SKRIPSI

THE EFFECTIVENESS OF NEUROLOGICAL IMPRESS METHOD TO ENCOURAGE READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMPN 4 LALABATA KABUPATEN SOPPENG

By

KHUSNUL KHATIMAH
Reg. Num. 15.1300.172

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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Submitted to the English Education Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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Skripsi

As Partial Fulfillment of the Requirement for the Attainment of the Degree

"Sarjana Pendidikan"

English Education Program

Submitted by:

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to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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2019

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Parepare, September 10th, 2019

The writer

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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The writer

KHUSNUL KHATIMAH

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ABSTRACT

Khusnul Khatimah. *The Effectiveness of Neurological Impress Method to Encourage Reading Comprehension at the Eighth Grade Students of SMPN 4 Lalabata Kabupaten Soppeng.* (Supervised by Hj. Nurhamdah and Amzah).

This study was aimed to see the Encouraging Reading Comprehension at the eighth grade students of SMPN 4 Lalabata Soppeng. The objective of this research is to measuring the students' reading comprehension between the students' score who are taught by using neurological impress method and the students who are taught by using a conventional method in reading comprehension. The population of this research consists of 42 students. From the population, there were 21 students taken as a sample of experimental class and 21 students were control class. The sample was taken using total sampling.

The research method used in this research was a quantitative method using quasi-experimental method (nonequivalent control group). The data was collected through pretest and posttest. It aimed to know whether the Neurological Impress Method in teaching reading can encourage students' reading comprehension.

Based on the calculation, the result of the data analysis by using t-test showed the value of $t\text{-}_{test}$ (t_o) was higher than t_{table} (t_t), $t_o > t_t$ = (1.86 > 1.68) in significant degree of 0.05% (5%). It means that the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) is rejected. In conclusion, the Neurological Impress Method is effective to use in teaching reading comprehension.

Keywords: Encouraging Reading comprehension, Neurological Impress Method.

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CHAPTER I

INTRODUCTION

1.1 Background

Reading is an understanding language through writing symbols for speech sound. This is because reading is a means to learn about the world, expand your knowledge and dig the message in written form. By reading, one can relax, interacts with the mind, obtaining information and science.[1] By knowing much information, we will be able to cover the news all over the world which is spread through magazines, newspapers and books. Collier stated that successful reading performance is the strong predictor of students' academic performance in the second language at secondary and post secondary level.[2]

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize. However, the problems sometimes arise when students getting difficulty in understanding the main idea of writing text. They read the whole chapters of a book but they cannot reveal what contain of that book.

The method of teaching English is needed in order to encourage the students' reading comprehension. The teacher should select the suitable method in teaching

[1]Somadoyo, *Strategi dan Teknik Pembelajaran Membaca* (Yogyakarta: Graha Ilmu, 2011). p. 52

[2]Virginia P. Collier. (*How long? A Synthesis on Achievement in Second Language* (New York: Tesol Quartely, 2002). p.509

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learning process. Therefore, to make the teaching learning process interesting and reach the purpose, the teacher needs a special method. The purpose of using special method are to make the students easy to learn, understand the lesson and also make the teaching learning process more effective and make the student more active.[3]

The ability of individuals to comprehend text is influenced by their skill and their ability to process information. If word recognition difficult, students use too much time to read individual words, which interfere with their ability to understand what is read. Dealing with the problems, the researcher was interested to find the ways on how to overcome these problems. There are many methods to interact and improve the achievement of students' in reading. One of them is Neurological Impress Method (NIM). It involves 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 to the student.

