	Yuliana	√	√	√	√	√	√	√	√	
15	A. musfir dwi	√	√	√	√	√	√	√	√	
16	Nidia	√	√	√	√	√	√	√	√	
17	Syaiful islam	√	√	√	√	√	√	√	√	
17	Shanty	√	√	√	√	√	√	√	√	
19	Nurfaidah	√	√	√	√	√	√	√	√	
20	Ayu Anengsi	√	√	√	√	√	√	√	√	
21	Nurul Maemunah	√	√	√	√	√	√	√	√	
22	Muh. Andra Pratama	√	√	√	√	√	√	√	√	
23	Arni Yulianti	√	√	√	√	√	s	√	√	
24	Ramlah	√	√	√	√	√	√	√	√	

* Ket: A = Absent
S = Sakit
I = Izin

APPENDIX 3

**THE RESULT OF THE STUDENTS' READING DIAGNOSTIC-TEST OF
Mts Muhammadiyah Bantaeng**

Sample	Literal Reading		Interpretative Reading		Mean Score	Classification
	Main Ideas	Detail Information	Drawing Conclusion	Prediction		
S-1	5.5	6	5.7	5	5,5	Poor
S-2	4.5	5.5	4	5	4,7	Poor
S-3	5.5	6	5.2	5.3	5,5	Poor
S-4	6.5	6	6	6	6,1	Fair
S-5	4	5	4.5	4.5	4,5	Poor
S-6	6.8	6.4	6	6	6,3	Fair
S-7	4.5	5.5	4.5	5.5	5	Poor
S-8	4	5	4	5	4,5	Poor
S-9	5.6	6	5.5	6	5,8	Fair
S-10	4	5	4	5	4,5	Poor
S-11	5.6	5.8	5.5	5.5	5,6	Fair
S-12	6.6	6.5	6.5	6	6,4	Fair
S-13	4	5	4.5	4.5	4,5	Poor

S-14	5.5	6	5.7	6	5,8	Fair
S-15	5	5	4	5	4,7	Poor
S-16	5.5	5	5	5	5,2	Poor
S-17	6	5	5	5.5	5,4	Poor
S-18	4	5.5	4.5	5	4,7	Poor
S-19	4.5	4.5	5	5	4,7	Poor
S-20	5	6	6	5	5,5	Poor
S-21	6.5	6	6	6	6,2	Fair
S-22	4	5	4.5	4.5	4,5	Poor
S-23	6.8	6.4	6	6	6,3	Fair
S-24	4.5	5.5	4.5	5.5	5	Poor
Total score	124.4	133.6	122.1	127.8	126.9	
Mean score	5.23	5.56	5.09	5.32	5.29	Poor

THE MEAN SCORE FOR D-TEST

1. Literal Reading Comprehension

➤ Main Ideas

$$\bar{X} = \frac{\sum X}{N} = \frac{124.4}{24} = 5.23$$

➤ Detail Information

$$\bar{X} = \frac{\sum X}{N} = \frac{133.6}{24} = 5.56$$

2. Interpretative Reading Comprehension

➤ Drawing Conclusion

$$\bar{X} = \frac{\sum X}{N} = \frac{122.1}{24} = 5.09$$

➤ Prediction

$$\bar{X} = \frac{\sum X}{N} = \frac{127.8}{24} = 5.32$$

NOTE:

\bar{X} = Mean score

$\sum X$ = Total score

N = Number of student

APPENDIX 4

THE RESULT OF THE STUDENTS' READING TEST IN CYCLE I

OF MTS MUHAMMADIYAH BANTAENG

Sample	Literal Reading		Interpretative Reading		Mean Score	Classification
	Main Ideas	Detail Information	Drawing Conclusion	Prediction		
S-1	7	6	6	6.5	6.4	Fair
S-2	6	5.5	6	5.5	5.7	Fair
S-3	7	6.3	7.5	6	6.7	Fair Good
S-4	7	6.3	7	6.5	6.7	Fair Good
S-5	6.5	6.2	6	6	6.2	Fair
S-6	7	7.5	7.5	7	7.2	Fairly Good
S-7	7	6.5	7.2	7	6.9	Fairly Good
S-8	6	4.5	6	6.5	5.7	Fair
S-9	7	6.9	7.2	6.5	6.9	Fairly Good
S-10	6	5	5.5	6	5.6	Fair

S-11	7	6.6	6.8	6.5	6.7	Fairly Good
S-12	7.3	6.8	7	6.6	6.9	Fairly Good
S-13	5	4.5	5	4.5	4.7	Poor
S-14	7	6.5	7	6.3	6.7	Fairly Good
S-15	6.5	5	6.3	6	5.9	Fair
S-16	7.5	7	6.5	6.4	6.8	Fairly Good
S-17	7	6.5	6	5.5	6.2	Fair
S-18	7	6.4	6.5	6.8	6.7	Fairly Good
S-19	7.5	7	6	6.7	6.8	Fairly Good
S-20	6.3	6	7	6	6.3	Fair
S-21	7	6.5	7.2	7	6.9	Fairly Good
S-22	6	4.5	6	6.5	5.7	Fair
S-23	7	6.9	7.2	6.5	6.9	Fairly Good
S-24	6	5	5.5	6	5.6	Fair
Total score	160.6	145.9	155.9	150.8	153.2	
Mean score	6.71	6.08	6.5	6.33	6.45	Fair

