THE STUDENTS' READING COMPREHENSION THROUGH NEUROLOGICAL IMPRESS METHOD (N.I.M) AT THE EIGHT GRADE OF MTS AL-MANSUR BIANGLOE

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ARTICLE INFO	ABSTRACT
	This research aimed at improves the students' reading ability at the eighth grade through Neurological Impress Method in term of literal comprehension dealing with main idea and supporting details. To explain the improvement, the researcher used classroom action research (C.A.R) which was conduct in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the eighth-grade students of MTS Al-Mansur Biangloe with a number of the subject were 20 students. The research findings indicated that the application of Neurological Impress Method was Significant in improving the student's reading ability in term of literal comprehension dealing with main idea and supporting details. It was proved by the mean score of cycle I was 40. It was classified as poor then improve to be 83.75. It was classified as good in cycle II. They are higher than the mean score of diagnostic test namely 32.5 that classified as very poor. Therefore, there was the improvement of the student's reading ability in teaching and learning process from cycle I to cycle II in term of literal comprehension dealing with main ideas and supporting details. ***Keywords: Neurological Impress Method, Literal Comprehension.***

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INTRODUCTION

One of the most significant lessons in enhancing pupils' capacity to acquire a minority language is English. Listening, speaking, reading, and writing are the four essential abilities that must be mastered by the student. According to Harmer in Ismail et al. (2017), four skills are classified into two categories: fruitful skills, such as speaking and writing, and receptive skills, such as reading and listening.

Reading, according to Grellet (1992), is a continuous gamble in which what one carries to the next is frequently more essential than what one discovers. Students should be taught to apply what they learn to grasp information when reading, whether it's basic words or silent reading. To grasp the reading, they need to be isolated. Because the key aim of reading is not only to read the entire text but also to obtain the meaning of the text and assess insights from the content, using the appropriate tool to comprehend the text is vital to make it simpler for folks to learn.

Students often feel conscious that reading is more than just reading; it is also the process of building and comprehending written content (Cassady and Smith, 2005). Reading can indeed help them enhance basic language skills and their own understanding of the material and concepts they need to know. As a result, the kids will be able to comprehend what they have read, also known as reading comprehension. Students use their knowledge and experiences, language, syntax, and information or skills they are just about to read in order to comprehend what they are reading.

The purpose of reading comprehension is to develop students. The role of items in personalized learning structures may contain the following requirements, according to Pennycook (1989), as one of the major components in the instruction that is strongly linked to student results are promising: The materials will enable students to boost their learning capacity within their own, allow options for varied learning modes, provide basis for future style and use, and provide potential for self, evaluation, and student learning. However, it was shown that pupils could read words but did not comprehend what they had seen. Reading comprehension is incredibly complex and multifaceted cited Nurdiana and Rizki (2017), it means they were unable to read, and this occurred in one of the campuses where another expert had implemented her teaching methods. As a result, providing techniques to increase students' understanding of the text would become one of the issues for teachers. As a result, the study will look into different schools that use the Neurological Impress Method to help children enhance their reading comprehension.

Heckleman (1969) explained The Neurological Impress Method is a strategy for reading quickly. The teacher's voice is aimed to the pupils' ears when he or she reads a paragraph at a reasonably quick tempo. A significant component that must be emphasized by an English instructor, involved in teaching reading, is to be effective in

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teaching English. Teachers should use alternate resources when teaching reading to give a diversity of circumstances for the kids in the class. These items can be entertainment, and they can help students be more motivated to study in the lecture by creating a pleasant, entertaining environment. The biggest motivation, on the other hand, is required to study to learn.

Reading may enrich one's perspective, generate new ideas, solve issues, and broaden one's cognitive capabilities, all of which are required for long-term spiritual fulfillment and adapting to changes in the external environment; nonetheless, most individuals are unaware of the necessity of reading. The bulk of individuals in contemporary culture are considered bad readers, and also most adults are willing to read low-quality components.

Examination shows various issues when learners read the material. The first issue is that students are tired reading English texts because they are not fascinating. The second factor is that students have a restricted vocabulary, making understanding difficult. i.e. reading a text Researcher fascinated in the concerns presented by constructing a title "Improving The Students' Reading Comprehension Through Neurological Impress Method (N.I.M) At The Eight Grade of Mts Al-Mansur Biangloe".