The simplicity of the Neurological Impress Method (NIM) attempts to teach reading by having the pupil and the teacher read aloud in unison. The method is described 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.[4]

[3]Aris Shoimin, *Model Pembelajaran Inovatif dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2014), p.122

[4]Michelle Lynn Klvacek, *Dyad Reading Experiences of Second-Grade-English Learners with fiction and Nonfiction Texts.* Mckay School Education (Brigham: Young University, 2015), p. 15

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The Neurological Impress Method has caused many people to doubt its effectiveness. In essence, it is a system of unison reading involving the teacher and student in a one-to-one situation for approximately fifteen minutes per session. The Neurological Impress Method frees the student from relying on his own faulty neurological associations; instead, the student simply follows along with the instructor's voice. By using Neurological Impress Method, the writer tries to makes students reading easily, because the students follow what the teacher reads. Townsend stated that Neurological Impress Method allows the child to read without feeling the pressure of being corrected at any minute. It is the way of improving reading by supporting and without threatening.[5]

Based on the preliminary research, the writer has been taught the eighth grade students in SMPN 4 LALABATA SOPPENG. The researcher found that the students' ability to comprehend text was still lack. The students had difficulty in comprehending and getting information from text. Usually the English textbook was difficult for them and they could not understand the meaning of the text. They still got difficulties to determine main idea, and answer questions based on the text.

[5]R. Townsend, *Reading Wealth: Discover How to Improve your Reading and Comprehension in Six Easy Steps,* (Istanbul: Sistem Yay, 1996) https://www.google.com/url?sa=t&source=web&rct=j&url=http://egitimvebilim.ted.org.tr/index.php/EB/article/downloadSuppFile/4949/2214&ved=2ahUKEwjXtf6b6pPkAhUjmI8KHdnTBic4ChAWMAF6BAgFEAE&usg=AOvVaw0tz-kG8F--o2JOeZN_aPkc. (Accessed on 21th August 2019)

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In relation with the background above the researcher interested in conducting a research by the title "The Effectiveness of Neurological Impress Method to Encourage Reading Comprehension at the Eighth Grade Students of SMPN Lalabata Kab. Soppeng"

1.2 Problem Statement

Based on the background above the researcher formulated the problem statement as the following: Is Neurological Impress Method Effective to Encourage Reading Comprehension at the Eighth Grade Studets of SMPN 4 Lalabata?

1.3 Objective of the Research

The objective of the research was to find out whether or not Neurological Impress Method effective to encourage reading comprehension at the eighth grade students of SMPN 4 Lalabata.

1.4 Significance of the Research

The research result was expected to provide useful contribution for:

1.4.1 Teacher

From this research the teacher can know how the learning should be taught to the students in order to encourage their ability more than usual. Teacher can also develop their ability to present the material and improve the method in the process of teaching and learning.

1.4.2 Student

From this research the student can know to what extent they understand about the particular subject. Students can improve their learning style to develop well. In

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addition, students do not only know to read but also understand and integrate with the reader already know.

1.4.3 Researcher

Through this research, the researcher can provide an overview for the next researcher who will examine more about the Neurological Impress Method. This research expected to be useful information to the next researcher in encouraging the reading comprehension.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This section presents the theories that are related to the study. This section is divided into five parts, which are some pertinent ideas, some previous related research findings, conceptual framework, action hypothesis, variable and operational definition.

2.1 Some Pertinent Ideas

2.1.1 Definition of Reading

Harmer states that reading is a dominated by the eyes and receive message and the brain has the work out the significance of these message,[6] while Nunan states that reading is dynamic process in which the text elements interact with other factors outside of the text.[7] In this case it most particularly with the readers' knowledge of the experimental content of the text.

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by reader's perceptual skill, decoding skill, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read. The total process is a Gestalt,

[6]J Harmer, *The Practice of English Language Teaching* (London and New York: Longman, 1991).

[7]David Nunan, *Language Teaching Methodology* (Macquire University Sidney, 1995).

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or whole; a serious flaw in any major function or part may prevent adequate performance.[8]

Based on definition above, the researcher can conclude that reading is a process to identify main idea from each paragraph to get information on the text reading which it involves a complex activity; perception, word recognition and comprehension.

2.1.1.1 Definition of Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics.[9]

Fundamental skills required in efficient reading comprehension know meaning of words, ability to understand the meaning from discourse context, identify the main thought of the passage, and determine writer's purpose, intent and point of view.

