

**THE EFFECT OF NEUROLOGICAL IMPRESS METHOD(NIM)IN IMPROVING STUDENTS' READING
COMPREHENSION ABILITY OF ANALYTICAL EXPOSITION**

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ABSTRACT

This research is focused on learning to read by using the Neurological Impress Method (NIM) at SMK Swasta HARAPAN Pematangsiantar in 2019/2020. This research uses pre-test, treatment, and post-test. With this research, it is expected to be useful to improve reading skills by using the Neurological Impress Method (NIM). From the results of data analysis the writer found that the facts using the Neurological Impress Method (NIM) students were better than before using the Neurological Impress Method (NIM), the results of the pre-test and post-test were significant influences in the use of the Neurological Impress Method (NIM) in the ability reading students in analytical exposition

Key words : Reading Ability, Neurological Impress Method (NIM),Aalytical Exposition

INTRODUCTION

According to Harmer(1998) reading is useful for other purpose too any exposure to English (provided students understand it more or less) is a good thing for language students. Harmer says that reading is an incredibly active occupation. To do it succesfully, we have to understand the meaning of the world. So if their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

The writer found some problems related to the English teaching and learning process when the teacher is teaching in the classroom, especially in the teaching reading in grade eight students of SMK SWASTA HARAPAN PEMATANGSIANTAR . The first problem is the lack of materials provided by the teacher. There are two kinds of reading sources dominantly used by the teacher, the textbook which is taken from school library and students worksheet (Lembar Kerja Siswa). Besides, those reading sources contain many artifical languages and similar task. As a result, the teaching and learning process run less effective and the students feel bored when they learn about English especially in Reading. According to Rebecca (2003), a analytical exposition text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a analytical exposition is a sense of plot, of theme, of characters, and of events, and of how they relate. . The Neurological Impress Method (NIM) is a form of paired reading in which a student and teacher (or other professional) read the same text almost simultaneously. Based on the various explanations, the writer is interested in finding out the research entitled "**The Effect of Neurological Impress Method(NIM)in improving students' Reading Comprehension Ability of Analytical Exposition**"

The Problem of The Study

Based on the background that mentioned above, the problem of study is formulated as the following: "Is the improving of Neurological Impress Method (NIM) effected on students' reading comprehension ability in analytical exposition at the eleventh grade of SMK SWASTA HARAPAN PEMATANGSIANTAR ?

The Purpose of The Study

Based on the problem mentioned above, the objective of study is formulated as the following: "To find out the effect of Neurological Impress Method (NIM) in improving students reading ability at the eighth grade of SMK SWASTA HARAPAN PEMATANGSIANTAR.

The Limitation of The Study

Having chosen and identified the problem, the writer wants to limit this study by focusing on using Neurological Impress Method (NIM) Reading Analytical exposition Text ability at The Eleventh Grade of SMK SWASTA HARAPAN PEMATANGSIANTARin Academic Years of 2018/2019.

The Significance of The Study

With this research, the writer really hope to solve students' problems. weakness in reading text, so students can pronounce easily and smoothly improve their reading skills.and the writer hopes that it can help the teachers to improve students' achievent and it is also expected to be useful for students,teachers and theotherresearchers.

REVIEW OF RELATED LITERATURE

Reading

According to Weaver (2009:13), in quoted Arbaina's (2014:27) thesis reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys. Based on the definition above, the writer concludes that reading is trying to find the point of the texts. Reading is not only to read but also to understand what the writer's aim in that text.

Reading Comprehension

For Scanlon, et.al (2010:18&276) qouted in Kinayah's (2018:6-7) thesis, comprehension is also an active, constructive process in which the ultimate understanding of the text and the reader's preexisting knowledge related to the topic of the text. In addition, Klingner, et.al (2007:2) quoted in Kinayah's (2018:6-7) thesis, defined that reading comprehension is the process of constructing meaning by coordinting a number of complex pocesses that include word reading, word and world knowledge, and fluency. Klingner, et.al (2007:8) quoted in Kinayah's (2018:6-7) thesis, also argued that reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself.

Teaching Reading Comprehension

Teaching English covered teaching the four language skills; they are Listening, Speaking, Writing, and Reading is one language skills that should be mastered by students to become skillful person in hte world because by reading, they can get more information from every side of the world. So, teachers should give their heart on how to improve students' ability in reading comprehension and do not let the students just read the text as they know. According to Anderson, in Nunan (2003:68) quoted in Kinayah's (2018:7-8) thesis, teaching reading usually has at least two aspects. First, it can refer to teaching reading refers to teaching to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. Pang, et.al (2003:21) quoted in Kinayah's (2018:7-8) thesis, stated that teaching reading is difficult work. Teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students. it is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. So, in teaching reading comprehension to the students, teacher should also know the principles of teaching reading so that the teaching-learning process runs effectively and efficiently.