RESEARCH METHOD

This study employs classroom action research (CAR), which is used to cope with challenges experienced by pupils. Action research, according to D. Hopkins in Fitri (2017), is a form of personal test carried out by sense of community instances (which include education) to achieve better the objectivity and equality of their own cultural or social practices, (b) their recognizing of these practices, and (c) the situation where the practice is carried out. To achieve those goals, classroom action research used an inquiry approach that included the following steps:

1. **Cycle 1**
a. **Planning**
1) The instructor will prepare information to be distributed to pupils in this part. Teachers will compile a selection of reading material for a hortatory presentation.
2) The teacher created a teaching plan and prepared resources for it.
3) The teacher took notes on the circumstances of the education process on a piece of paper.
4) After learning, the instructor designed a test to measure the result.
b. **Action**
1) The items to be read are chosen by the teaching and learning.
2) The teacher then discussed the importance of reading.
3) The material was read aloud by the teacher, and the pupils listened calmly. It will be completed simultaneously.

4) The instructor reads a few lines or words from the book, then numerous pupils in a row follow the following phrase while the teacher points at arbitrary.

5) When the book is finished, the instructor will ask pupils to close it and tell them at least any terms come to express the text's purpose.

c. Observation

1) Using provided inspection diaries, teachers recognized and noted all difficulties faced during the learner.

2) Teachers assessed how lesson were used to judge progress. Students will get a homework including questions based on the book they had also read. 5W + 1H is a sort of question (Where, What, why, Who, When, or How)

3) Teachers gave students the opportunity to provide feedback on action research.

d. Reflection

The investigation will depict the outcomes of the data collection till the action research is completed. Experts' assistance in determining the organizing study for the following cycle has been covered, as well as analysis. The proposed study is an upgrade on the previous cycle's strategy.

1. Cycle 2

Based on the views of the first cycle, the researcher took the following actions in this section:

a. Planning

1) During the method of acquiring the scenarios of its first cycle of analysis, the instructor made additional planning.

2) The quality of action research will be increased.

b. Action

1) The instructor and the pupils select the reading content.

2) The teacher discussed the importance of reading and provided some pointers for responding inquiries about the reading content.

3) The instructor read the book aloud, while the pupils listened silently.

4) Students were given the task of locating and translating specific words in books to read.

5) After the instructor has read a few rows or phrases from the material, the next phrases will be completed by those pupils in parallelism by the teacher gesturing freely.

6) When the book is finished, the instructor can ask pupils to remove it and tell them at whim what ideas pop up to express the text's purpose.

c. Observation

1) Using the assessment sheets that had been set up, the instructor recognized and noted all difficulties that were encountered during the instruction.

2) The teacher assessed the student's progress using the study's findings. Students must be given a quiz with questions that are related on the book they have read. 5W+1H was a kind of question (Where, What, Why, Who, When or How)

3) In action learning, the instructor provided the students the opportunity to make suggestions.

d. Reflection

The goal of this chapter is to determine the outcome of the second cycle action process, analyze the comprehension, and conclude about the effort. Based on the test result of the second action, the instructor will examine the first cycle to determine if the action of this cycle was successful or not.

In this study, researcher gave a reading test before and after applying the neurological impress method (N.I.M). This test contains several questions related to students' reading ability both from the literal and interpretative side. In the reading test, there are 4 questions related to the narrative text being tested.

Data analysis was carried out after providing a diagnostic test and then applying N.I.M and then testing the results of applying the method by giving a post-test. Here are some brief descriptions of the data analysis process in question:

1. Diagnose Test

To collect student data regarding their existence and activity in the learner, researchers watched students engaged in classroom teaching and learning activities.

2. Treatment

Carry out the learning process using the neurological impress method to class VIII B students.

3. Post Test

Researcher gave a reading test for students to know the increase.

a. Following the assessment criteria, the student answer sheet as follows:

Table 1. Scoring Rubric of Main Idea

No	Criteria	Score
1	Clearly identified the main idea by providing strong 4 evidence, details relating to the main idea	4
2	Identified the main idea and providing adequate evidence, 3 details relating to the main idea	3
3	Limited main idea identification and limited evidence, 2 details relating to the main idea	2
4	Did not identify the main idea of the story or provide any 1 evidence, details relating to the main idea	1

Depdikbud (2004)

Table 2. Scoring Rubric of Supporting Details

No	Criteria	Score
1	Relevant telling quality details give reader important information that goes beyond the obvious or predictable	4
2	Supporting details or information were relevant, but one key issue almost unsupported or more predictable than others	3
3	Supporting idea or information were relevant, but one more key issue almost unsupported or fairly predictable	2
4	Supporting idea or information were somewhat relevant, but several key issue were unsupported or all fairly predictable	1

b. Scoring the students' score on main idea and supporting details

The researcher used the following formula by Gay (1981) to know the students' achievement, it was:

$$\text{Score} = \frac{Students' Correct Answer}{Maximum Score} X\ 100$$

c. Mean score on main idea and supporting details

Calculating the mean score of the students' reading comprehension test by using the following formula and to decide the classification of the students' reading comprehension:

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

Where: X   =   The mean score

$\sum$x   =   The total raw score

N   =   The number of students   (Gay in Sukardi, 2008 : 88).

