

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of Study

Reading is one of those skills which are actually not easy as people think. Moreover, in this new era reading activity was needed because there was much information that had to be shared. By knowing much information, we would be able to cover the news all over the world which was spread through magazines, newspapers and books.

Reading is the most important language skill for academic achievement besides writing, listening and speaking. To practice in reading, people can read a text. Collier stated that successful reading performance was the strong predictor of students' academic performance in the second language at secondary and secondary level (Virginia P. Collier, 2002:509).

In foreign language learning, reading is likewise a skill that teacher simply expert learner to acquire (Douglass Brown, 2000:306-311). Reading is a way to get information delivered verbally and it is the result of the opinions, ideas, theories and research expert to be known and knowledge of learners. To understand what we read, it is influenced by many factors such as, mastering vocabulary, mastering reading theory and model of teaching.

The method of teaching English was needed in order to improve the students' skills especially in reading skill. So, the teacher of English should select the suitable method in teaching learning process. Therefore, to make the teaching learning process interesting and reach the purpose of the teaching learning process, the teacher needs a special method.

For senior high school students, they had to be able to comprehend a narrative text. The next problem the students could not comprehend the text well. In fact, the aim of standards competence which was stated in curriculum was not successful yet. Therefore, reading skill

should be taught seriously in the classroom in order to make the students understand the text and they can get good score in final examination.

Dealing with the problems above, the writer was interested to find the ways on how to overcome these problems. There were many method to interact and improve the achievement of student's in reading. One of them was Neurological Impress Method (NIM). The neurological impress method involved the teacher and the student reading aloud simultaneously from the same book. The teacher reads slightly faster than the student to keep the reading fluent. The teacher usually sits next to the student and focuses his or her voice near the ear of the student.

The Neurological Impress Method (NIM) attempted to teach reading skills by having the pupil and the teacher read aloud in unison. The method is describe in precise detail by Heckelman. However, little research has been conducted regarding the NIM, and none has been published relating the NIM to learning disabled pupils (Michelle Lynn Klvacek, 2015:15).

The Neurological Impress Method is the activity that could be used in a clinical setting with adults and children working together as partners. The partners sat side by side, and the adult spoke clearly into an ear of the student while they read aloud together a text at the child's instructional reading level. Reading was developed by Eldredge to use in classroom settings with students working together as partners. Texts were chosen based on the interests of both students and were at any reading level, as long as the lead reader was able to decode the text.

One of the appropriate and comprehensive strategies for teaching reading was Neurological impress method. The Neurological impress method involved the teacher and the students' reading aloud simultaneously from the same book. The teacher reading slightly faster than the student to keep the reading fluent. The teacher usually sits next to the student and

focuses his or her voice near the ear of the student. By using Neurological Impress Method, writer tried to makes students read easily, because the students followed what the teacher read.

This one of the main reasons why the writer was very much interested to conduct a study by using Neurological Impress Method to see the effect in teaching reading. The reason was because Neurological Impress Method helped the students to distribute their participation orderly. The writer was expecting that Neurological Impress Method could helped students to make them fluent to read in English.

The advantages of using Neurological Impress Method to help students reading fluently and students not shy for reading in front of their friends. Because the Neurological Impress Method was a very simple method to be applied for teacher and students.

Based on the things mentioned above, the writer tried to make reading activities more effective for students in learnt English by determined the techniques which were appropriate and effective to teach reading. The writer tried to use Neurological Impress Method in teaching reading. Therefore, the writer would implement Neurological Impress Method in order to improve the students reading skills, as an effort to make the students able to use English to communicated. The writer hoped from the Neurological Impress Method, students could read and comprehend what they read.

Based on the writer's experience in doing PPL (Teaching Training Practice) in Vocational School, precisely when taught reading, the writer found many students couldn't pass the Minimal Competence criteria (KKM).

**Table 1.1**

**Students' Score on Observation on Tenth Grade of SMK N 5 Medan By Answering 5**

**Questions Based on Text that Given**

NAME	SCORE
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YN	50
GD	40
SV	60
AN	50
RD	50
ID	0
NM	60
AG	70
NB	100
IM	90
PT	80
TW	70
ML	100
IA	60
MD	40
YS	50
DM	100
MR	60

From the analysis their capability on understanding a text mostly still lack.

$$Mean = \frac{1130}{18} = 62,7 \text{ or } 63$$

So, from the data above it can conclude that students' ability in reading, especially understanding the text would lack, with score mean 63. Meanwhile the minimum score that they have to reach is 75 (KKM in SMK 5). Based on explanation above, writer conducted the writer with the title "The Effect of Neurological Impress Method in Teaching Reading At Tenth Grade Students of SMK N 5 Medan"

## **1.2. The Problem of Study**

Does Neurological Impress Method affect in teaching reading at tenth grade of SMK N 5 Medan?