Difficulties in Reading

There are many difficulties in reading that faced by students and some of them described below as quoted in Scanlon, et.al (2010:79) quouted in Kinayah's thesis (2018:13-14) .a. phonemic awareness is one of difficulties in reading comprehension faced by students. Children who experience significant difficulty in learning to read tend to have difficulty in developing sensitivity to the phonemes in spoken language.b. Poor reading ability: Westwood (2008:60) quoted in Kinayah's (2018:13) thesis, argued that poor reading ability is one of the major characteristics of students with learning difficulties. It is often their weakness in literacy that first brings them to the notice of teachers and parents. Ability to read is recognized as the key to effective learning in all areans of the school curriculum.c. Word identification problems:Ricketts et.al, Westwood (2008:17-18) quoted in Kinayha's (2018:13-14) thesis, identified that week readers at any age are not skilled at rapid word recognition. In particular, they have problems identifying words with irregular spelling patterns. This is due in part to their lack of reading experience and practice, and in part to lack of effective decoding strategies.

Neurological Impress Method (NIM)

Defenition of the Neurological Impress Method (NIM)

Neurological Impress Method (NIM) is "a system of rapid-unison reading by the student and teacher". Daniel in his Journal NIM is "an impress, an etching in of word memories on the natural processes". Together, the teacher and student read a passage in the book. The teacher points to the words and reads aloud with the student. The teacher's voice may be louder and faster than the student's voice, but the goal is to create confidence in a reader's ability to read. With this method, the teacher becomes a role model of what a good reader should sound like and lets the child enjoy reading without the stress of reading by him or herself.

The purpose of the Neurological Impress Method (NIM)

The Neurological Impress Method (NIM) 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 will 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 will pick up their own reading skills on their own; inevitably there will be those who fall behind, and mainstream approaches will 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. The purpose of this study is to investigate the efficacy of Neurological Impress Method (NIM) and repeated reading technique on the reading fluency of students with learning disabilities them.

Teaching Reading Procedures with the Neurological Impres Method (NIM)

According to Elia's (2018:36) in her thesis there are several procedures for teaching reading with Neurological Impress Method (NIM): 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 will decrease and / or the number of text read will increase.

Analytical Exposition

Definition and Purpose of Analytical Exposition

According to Gerot and Wignell (1994:192-221), in their book entitled "Making Sense of Functional Grammar", there many kinds of texts in English, Analytical Exposition Text is a text which is learnt and should be mastered by students of Vocational School. Further, Gerot and Wignell (1994:197) stated that Analytical Exposition Text is a text that is used to persuade the reader or listener that something is the case. Based on the quotations above, it can be concluded that Analytical Exposition Text is a text which persuades the readers or listeners that something is the case, gives a point of view, and confirms what is claimed. According to, Bashir (2017:47), the purpose of Analytical Exposition Text is to persuade anyone on a certain issue or argued relentlessly about something with someone or its purpose is to persuade our audience to look an issue with our perspective.

Analytical Exposition Organization

According to, Emilia in Bashir (2017:48), Analytical Exposition Text has three generic structures as following: 1. Introduction: This is the starting point of an exposition essay. Here we state the topic and establish the point of view (thesis statement). Introductory statement should be an emotional statement or question that is an attention grabber. A preview of the points we plan to make to support our thesis. 2. Body (arguments) A series of arguments to convince the audience. Each paragraph starts with a new argument. Each paragraph has a main point, reason for the main point and evidence to support the main point. Use of emotive words, mental verbs, causal conjunction to persuade

the audience. Each paragraph has to be logically linked to the previous paragraph and to the thesis statement. Conclusion: Reiterate or restate the thesis statement. Summarize what has been stated.

Significant Lexicogrammatical/Features:

According to Simon and Schuster in Bashir (2017:49), the language features of Analytical Exposition Text consist of: 1. Use descriptive persuasive words with emotive connotations to emphasize our viewpoint. These words can be either be positive or negative. 2. Use thesaurus to find an appropriate word, such as 'bad' becomes appalling. 3. Use the present tense, such as Lions live; I eat; cheetahs run. 4. Use mental verbs, such as I believe; I prefer, I agree. 5. Use saying verbs to support the argument, such as people say; it is said. Use connecting words to link to argument so that the flow of the arguments is logical and fluent, such as additionally; furthermore; not only. Use causal conjunction to indicate a cause or reason of what is being stated, such as because; consequently; despite. Use words that express the author's attitude to qualify or confirm, such as will; frequently; typically. Use persuasive techniques: Use generalizations to support viewpoint or arguments. Generalizations are common beliefs, general statement. Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes. Use exaggerations to make things or issues appear better or worse than they actually are.

METHODOLOGY

The Design of The Study

This research is focusing on how to improve the students' extensive reading analytical exposition text ability using Neurological Impress Method (NIM) at Eight Grade in SMK SWASTA HARAPAN PEMATANGSIANTAR Pematangsiantar. So that, the research make pre test and post test as a test to measurement ability of students in reading.