Table 3. Classification of Students' Reading Comprehension

No	Classification	Score
1	Excellent	96 – 100
2	Very Good	86– 95
3	Good	76 –85
4	Fairly Good	66 – 75
5	Fair	56 – 65
6	Poor	36 – 55
7	Very Poor	0 – 35

Depdikbud (2004)

d. Calculate the percentage students' reading comprehension

To calculate the percentage of the students' score, the formula which are used as followed (Sudjana in Nursyamsi, 2010:28):

$$P = \frac{F}{N} x100$$

P   : Rate percentage

F   : Frequency of the Correct Answer

N   : The Total Number of Students

RESULT AND DISCUSSION

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

1. The Students' Improvement in Literal Reading Comprehension in Term of Main Idea and Supporting Details
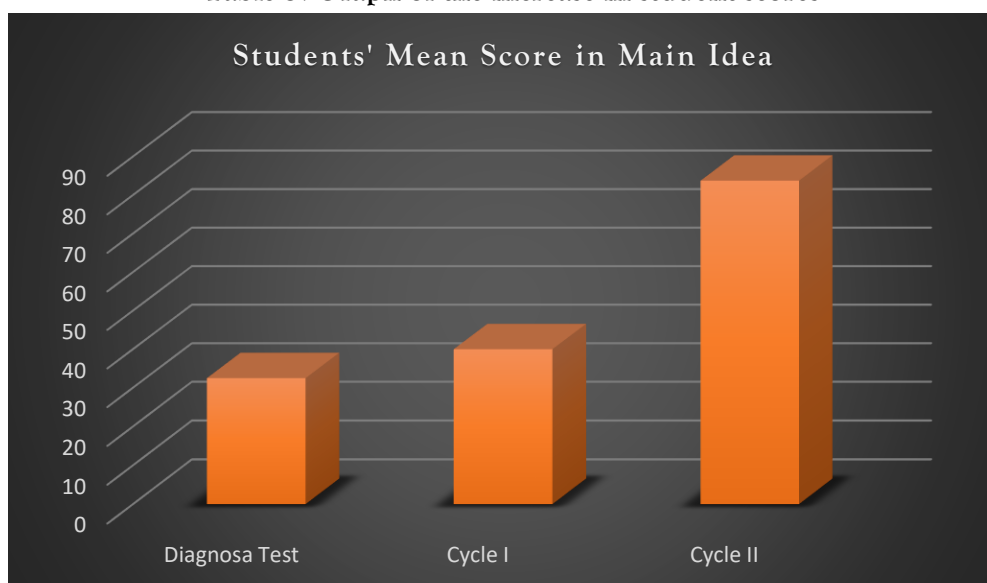a. The Students' Improvement in Literal Reading Comprehension in Term of Main Idea

The improvement of the students' literal reading comprehension, which focused on main idea as indicators in VIII class of MTS Al-Mansur Biangloe as result of the students' assessment of cycle I and cycle II was described as follows:

Table 4. Students' Mean score in Main Idea

Non Method Diagnosa Test	Classification	The Application of N.I.M		Classification
		cycle I	Mean Score	
32.5	very poor	Cycle I	40	Poor
		Cycle II	83.75	Good

The table above shows the mean score of students in determining the main idea. The table shows that the student's diagnostic test was classified into poor classification with a score of 32.5, while in the first and second cycles, the score increased from 40 (poor) to 83.75 (good).

Table 5. Graph of the increase in student scores

As in the previous explanation, the graph above is intended to show in detail the effect of using the neurological impress method on student scores. The process of

increasing the value in question increased by 8.5 points after the application of the N.I.M method in the first cycle and 43.75 points in the second cycle.

b. The Students' Improvement in Literal Reading Comprehension in Term of Main Idea

The improvement of the students' literal reading comprehension, which focused on main idea as indicators in VIII class of MTS Al-Mansur Biangloe as result of the students' assessment of cycle I and cycle II was described as follows:

Table 6. Students' Mean Score in Supporting Details

Non Method	Classification	The Application of N.I.M		Classification
Diagnosa Test		Cycle	Mean Score	
36.25	poor	Cycle I	39	Poor
		Cycle II	66.25	fairly good

In the table of the student mean score supporting details, it is detected that the student's diagnostic test score is 36.25 which is not much different from the student's score in the first cycle of 39 which is classified into poor classification. The increase was quite significant in the second cycle with a student test score of 66.25 or classified as fairly good.