## **1.3. The Objective of Study**

To know the effect of Neurological Impress Method (NIM) in teaching reading at tenth grade of SMK N 5 Medan.

## **1.4. The Scope of Study**

This study was quantitative research which was focused to find out the result of student's reading comprehension before and after taught through neurological impress method. Based on curriculum had already studied: (1) vocabulary (2) grammar (3) tenses (4) structure. There are several types of text, they are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. The text that used was narrative text, with some generic structure like orientation, complication, and resolution. This research would be expected to see the effect of NIM method on student's reading skill.

### **1.5. The Significance of Study**

The significance of this study could be viewed from theoretically and practically aspects, as describing below:

- a. Theoretically: This result was hoped to give additional knowledge to English teacher in order the students become active, creative and effective in learning.
- b. Practically: The result of this study would be expected to give benefit for the principal, the teacher, the students and other writer, as follow: 1. For the teacher: It could be applied by teacher to increase students' ability in reading comprehension. 2. For students: it could help students to learn english especially in reading easily.

### **1.6. Hypothesis**

H (a) : Hypothesis was accapted. It means that there's effect of Neurological Impress Method in teaching reading.

H (0) : Hypothesis was rejected. It means that there's no effect of Neurological Impress Method in teaching reading.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

To conduct a research, theories are needed to explain some concept and terms applied in research concerned. The term must be classified to avoid confusion. Therefore, the clarification of the concepts would minimize possible misunderstanding between the writer and the readers. In other words, they are very important to be explained, so that the readers would get the points clearly.

#### 2.2 The Concept of Reading Comprehension

The are view thing that would be explained on reading comprehension, start from definition of reading until the definition of reading comprehension.

##### 2.2.1. Definition of Reading

Diane (2004:336) states reading is that if the computer mimics human behavior, one can infer that it reflects something about how the brain processes information and “learns”. The major problem with this assumption is that while computer models may seem objective and scientific, the computer can only do what it is programmed to do, and it is rated on its performance by humans deem to be correct.

Reading is one of the language skills that the students have to learn. The goal of teaching reading is make them cope and different text, and prepare them to have asses to the text written in English when they continue their study to higher education. It would discuss the objective of reading, method in learning reading, finally discuss how to evaluate reading. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially

situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis.

Thus, it is not astonishing to see because reading experts' definition of reading is an active process of thinking. Grabe and Stoler (2002:5) states that it is a thinking process that sets two people in action together-an author and a reader. To read is to develop relationship between ideas. They also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. Reading is also one of four basic skills of English language learning, reading has much contribution to the students for improving their English as well as enriching their experiences and intellectual ability.

Thinking is the process of action that happen in the brain, make each person get something new or not. Using mind to considerate something, decide everything in mind is still one way of the process of thinking. In some reason people always keep ask to find out what really necessary on their life to make a better condition or not. So do with students, but in reading comprehension situation, they would ask to conclude or find out a meaning of text. In reading comprehension involve the genre. Genre is kind of type the text. The kind of genre are narrative, descriptive, recount, report, news items, procedure, analytical exposition, etc.

### **2.2.2. Types of Reading**

Jeremy Harmer (2007:99) states, there are two kinds of reading, they are intensive reading and extensive reading. The detailed explain below.

#### **2.2.2.1. Intensive Reading**

Patel and Praveen (2008:117) state, intensive reading is related to further process in language learning under the teacher's guidance. They state that intensive reading will provide a

basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading can be increasing learners' knowledge of language feature and their control of reading strategies. This activity is likely more emphasize the accuracy activity involving reading for detail. It is use to gaining a deep understanding of a text, which is important for the reader.

Intensive reading is fully concentrate on text to find out the main ide, information, generic structure, or even part that may usefull for reader or other. To make information deeper to undersatand reader have to read the text seriously and keep read it untill get optimal result. Besides to get optimal result, intensive reading would take a lot of time to understanding, this is one of the weakness of it. The reason it cost a lot of time, because each of the sentence have to fully understand, so it would connect to other sentence.

The classic procedure of intensive reading is the grammar-translation approach where the teacher uses the first language to explain the meaning of the text, sentence by sentence. The use of translation is to analyze feature of language that they learnt, and to make sure the learners' comprehension (I. S. P. Nation (2009:25)).