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with

[8]Harris Albert J and Edwar R. Sipay. *How to Increasing Reading Ability* (London: Longman, 1990), p.10

[9]Tompkins, G.E, *Literacy in the Early Grades: A Successful Start for Prek-4 Readers* (3rd edition) (Boston, Pearson, 2011). p 37

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their ability to comprehend what is read. There are number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.[10]

Reading comprehension is usually a primary focus of interaction in the post primary grades after readers have largely master word recognition skills although comprehension of the text should be an integral part of reading interaction with beginning readers as well.[11]

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.

2.1.1.2 Levels of Reading Comprehension

Berry divided level of reading comprehension into three categories namely literal comprehension, interpretive comprehension and applied comprehension. The level of reading comprehension has essential roles in constructing tasks to the students in reading class so that ease the teacher in helping students understanding. The levels of comprehension are explained as follows:

[10]Maryanne Wolf, *Tales of Literacy for the 21st Century. The Literacy Agenda.* (OUP Oxford, 2016), ISBN 978-0-19-103613-2. https://en.wikipedia.org/wiki/Reading_comprehension (Accessed on 27th February 2019)

[11]Heriana Sri, "Using Pair Checks Strategy to Improve the Students Reading Comprehension of the Elevent Grade of SMA Negeri 2 Parepare" (Unpublished thesis: STAIN Parepare, 2013). p. 10

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1. Literal Comprehension

In addition, Berry also defined that literal comprehension is the basic level in which the readers develop knowledge about the text. In this level, the readers try to understand the written meaning text. It includes understanding main ideas and detail information, understanding a sequence of events, recognizing of cause and effect relationships, and understanding of organizing patterns used in various types of reading text.

2. Interpretive Comprehension

Interpretive comprehension is the readers' experiences that rethink past knowledge for new information. In this level, the readers have to draw conclusion about what the author has stated. It consists of three skill namely inferring meaning, previewing, and summarizing. These skills have the functions to make the readers believe the information of the text to be true as a result of reading the text.

3. Applied Comprehension

Applied comprehension is a level in which the readers understand unstated relationship between information in the text and information from the readers' prior knowledge. It required the readers to combine ideas, get interpreter and evaluate information, and also to identify tone and voice.[12]

Meanwhile, Bureros categorizes reading comprehension into two levels; they are lexical comprehension and affective comprehension. These levels of

[12]J. H. Berry, *Levels of Reading Comprehension* (2005) http:www.sc4.edu/documents/study kills/h7levelsreadingcomp.doc. (Accessed on 6th September 2019)

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comprehension focus on understanding vocabulary and its language such as sentence, figurative languages, imagination and so forth. For the detail explanation about level of comprehension, according to Bureros that can be seen as following explanation:

1. Lexical Comprehension

Lexical comprehension is a level of understanding vocabulary in a text. If an unfamiliar word is used, it is generally explained within same sentences. Words with multiple meanings may also make it difficult for less experienced reader to truly understand what is meant. Therefore, the readers are required to use as simply as definition of word in order to make their understanding about the information of the text. The readers can guess the meaning by connecting the sentence around the words.

2. Affective Comprehension

Affective comprehension is the readers' reaction to what they read. It involves of figurative language, imagination, feeling/emotions and aesthetic awareness. In affective comprehension, the reader also uses their imagination and emotional to obtain a new ideas exceed what the author presented.

2.1.2 The Neurological Impress Method

2.1.2.1 Definition of Neurological Impress Method

The Neurological Impress Method was developed in 1952 by Dr. R.G. Heckelman. Dr. Heckelman was a psychologist associated with the Merced County School District in California at the time. Neurological impress method is "a system of rapid-unison reading by the student and teacher". The Neurological Impress Method was developed by R.G. Heckelman as a multi-sensory approach to solving certain

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types of severe reading disabilities. Heckelman believes that most past and present methods of learning to read require the learner to develop a complex network of neurological associations.