Table 7. Graph of changes in the classification of student test results related to supporting details
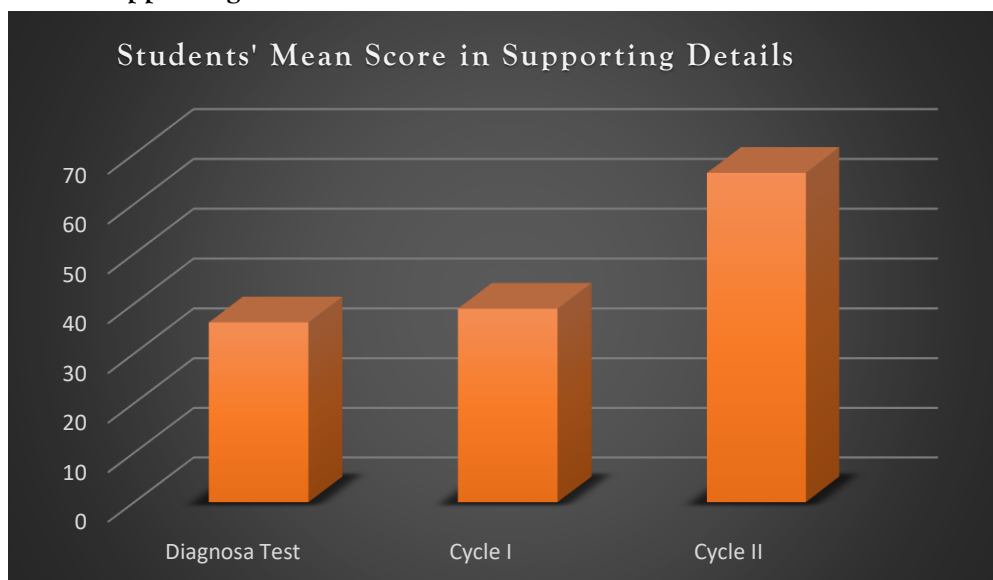

2. Students' Scoring Classification in Term of Main Idea

It has been mentioned in the previous chapter that after tabulating and analyzing the students' scores into percentage, then they are classified into seven levels based on Depdikbud classification namely: Excellent, Very Good, Good, Fair, Poor, and Very Poor as can be seen in the following tables:

Table 8. Students' Scoring Classification in Term of Main Idea

No	Classification	Range	Non Method		The Application Of Neurological Impress Method (N. I. M)			
			Diagnosa Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	96-100	1	5%	2	10%	10	50%
2	Very Good	86-95						
3	Good	76-85						
4	Fairly Good	66-75					7	35%
5	Fair	56-65						
6	Poor	36-55	3	15%	6	30%	3	15%
7	Very Poor	0-35	16	80%	12	60%		
	Range			100%		100%		100%

**Graph 1. Rate percentage and Frequency Main Idea**
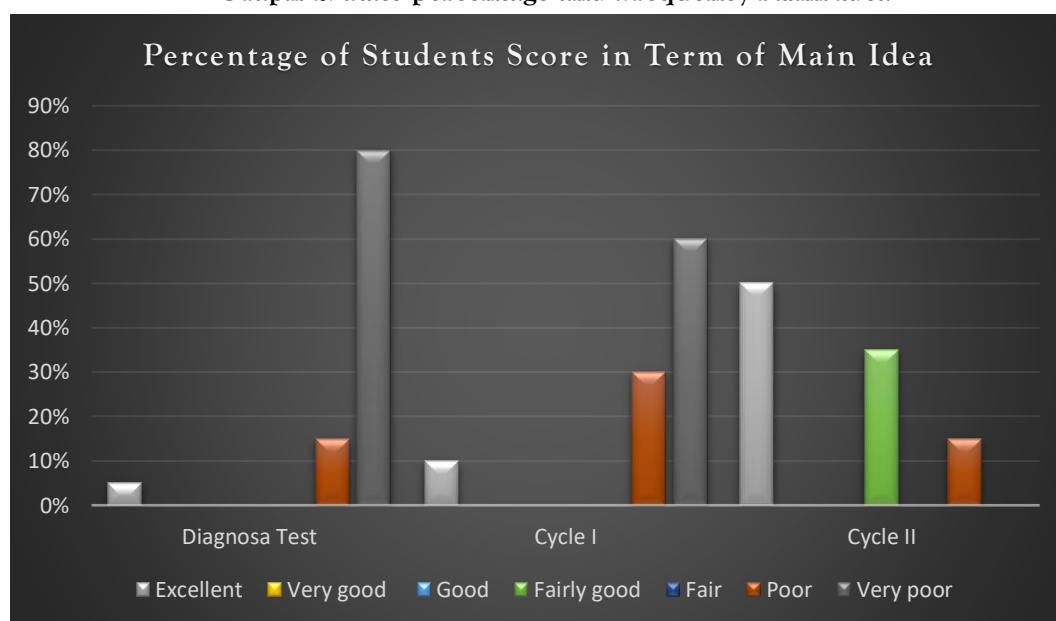
Based on the tables and graphs above, students' understanding of the main idea varies. Gradually, the number of students who were still in the very poor category (16 people) was reduced to 12 students. In cycle 2 the category of students experienced an increase to fairly good, then in cycle 2 it was dominated by 10 students in the excellent category.