The use of translation is to make another text or information easier to understand or even help to talk with other person with different langunge by understanding the meaning of each sentence that speak. The information move into one point in specific major on same distance and same way. After it move, it copy into one langunge to other language, then the result would be share to other, so everyone on different country able to understand the meaning, so misunderstanding would not happen.

#### **2.2.2.2. Extensive Reading**



Brown (2001:313) explains that extensive reading is carried out to achieve a general understanding of they are reading. Paten and Praveen (2008:119) state, the purpose of extensive reading is to ask the students to read directly and fluently in target language for enjoyment, without aid of teacher. It means that extensive reading does not need teacher's guidance. So, the teacher can be only a facilitator to care for them whether or not they understand. Extensive reading is always done for the comprehension, not for specific details.

Extensive reading is to find out what really information that exist in the text or even to help in answer a question in mind. Extensive reading can be source of enjoyment and a way of gaining knowledge of the world. Extensive reading is focused on the story not on items to learn. So it can be said that the aim of extensive reading is to read pleasure and get the general idea of the story or texts.

### **2.2.3. Purpose of Reading**

Klinger, Vaughn, and Boardman (2007:14) state that reading comprehension assessment has different purposes. One of these is to compare students' comprehension levels to those of students in a norming sample. Another is to find out if students have met preestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

The purpose of reading is to find out what really information inside that make curiosity increase for each sentence that read. The point of the purpose of reading is help reader to find the specific information inside with still get to one way of find out the message on what the text is telling about. However, there is no fundamental aspect which can be starting point for other consideration. When students read, it is a purpose. The purpose are:

1. To understand the information or theories

2. To acquire information (fact or data)
3. To discover authors' viewpoints
4. To seek evidence for their own point of view or quote all of which may be need for writing.

Reading is not just a task for infant that once mastered, can be taken for granted. It is an art which need contains development and practice. When we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. Only by keeping the purpose of reading very much in present of mind. We would find the main of paragraph and the meaning of the text. The readers must focus on text and the readers would think how to get the meaning of that.

There was a natural reaction to all this methodology seeing the particular difficulties that students bring own intelligence to bear. Someone is very quickly to understand the point and techniques of reading and even those who is slower reveal intelligence at work. Other researcher said that, the main of instruction in beginning reading is to make the child as an independent reader. It would appropriate to help his reading and give positive effect, the object he wants to obtain, such as the information on the main idea from whole material. In order setting, usually academic or professional ones, we sometimes synthesis information from multiple reading sources from different parts of long and complex text or from a prose text and accompanying diagram or cart.

Each purpose for reading is explained further in the upcoming section, there are:

1. Reading to search for simple

Reading to search for simple information is a common reading ability, though some researchers see it a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as of reading ability.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person need to learn is usually carried out at reading rate somewhat slower than general reading comprehension (primary due to pre reading and reflections to help remember information).

3. Reading to integrate information

Multiple sources Reading to integrate information requires additional decision about the relative important of complementary, mutually supporting or completing information and the likely restructuring of theoretical frame to accommodate information from.

4. Reading to critique text

May be task variant of reading to integrate information both require abilities to compose, select and critique information from a text.

5. Reading for general comprehension

The nation of general reading has been intentionally saved for last in this discussion for two reasons. First, it is most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading is actually more complex than commonly assumed

#### **2.2.4. Definition of Reading Comprehension**

Kristin Lems (2010:170) states, reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies

according to the purposes for reading and the text that is involved. It means that reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and meta-cognitive.

Reading comprehension is an ability of a reader to comprehend the text that they are reading. To comprehend the text, the reader needs a lot of effort because every people have different background knowledge. There are some people would have a broader background knowledge while some others do not. It makes people have to glide over the text.

Caldwell (2008:4) also stated that, “comprehension encompasses three components: an active process of comprehending; the skill, knowledge base, and motivation of the comprehender; and the difficulty and characteristic of the text that is read, listened to, or watched.” It can be said that in comprehending the text, readers need some skill, strategies, and aptitude towards constructing the meaning from the text.

Reading comprehension is a dynamic interactive process of constructing meaning by combining the reader’s existing knowledge with the text information within the context of reading situation. reading is very important. Really understanding a text is the key to unlock the information that writer explain in the text, so reader would be seriously try out find that key. Knowing the information is one of key to make a successful in life, cause information very important nowadays, not just for learning, but also can help to make money. The text that use would be different for student and worker, for example narrative, descriptive, exposition text for learners, while workers they’re going to nee report, procedure, and explanatory text.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise meta-cognitive control over the content being read. This means that the reader is able to

monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. It means that a good readers should make connections between background knowledge and the new information in the text.