Location of The Study

The action research was conducted at SMK SWASTA HARAPAN PEMATANGSIANTAR on Jalan BAHKORA II. This school has some facilities to support the teaching and learning process such as the classroom the principal office, library, bathroom, canteen, parking are, and the administrative staff room.

Population and Sample of The Study

The population of this study is 2019/2020 XI AP grade students at the Pematangsiantar SMK HARAPAN School consisting of two class with a total of 66 students. In this study the writer will take the sample in XI AP which consists of 32 students of SMK SWASTA HARAPAN PEMATANGSIANTAR to applied reading analytical exposition text without Neurological Impress Method (NIM) before pre-test and by using Neurological Impress Method (NIM) in the treatment and then post-test.

The Data and Source of The Data

The Data

The data of the research is scores from pre-test and post-test at grade XI TSMK SWASTA HARAPAN pematangsiantar. Pre-test and Post-test that given students about Analytical exposition Text.

Source of The Data

Source of the data of this research is taken from course book pre-test and post-test which is from the students book about Analytical Exposition Text with the tittle "WHEN ENGLISH BELLS" that given to the students at SMK SWASTA HARAPAN PEMATANGSIANTAR Pematangsiantar.

Instrument of Collecting Data

The test will consist of 1 topic is the story form. The students will get a score of 0-10, where the 0 lowest scores and 10 are the highest scores.

Data Collection Procedure

Pre-test

Pre-test was given to the students before get treatments. The writer was given one topic about experience to the students and asked them to reading recount text based on the topic. It was given both to experiment and control class..

Treatment

After giving pre-test the writer was given treatments. The treatments used Neurological Impress Method. It was given just to experimental group.

Post-test

After giving treatment, the writer gave post-test both experimental and control group. The post-test used to know the improvement of Neurological Impress Method (NIM) in students' ability to read Analytical Exposition text

Technique of Analyzing of The Data

There are pre-test and post-test and after that looking for the total score. According to Arikunto(2006) , to analyze the data, this study will use analyzing of the five categories "very good", "good", "enough", "low", "very low".

Scoring of The Study

In scoring the test, this study will use score ranging from 0-10 by counting the correct answer and applying this formula:

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

Where:

S = Score of the test
R = Number of the correct answer
N = Number of the question

Mean Score

To get the average score, the writer use the mean score as the following:

$$\bar{X} = \frac{\sum x}{N} \quad (\text{Arikunto, 2010:343})$$

Where:

\bar{X} = Average score
 $\sum X$ = Totally of students
N = Total of reading scores.

Standard Deviation

The formula of standard deviation is:

$$SD = \sqrt{\frac{\sum D^2 - (\sum D)^2}{N}} \quad (\text{Hadi, 1981: 246-258})$$

Where :

SD = Standard Deviation for one sample test.
D = Difference between pre-test and post-test
N = Total number of sample

DATA ANALYSIS, DISCUSSION AND FINDING.

Data Analysis

The data were obtained from the pre-test and post-test administered in experimental and control group. This study provided an analytical exposition text reading text with certain topic.

The cumulative score of every student reading from both experimental and control class was based on five categories in scoring the reading namely : very good, good, enough, low, and very low.

Research Findings

Based on data analysis, the writer found some points that important to know, they are :The writer found the use of Neurological Impress Method (NIM) has good for the students' ability in reading. They got improvement of their ability by looking to the score. It means that students' score taught by using Neurological Impress Method (NIM) is better than students' score without use Neurological Impress Method (NIM). It can be concluded that the students have ability in reading analytical exposition text. From the Neurological Impress Method (NIM), it can be concluded that students are excited and enjoy doing reading activities. When the writer make a group in the class, and give the test, every student discuss well and they helped their friends and finally they were able to understand the question and able to answer according to the text. From the analysis of the data, it can be said that the ability to teach reading using the effective Neurological Impress Method (NIM), gets responses from students, makes them happy and can be more eager to improve their abilities especially in teaching their reading comprehension.

CONCLUSION AND SUGGESTION

Conclusion

The use of Neurological Impress Method (NIM) to improve students' reading ability at eighth grade of SMK SWASTA HARAPAN PEMATANGSIANTAR in the academic year 2019/2020 that the writer analyzes the students' improvement based on the result of analyzing in pre-test and post-test. The improvement is the percentage in reading of pre-test is 71,87% and of post-test is 100%. The use Neurological Impress Method (NIM) is significant to improve students' reading ability for the eighth grade students of SMK SWASTA HARAPAN in the academic year 2018/2019. The improvement is the mean in reading of pre-test is 5,75 and of post-test is 8,75. The use Neurological Impress Method (NIM) is significant to improve students' reading ability for the eighth grade students of SMK Swasta HARAPAN in the academic year 2019/2020.

Suggestion

In this part, there are several suggestions concerning with the reading ability. Using the Neurological Impress Method (NIM) in teaching reading skills is an affective way because the way to use the NIM method is very good for improving students' comprehension of reading a text. The writer also suggest other writers to carry out, research of the reading skill further, so that the skill can be applied successfully and similarly with the other skill.

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