Heckelman adds that 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.[13]

According to Jennings, Caldwell, & Lerner, "students learn by emulating a fluent reading model."[14] When using the NIM strategy, one student is paired up with the teacher. The teacher should make sure the book is high interest of the student so they will be engaged the entire time they are reading. When first starting out, the teacher should make sure the book is high interest of the student so they will be engaged the entire time they are reading.

Heckelman points out that:

> "The close physical, one-on-one relationship contributes to a psychological affective component, and that the blending of voices is hypnotic in effect, which may serve to diminish emotional feelings in the right hemisphere by reduction of stress. Clearly the use of the neurological impress method is indicated for any

[13]Flood, J., Lapp, D., & Fisher, D, *Neurological Impress Method Plus. Reading Psychology* (2005), p. 147-160.

[14]Jennings, Caldwell & Lerner. *Reading Problems: Assessment and Teaching Strategies* (Boston: Pearson, 2014)

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> middle school reader who struggles with fluency, and may well be the answer to the opposition and poor attitudes that teachers of these students so often encounter".[15]

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. Sitting side by side (elbow to elbow), the teacher reads a text slightly faster and louder than the student while both follow the text with their fingers. Reading along with a more fluent reader is thought as "an impress, an etching in of word memories on the natural process".[16] In addition, positive reinforcement from the tutor may help build students' self confidence and enjoyment of 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.

2.1.2.2 The Purpose of the Neurological Impress Method

The Neurological Impress Method was developed to improve reading fluency and comprehension 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.

[15]R. G. Heckelman, *N.I.M.* Revisited. Academic Therapy 21 (2015), p.4

[16]R.G. Heckelman, *A Neurological-Impress Method of Remedial-Reading Instruction. Academic Therapy 4, (*4) 2777-282, (1969)

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So, the child is not only seeing the words, but is also hearing the words. The child is also hearing the words from the adults who are 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. It 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.

2.1.2.3 Procedures of Using Neurological Impress Method

To use Neurological Impress Method in learning English especially in reading comprehension, there are procedures that the teacher may use as follows:

2.1.2.3.1 Teacher selects an interesting book or passage that is appropriate for the student's reading level.

2.1.2.3.2 The students sit in front of the teacher and begin by reading the selected material out loud together. The teacher's voice should be a little louder and faster than the students.

2.1.2.3.3 The teacher runs finger under the words simultaneously as the words are read. The print, finger, and voice should operate together.

2.1.2.3.4 The teacher and students reread the initial lines or paragraph several times together to build confidence and comfort with the method before proceeding to new material.

2.1.2.3.5 The teacher asks the students to read the text aloud in front of the class one by one. The goal should be to establish a fluent reading pattern.

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Appropriate intonation and expression in reading are vital. The major concern is with the style of the reading.

2.1.2.3.6 Gradually release the "lead" to the students when he or she becomes more comfortable with the text. As the students read more fluently, the teacher can soften his/her voice, allowing the child's voice to take a lead.

2.1.2.4 The Advantages of Neurological Impress Method

The advantages of Neurological Impress Method as follows:

2.1.2.4.1 It can be applicability to any text that might be of interest to the reader and of appropriate difficulty.

2.1.2.4.2 It helps impress the words into the learner's memory and helps learners imitate correct pronunciation, intonation, and phrasing.

2.1.2.4.3 It increases confidence fluency in reading.

2.1.2.4.4 It provides a pleasant, non-threatening reading experience and can provide immediate feedback and success in reading.

2.1.2.5 The Disadvantages of Neurological Impress Method

The disadvantages of Neurological Impress Method as follows:

2.1.2.5.1 The properness of the specialists that are proposed to be trained in order to make the teacher save time or to help him/her.