Those are some statements that assume reading comprehension. In other words, reading comprehension is a complex activity that includes many purposes such as reading to get the specific information and general idea of the text. Moreover, the reader has to read a lot and train his ability to get the idea of the text. In addition, reading without comprehending is merely a wasting time.

In senior high school students are expected to reach informational level because they are prepared to the university. They are expected to produce knowledge using their own language. In this case, the students must be able to understand a text. The texts used are narrative, descriptive, recount, etc.

Literacy is the focus of development learning English in this curriculum. One of the goals in learning English at senior high school is to develop communication and understanding skill in English, they are speaking, writing, listening and reading. Therefore, the teachers must be careful in teaching reading to his/her students.

From the explanation above, the writer came to a conclusion that reading teaching for senior high school students must be related to curriculum. Furthermore, the teacher must be able to make an interesting teaching especially in teaching reading. Parents would be very helpful to encourage them to learn reading and finally the expected result can be reached.

### **2.3. Narrative Text**

Narrative text type is a text that tells a story whose purpose is to present a view of the world that entertains or informs the reader or listener (Anderson 1997:2). Narrative text, which tell story, come in subcategories such as realistic fiction. Historical fiction, folk stories, fantasies, legends, and works of magical realism or science fiction. The basic purpose of narrative is to entertain the readers and to tell a story. Narrative texts usually contain a predictable set of elements. They are setting which includes the time and place, the different characters that are involved in the text, a problem that occurs, the attempts that are made to solve the problem, and also the theme or message that follows the story.

Writer choose “Narrative Texts”, as the writing material. Meyers (2005:52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

In Curriculum narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, writer can conclude that narrative story is a story tells us about something interesting that has purpose to amuse or entertain the readers. Narrative used to tell a people or students about the legend, folk, or fable. This text could use in the public or even school.

#### The Generic Structure of Narrative Text

1. Orientation : sets the place and time, and introduces the characters in text

2. **Complication** : a part where a crisis arises
3. **Resolution** : a part where the crisis is resolved for better or for worse

In narrative texts, there are some special grammatical features that follow the text:

1. Focus specific and usually individualized participants
2. Use material process, behavioral process, and verbal process
3. Use of temporal conjunction and temporal circumstances
4. Use past tense
5. Chronologically arranged

Clearly, the generic structure of narrative text can be seen as following example.

### **Origin of the Snail House**

In ancient times, the snails did not bring their home anywhere. In the beginning, snails lived in an abandoned bird's nest in the trees. The night was warm and the day was cool because the leaves shaded the nest where the snails lived. But when the rains came, the leaves no longer block the rain that fell. Snails caught cold and wet when the rainy season arrived.

*orientation*

Then the snails moved into the holes in the trunks of trees. When the day was hot, the snails were well protected, even if it rained. It looked like that I had found a suitable place, the snail said in his heart.

*Complication 1*

But on a sunny day, there came a woodpecker. Tok...tok...tok... woodpecker kept pecking the trunks where the snails lived. Snails became very distracted and could not sleep. With annoyed heart, snails went out of the hole in the trunk and looked for a place to stay next. Snails found a hole in the ground, which seemed to be warm when the night came.

*Complication 2*

snails. Snails cleaned up those holes and decided to stay in it. But it turned out when the night came. The rats came from all directions to damage the hole. Again and again, the snails had to leave the hole to find a new home.

Snails then moved on to the edge of the beach filled with coral reefs. He thought that the sidelines of the corals might be his home. Snails could take a rest peacefully in this place. But when the tide rose up to the top of the rock, snail was swept away along with the surge of the waves. As usual, the snails had to go away to find a new home. When he was walking on the beach, the snail found an empty shell. This shape was beautiful and very light and cold, snails went into the shell. Snails felt warm and comfortable then he slept in it.

*Complication 3*

Being tired

When the morning came, snails realized that he had found the best home for himself. He did not need to go home in hurry if it rained. He also would not get heat anymore and no one would bother him. He then brought it home with him wherever he went.

*Resolution*

## **2.4. The Neurological Impress Method**

From this part, there are few things that explained, the definition, purpose, procedure, advantages, and disadvantages of Neurological Impress Method.

### **2.4.1. Definition of Neurological Impress Method**

The neurological impress method is a system of unison reading by the student and the teacher who read aloud simultaneously at a rapid rate (Oladele 2013:187). The non fluent reader is placed slightly in front of the teacher, with the student and the teacher holding the book jointly. As the student and the teacher read in unison, the teacher's voice is directed into the ear of the student at a close range. The teacher is to slide a finger under the words and could vary the pace so that the reading is louder and faster or slower and softer.