3. Students' Scoring Classification in Term of Supporting Details

Table 9. Rate percentage and frequency Supporting Details

No	Classification	Range	Non Method		the application of Neurological impress Method (N. I. M)			
			Diagnosa Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	96-100			2	10%	6	30%
2	Very good	86-95						
3	Good	76-85						
4	Fairly good	66-75	1	5%	4	20%	7	35%
5	Fair	56-65						
6	Poor	36-55	7	35%	5	25%	1	5%
7	Very poor	0-35	12	60%	9	45%	6	30%
	Range			100%		100%		100%

Graph 2. Rate percentage and Frequency Supporting Details
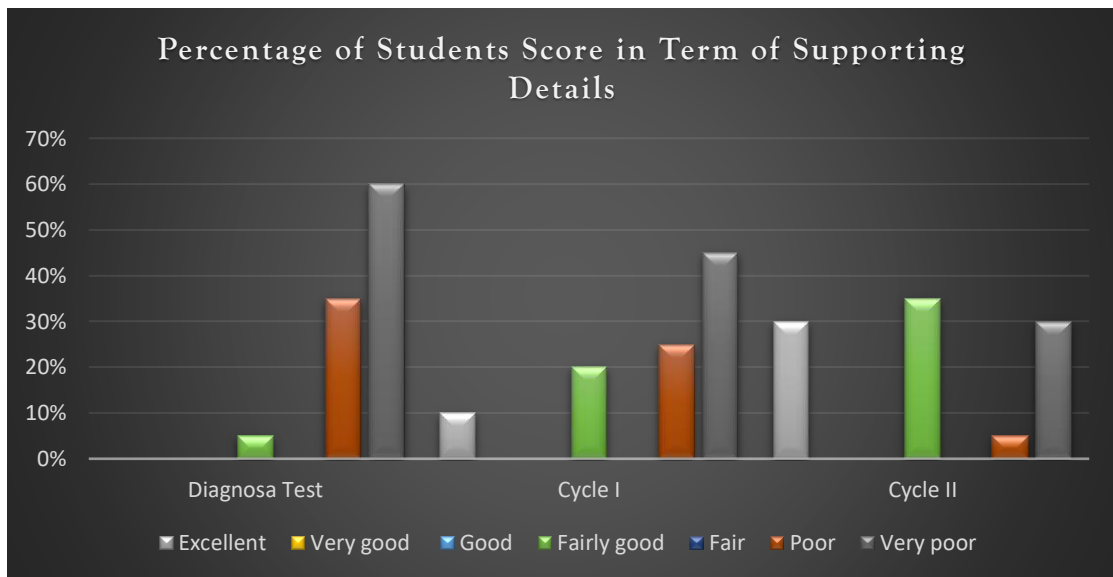
Based on the tables and graphs above, it can be seen that in the D-Test test there were students who were still in the very poor category (12 people) reduced to 9 students. And in cycle 2, the category of students increased to fairly good, then in the second cycle, 6 students were in the excellent category.

CONCLUSION

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After discussing the research above or in the previous chapter, we can conclude that the neurological impress method is able to improve students' reading comprehension in finding the main idea of students in class VIII B, MTS Al Mansur Biangloe.

This research is proven by the increase in student achievement in cycle II which is greater than cycle I and D-test, where the value is 83.75 which is an increase in the value of 40 (cycle I) and 32.5 (D- test).

Then, the increase in students' reading comprehension on the supporting details sequentially from the poor category in the diagnostic test and cycle I counted 36.25 strengthening to 39 to reach points 66.25 (fairly good) in the cycle II.

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