THE MEAN SCORE FOR STUDENTS' TEST

IN CYCLE I

1. Literal Reading Comprehension

➤ Main Ideas

$$\bar{X} = \frac{\sum X}{N} = \frac{160.6}{24} = 6.71$$

➤ Detail Information

$$\bar{X} = \frac{\sum X}{N} = \frac{146.9}{24} = 6.08$$

2. Interpretative Reading Comprehension

➤ Drawing Conclusion

$$\bar{X} = \frac{\sum X}{N} = \frac{155.9}{24} = 6.5$$

➤ Prediction

$$\bar{X} = \frac{\sum X}{N} = \frac{150.8}{24} = 6.33$$

NOTE:

\bar{X} = Mean score

$\sum X$ = Total score

N = Number of student

APPENDIX 5

**THE RESULT OF THE STUDENTS' READING TEST IN CYCLE II
OF MTS MUHAMMADIYAH BANTAENG**

Sample	Literal Reading		Interpretative Reading		Mean Score	Classification
	Main Ideas	Detail Information	Drawing Conclusion	Prediction		
S-1	7.5	8.5	7.5	8	7,8	Good
G	7	7.8	7.5	7.7	7,5	Fairly Good
S-3	7.8	8.2	7.8	8	7,9	Good
S-4	8.3	8.7	8.5	8.2	8,4	Good
S-5	7	8	7.3	7.7	7,5	Fairly Good
S-6	8.5	8	8.5	8.8	8,4	Good
S-7	7.5	8.5	7.5	7.7	7,8	Good
S-8	7	7.8	7.6	7.6	7,5	Fairly Good
S-9	7.5	8.2	7.7	7.8	7,8	Good
S-10	6,4	7	6.4	6.6	6,9	Fair
S-11	7.4	7.6	7.8	8	7,7	Good

S-12	8.4	7.7	8.2	7.9	8	Good
S-13	6.8	7.5	6	6.7	6,7	Fairly Good
S-14	7.5	8.5	7.5	8.5	8	Good
S-15	7	7	7	8	7,2	Fairly Good
S-16	7.5	7	7	7	7,1	Fairly Good
S-17	7	8	8	7.5	7,6	Good
S-18	7.4	7.6	7.3	7.7	7,5	Fairly Good
S-19	7.7	8	8.1	7.5	7,8	Good
S-20	7.5	7	7	7.5	7,2	Fairly Good
S-21	7.5	8.5	7.5	7.7	7,8	Good
S-22	7	7.8	7.6	7.6	7,5	Fairly Good
S-23	7.5	8.2	7.7	7.8	7,8	Good
S-24	6	7	6.4	6.6	6,5	Fair
Total score	176.3	188.1	179.4	184.3	181.9 8	
Mean score	7.35	7.84	7.47	7.68	7.58	Good

THE MEAN SCORE FOR THE STUDENTS' TEST

IN CYCLE II

1. Literal Reading Comprehension

➤ Main Ideas

$$\bar{X} = \frac{\sum X}{N} = \frac{176.3}{24} = 7.35$$

➤ Detail Information

$$\bar{X} = \frac{\sum X}{N} = \frac{188.1}{24} = 7.84$$

2. Interpretative Reading Comprehension

➤ Drawing Conclusion

$$\bar{X} = \frac{\sum X}{N} = \frac{179.4}{24} = 7.47$$

➤ Prediction

$$\bar{X} = \frac{\sum X}{N} = \frac{184.3}{24} = 7.68$$

NOTE:

\bar{X} = Mean score

$\sum X$ = Total score

N = Number of student

**THE SCORE FOR THE STUDENTS'
READING ACHIEVEMENT**

1. The Mean Score for Student Diagnostic -Test

- Literal Comprehension, Main Ideas and Detail Information

$$\bar{X} = \frac{\sum X}{N} = \frac{129}{24} = 5.37$$

- Interpretative Comprehension, Drawing Conclusion and Prediction

$$\bar{X} = \frac{\sum X}{N} = \frac{124.9}{24} = 5.2$$

- Reading Comprehension

$$\bar{X} = \frac{\sum X}{N} = \frac{126.97}{24} = 5.29$$

2. The Mean Score for Students' Test in Cycle I

- Literal Comprehension, Main Ideas and Detail Information

$$\bar{X} = \frac{\sum X}{N} = \frac{153.25}{24} = 6.38$$

- Interpretative Comprehension, Drawing Conclusion and Prediction

$$\bar{X} = \frac{\sum X}{N} = \frac{153.35}{24} = 6.39$$

- Reading Comprehension

$$\bar{X} = \frac{\sum X}{N} = \frac{153.2}{24} = 6.38$$

3. The Mean Score for Students' Test in Cycle II

- Literal Comprehension, Main Ideas and Detail Information

$$\bar{X} = \frac{\sum X}{N} = \frac{182.2}{24} = 7.59$$

- Interpretative Comprehension, Drawing Conclusion and Prediction

$$\bar{X} = \frac{\sum X}{N} = \frac{181.85}{24} = 7.57$$

➤ Reading Comprehension

$$\bar{X} = \frac{\sum X}{N} = \frac{181.98}{24} = 7.58$$

APPENDIX 6

The Students' Pictures in Teaching and Learning Process









CURRICULUM VITAE



Syamsinar, was born on Maret 2th, 1996 in Bantaeng. She is the First child from two sisters from the marriage of her parents Rusli and Nurbaya. In 2007 graduated from SD INPRES PULLAUWENG and Continued her study at SMP NEGERI 2 BANTAENG graduated in 2010. In the same year, she continued her study at SMA NEGERI 1 BANTAENG and finished in 2010. After finished in senior high school, she preceded her study in Muhammadiyah University in 2013. She accepted in English Department of Teacher Training and Education Faculty.

At the end of her study, she could finish her thesis with the title “Improving The Students’ Reading Comprehension Through Neurological Impress Method (NIM) (A Classroom Action Research At The Eight Grade Students Of Mts Muhammadiyah Bantaeng)”