The Neurological Impress Method (NIM) may well be an ideal way to address many of the needs of the disabled middle school reader. Its origins lie in research by speech therapists who fed the voice of a stutterer back into his ears, causing the stuttering to stop.

Neurological Impress Method (NIM) is a strategy used for students who are struggling with fluency. When using the NIM strategy, one student is paired up with the teacher. The teacher and student read together at the student's independent reading level. Teachers can also use material that the student has read before. The teacher should make sure the book is of high interest of the student so they engaged the entire time they are reading.

NIM is a method that can help students easier to understand a text, especially they would be good on pronunciation. It all cause students would be ask to read together with teacher, then they asked to read by theirselves, then it'll keep repeat again at home, then the next following day, teacher asked them to read the same text to see their ability in understanding the text plus to see their speaking ability specially in pronunciation. When first starting out with this strategy, the teacher should read a little louder and faster than the student. Once the student seems to be gaining their confidence and fluency is improving, the teacher can start to read quieter and a little behind the student.

To execute the NIM, the tutor and student sit side by side and begin to read aloud together. After the pace is established, the teacher begins to read slightly ahead of the student with appropriate expression and intonation. This procedure continues for the duration of the NIM tutoring session (Heckelman in Chase Young and Bethanie Pletcher (2017:1)). Because of the initial success, later conducted a small study that described remarkable progress by adolescent readers, who made an average of 1.9 years of reading growth after one summer of NIM training.

Over time, additional studies confirmed the method's effectiveness with a variety of young readers.

The reading specialist integrated NIM along with the repeated readings in hopes to better develop their prosody. Both students began the intervention on a first-grade reading level and ended on a third-grade level. In addition, both of the students read with greater accuracy, increased rate, and adequate reading prosody (Chase Young and Bethanie Pletcher (2017:2)).

NIM have to do one by one for each different students to see how far their ability in reading, so teacher can focus or increase some of them that still low in reading by using NIM. The main theme of NIM it all take based from nerve science which is the nerve in the body would be used as the main power to get the information of something. Almost every students just understand on what they see, but actually they don't see what kind of specific information that really trying to tell about inside the text, that's why sometimes writer make the text complicated to understand, while what they want, reader has a riddle inside their head to make them entertain while read the text.

Heckelman used the term etched when describing how the tutor's expression was heard in the students' oral readings. It is likely that reading comprehension was modeled for the student during this process. In other words, the student heard and read along with a person who was demonstrating adequate comprehension in their oral reading. Results on students' attitude toward reading were not entirely unexpected.

#### **2.4.2. The Purpose of the Neurological Impress Method**

The Neurological Impress Method technique was developed to improve reading fluency by providing an oral model of the passage at the same time that the student is attempting to read it.

With NIM, students are able to read through different modalities. First, the child's brain is reading the words on the page. The child is saying the words aloud. So, the child is not only seeing the words, but is also hearing the words. The child is also hearing the words from the adult who is sitting next to them. While not talking directly into the child's ear, the student is close enough to hear the words clearly. NIM would provide enough focus to help that child not only become a fluent reader, but also understand what he or she is reading. While there are certain students who would pick up their own reading skills on their own; inevitably there would be those who fall behind, and mainstream approaches would not be enough. NIM is a great way to build confidence to the reader, and help them on their way to being a fluent reader and ultimately comprehending what they are reading

#### **2.4.3. Teaching Reading Procedures with the Neurological Impress Method**

1. The teacher distributes the text to all students.
2. Then all students and teachers read the text with a loud voice
3. After all students and teachers finish reading in a concurrent voice,
4. The teacher asks the students to read the text aloud in front of the class one by one
5. Students repeat reading that have been corrected by the teacher in a loud voice
6. In this stage, reading students from time to time, with practice, the number of errors would decrease and / or the number of text read would increase.

#### **2.4.4. Advantages**

1. Reading aloud gives the teacher a valid a way of evaluating the progress of reading skill, that is intonation, word pressure, beheading, phrasing, and finding specific teaching needs.

2. Reading aloud provides verbal practice for reader and enhances the listening ability for listeners.
3. Reading aloud is the teacher's medium in guiding wisely, it can be used to improve the ability to adjust to shy students.

#### **2.4.5. Disadvantages**

1. Reading aloud requires more power than reading in the heart.
2. Reading in the heart most popular than reading aloud.
3. Reading aloud caused a commotion

#### **2.5. Conceptual Framework**

There are many definition of reading. Reading is interactive activity to get or understanding the meaning that consist in the text. Reading is considered as the skill that has to be learned firstly before the other skills. It is because in the actual life, the students may find the actual reading materials such as a newspaper, letters, booklets, leaflets, advertisements, labels, magazines, the telephone directory, the social media (facebook, twitter, youtube, etc.) and so on.

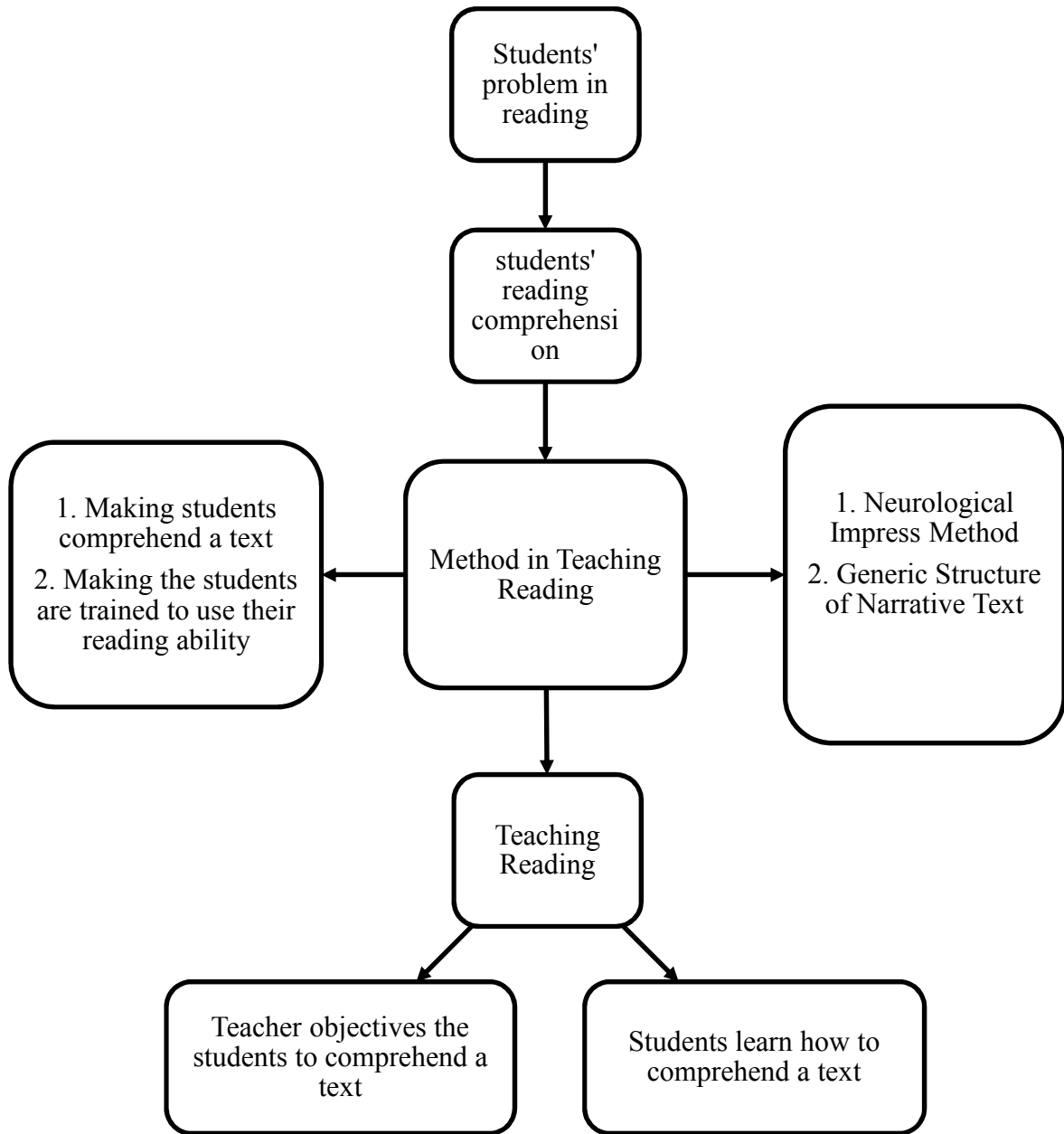
In the learning process the English teacher is as a facilitator. The English teacher has responsibility to make the students motivated in study especially in reading skill. The English teachers have to able in improving students' reading skill so that the learning process can run well. There are some ways that can be done by the English teacher in improving students' reading skill. For example by encourage the students to read by their read loudly.

Neurological Impress Method is done by divided the students in the class. The writer applied Neurological Impress Method and teach the students through narrative text to improve their reading skill. The writer hoped by taught the students through hortatory exposition text by Neurological Impress Method can improve students' reading skill.

In this method, students read together with the teacher in the class about the text. And then, after reading together, English teacher called one of the students to come forward in front of class, student read the text loudly in front of his friends and teacher. And the teacher corrects the Pronunciation of the student. Reading with use neurological impress method is a one of method that can help students to easier to get knowledge because the purpose of the reading with use neurological impress method (NIM) is to make the students interesting to learn something or to reading some text (book, magazine, newspaper,etc).

Narrative text, which tell story, come in subcategories such as realistic fiction. Historical fiction, folk stories, fantasies, legends, and works of magical realism or science fiction. The basic purpose of narrative is to entertain the readers and to tell a story. Narrative texts usually contain a predictable set of elements. They are setting which includes the time and place, the different characters that are involved in the text, a problem that occurs, the attempts that are made to solve the problem, and also the theme or message that follows the story.

From the definition about, the writer define that reading is a process to get some information and process to comprehend something. Narrative text is text that tell about a story of fiction or the condition to describe something that happen in past to make reader entertain or even learn.



**Figure 2.4. The Conceptual Framework of the Effect of Neurological Impress Method in Teaching Reading at Tenth Grade Students of SMK N 5 Medan**

## **2.6. Related Study**

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

Ernis Elia (2015, UINSU) by the title “the implementation of neurological impress method in teaching reading hortatory exposition at grade eleventh students of MA lab UIN-SU Medan”. The aimed to describe how the teachers teach reading by using neurological impress method. This study was conducting by using CAR. The finding of the study showed most of the students that get the effect of this method is improved. The data shows that from the pre test, the result that they get is very low, then incresead drasticy at the second post test.

So, writer take same action based on this previous research to continue or use same method, but this time writer focus on the effect of NIM and using narrative text to make the difference with the previous research.

Yemima Alberti (2014, UIN-SU) by the Tittle “Improving Students’ Reading Comprehension on Narrative Text by Using Story Grammar Strategy at Grade VIII Of SMP N 1 Pondok Kepala Bengkulu Tengah”. In this research, the researcher used quantitative and qualitative data to see the improvement of the students’ reading comprehension and the factors influence the changes of the students’ reading comprehension.

The writer also use this related study to add it into the research. The previous research shows that the way of the researcher use Narrative Text with the instrument of research, observation checklist and field notes. Writer use same text but use different instrument of collecting the data, writer only use multiple choice test.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

### 3.1. Research Design

A research design is a specifications for operations for testing of hypothesis under a given set of conditions (Tuckman and Harper, 2012:16). This study was conducted by using quantitative research. To collect the data, two groups were used. They were experimental group and control group. The experimental group was the group who received treatment by using NIM, while the control group was a group of subjects whose selection and experiences were identical in every way possible to the treatment.

**Table 3.1 Research Design**

Pre-test	Treatment	Post-test
Experimental group	Neurological Impress Method	Experimental Group
Control group	Without using Neurological Impress Method	Control group

### 3.2. Population and Sample

Wallace (1998:258) states, population is any group of people that the researcher analyze. Arikunto (2015:232) states, sample is some or representative of the research. The sample taken by using random which used one for experimental group and one for control group. The population of this research was the tenth grade of SMK N 5 Medan. There were two classes category, they were X TPM 1 and X TPM 2. Each class had 20 students. The sample of this research was the tenth grade students of SMK N 5 Medan. The students that was taken as the sample is 40 students, and then they were divided into two groups: the experimental group and control group.

### 3.3. Instrument for Collecting Data

In this study, the writer used the test as instrument of collect the data. The data would be collected by giving a multiple choice test. Based on Sally Bargass (2005:27) who says multiple



choice is the reading task that is likely to be most familiar for students. It consists of text(s), which can be almost any type such as Descriptive, Narrative, etc, accompany by one or more multiple choice items where students had to choose between alternatives, e.g. a,b,c, or d there are usually four or five options, only one of which was correct. It was common to had items corresponding to specific sections of the text, but there may also be items to test comprehension of the text as a whole both.

### **3.4. The Procedure of the Research**

In conducting the test, the experimental group and control group gave pre-test. After that, writer taught the experimental group by using treatment, while for the control group, writer taught them with formal teaching. Then, both of group gave post-test.

#### **3.4.1. The Pre-Test**

The pre-test gave out both experimental group and control group before gave the treatment. The experimental and control group gave the same text test in proposed to find out mean score of both group.

#### **3.4.2. Treatment**

The experimental group taught by using treatment, which was using NIM. While, control group taught with formal teaching. The experimental and control group gave the same material.

The steps of doing treatment in experimental group was showed below:

1. The teacher greets the students to open the class
2. Teacher tell the students what reading is going to be about
3. Teacher utilize neurological impress method in the classroom to provide students an equal chance at learning by providing specialized instruction support where needed.

4. Students would follow the next instruction of teacher, which they would repeat the text that readig by teacher beside their bench.
5. Each students would do the same instruction, then they would answer the question

### 3.4.3. The Post-Test

The post-test was done after treatment had been completed. The post-test were given for both experimental and control group to know the effect of NIM in reading comprehension.

### 3.5. The Validity of The Test

Arikunto (2015:168) states, validity is the measurement which shows the levels of validity of instrument. In addition, Wallace (1998:36) states that validity means testing what you are supposed to test and not something else. A test had to able to measure what it was inteded to measure.

**Table 3.5. Content Validity of Narrative Text**

Narrative Text (Generic Structure)		Test	Validity	Score
Orientation		2	Multiple Choice	8
Complication	Complication 1	6	Multiple Choice	24
	Complication 2	7	Multiple Choice	28
	Complication 3	4	Multiple Choice	16
Resolution		6	Multiple Choice	24
<b>Total</b>		25		100

Based on the content validity of narrative text above, writer gave 1 text which was consistet of 25 questions. The detail explained in this table:

Narrative Text (Generic Structure)		Test	Question Number
Orientation		2	12 and 16
Complication	Complication 1	6	1, 4, 7, 8, 11, and 22
	Complication 2	7	3, 5, 9, 10, 13, 17, and 19
	Complication 3	4	2, 6, 14, and 15
Resolution		6	18, 20, 21, 23, 24, and 25
<b>Total</b>		25	

### 3.6. The Realibility of the Test

Reliability was one of the characteristic of good test. Arikunto (2015:74) says that realibility shows an instrument that can be trusted used as a toll of collecting data because it is already well enough. Brown (2001:386) states realibility is if the teacher gives the same subject or matched subject on two different occasions; the test itself should yield similiar result.

The formula was Kurder Richardson (KR) 21 (Arikunto 2015:116). A reliable test was consistent and dependable. In the reliability of the test, the Kurder Richardson 21 was used:

$$(KR_{21}) = \frac{K}{(K-1)} \left[ 1 - \left( \frac{M - (-M)}{K(S^2)} \right) \right]$$

Where:       $KR_{21}$  : coefficient reliability  
                   $K$  : the number of items in the test  
                   $M$  : the mean of the score  
                   $S^2$  : Varians total

Arikunto (2015) asserts that reliability of the test can be categorized as the following:

0,00 – 0,20 = the realibility is very low  
 0,21 – 0,40 = the realibility is low  
 0,41 – 0,60 = the realibility is fair  
 0,61 – 0,80 = the realibility is high  
 0,81 – above = the realibility is very high

### 3.7. Technique of Collecting Data

The technique for collecting the data had an important rule and conducting any kind of research in order that result of the study would be valid. The writer prepared a multiple-choice test, which was consisted of 25 questions. The reason for choosing the test is because easier to

answer. The population just had to choose the right answer, each correct answer scored 4 and each incorrect answer is given 0 score. The highest score is 100.

The following formula is applied:

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

Where:

S = The score

R = The number of the correct answer

N = The number of the question

### 3.8. The Technique for Analyzing Data

In this study the data was obtained from experimental group and control group. The data was analyzed by using t-test formula. The formula for the t-test described as the following:

$$t = \frac{\mu_y - \mu_x}{\sqrt{\left(\frac{dy + dx}{N_y + N_x - 2}\right) \left(\frac{1}{N_y} + \frac{1}{N_x}\right)}}$$

Where:

t = t-test

$\mu_x$  = mean score of control group

$\mu_y$  = mean score of experimental group

$dx$  = the deviation square of control group

$dy$  = the deviation square of experimental group

$N_x$  = the sample of control group

$N_y$  = the sample of experimental group

### 3.9. The Procedure of Analyzing the Data

Here are procedures in analyzing the data. They were:

1. Collected the data from the scoring of experimental and control group
2. Identified the data from the scoring of experimental and control group
3. Compared the scores
4. Drewed the conclusion and answer the hypothesis and
5. Wrote some findings.