2.1.2.5.2 Less conducive in the learning process.

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2.1.2.5.3 Sometimes if we use the method learning with the students act jointly wrote the lazy students usually will be lazier, since they consider themselves los competitiveness with the smart students.[17]

2.2 Previous Related Research Finding

Many researchers have conducted research in relation to the students' comprehending English text as follows:

Alper Kaskaya, "*Improving Reading Fluency and Reading Comprehension with NIM-Assisted Teaching."* In his research stated that Neurological Impress Method (NIM), which aims to overcome the problems of a student who has insufficient reading comprehension although not having a mental or physical handicap, has been supported with various application that aim to develop the capacity of "Sight Words" of the students. The purpose of this study is to determine the effect of Neurological Impress Method (NIM), which has been supported with pre-application and post-application process, on fluency and comprehension in reading.[18]

Hasan in his research entitled *"Improving Reading Ability of the Second Year Students of SMP Neg. 2 Majene by Using Imaginative Reading"* stated that many language teaching methods have come and gone in teaching since then, but one of the

[17]Keith J. TOPPING, "Paired Reading and Related Methods for Improving Fluency" (Published by International Journal of Elementary Education, University of Dundee, Scitland, UK, 2014). Vol.7, p.64

[18]Alper Kaskaya, "Educational and Science: Improving Reading Fluency and Reading Comprehension with NIM-Assisted Teaching: An Activity Research" (Published by Erzincan University, Faculty of Education, Primary School Teacher Education, Turkey, 2016). Vol 41, p. 285,

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methods can improve the students reading achievement is by using imaginative reading material. It is very useful to be applied to the students who want to increase their English reading achievement.[19]

Fatmawati in her research entitled *"The Use Self Access Strategy to Interest Reading Comprehension of the Second Year Student of MTs Guppi Luaor Majene"* found that all students of MTs Guppi Luaor Majene have interest to learning reading comprehension by using self access strategy. It proved from 10 questionnaire the writer gave them to measure they are interested or not by using self access strategy to learning reading comprehension, there are 11 out of 20 students were strongly agree classification with mean score 42.[20]

Based on the research finding above, the researcher concluded that to improve the students' reading comprehension, the teacher should apply some various techniques, or even methods to make the students more interested in learning. In this research the writer tried to use Neurological Impress Method that would be useful for learning and teaching reading.

[19]Surni in Hasan, "Improving Reading Ability of the Second Year Students of SMP Neg. 2 Majene by Using Imaginative Reading" (Unpublished Skripsi STAIN Parepare, 2008), p.8

[20]Fatmawati, F, "The Use Self Access Strategy to Interest Reading Comprehension of the Second Year Student of MTs Guppi Luaor Majene" (Unpublished Skripsi STAIN Parepare, 2009), p. 41

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2.3 Conceptual Framework

The conceptual framework underlying this research would be given in the following diagram:

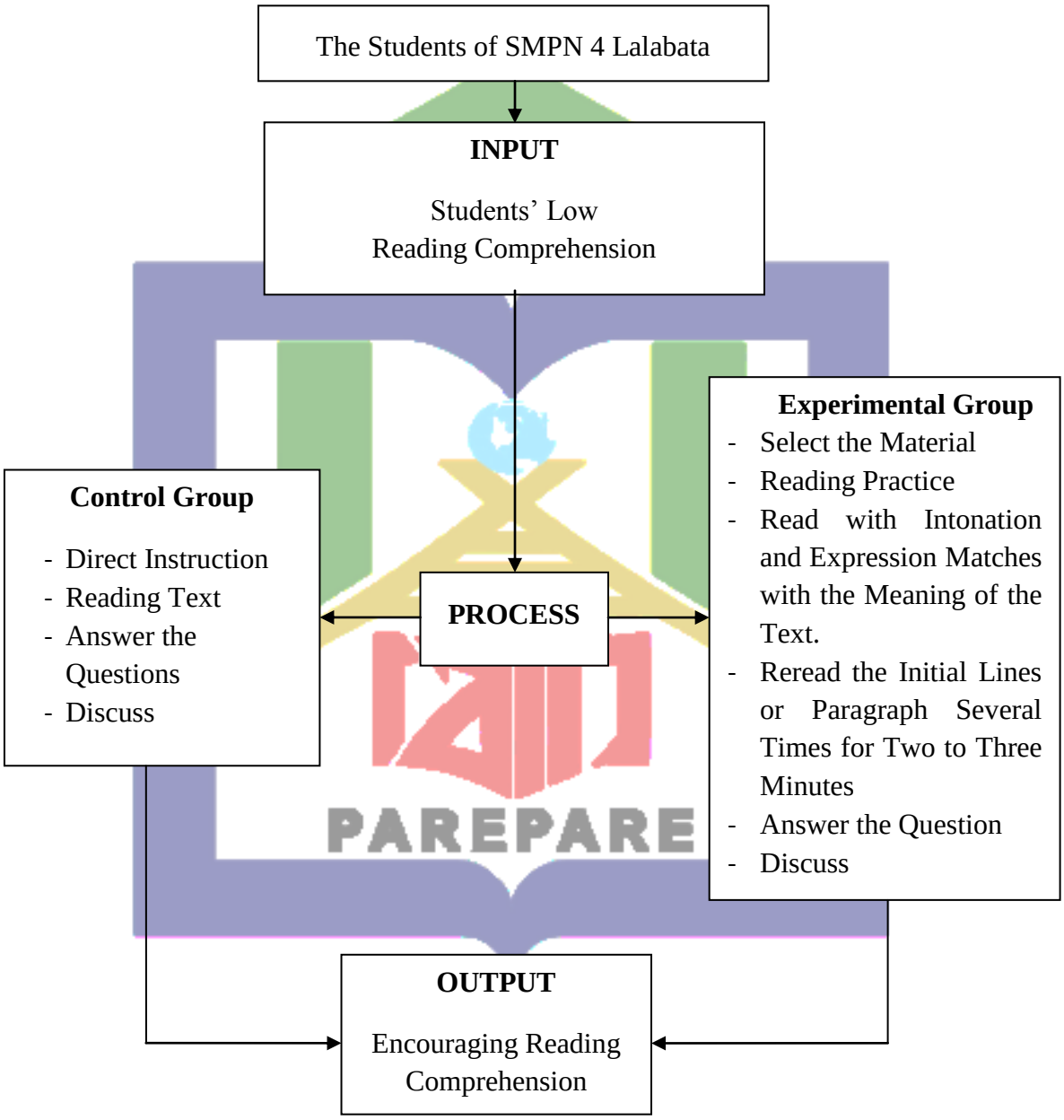

Figure 2.3 the Conceptual Framework of the Research

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2.3.1 The conceptual framework in this research would be systematically explained below:

2.3.1.1 Input

In this research referred to the student's low reading comprehension as focus to encourage teaching materials through Neurological Impress Method.

2.3.1.2 Process

In this research the researcher would give treatment and teach two different classes; experimental and control group. The researcher applied Neurological Impress Method in the experimental group and direct instruction in the control group.

2.3.1.3 Output

The students' achievement in reading comprehension was encouraging after giving treatment by applying Neurological Impress Method and direct instruction.

2.4 Hypothesis

The researcher formulated the hypothesis as follows:

1) H_0 (Null hypothesis) : Neurological Impress Method (NIM) is not effective to encourage student's reading comprehension.
2) H_1 (Alternative hypothesis) : Neurological Impress Method (NIM) is effective to encourage student's reading comprehension.

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2.5 Variable and Operational Definition of Research

2.5.1 Research Variable

Variable can be defined as any aspect of a theory that can vary or change as part of the interaction within theory. Independent variable (X) is a variable which effect to the dependent variable. Independent variable of this research is Neurological Impress Method. Dependent variable (Y) is variable that is influenced by independent variable. Dependent variable of this research is reading comprehension at the eighth grade student of SMPN 4 Lalabata.

2.5.2 Operational definition

2.5.2.1 Reading comprehension is the ability to read text, process it and understand meaning, an individual's ability to comprehend text is influenced by their traits and skill. One of which the ability to make inferences. The level of comprehension of the research is lexical comprehension. The readers are required to use as simply as definition of word in order to make their understanding about the text.

2.5.2.2 Neurological Impress Method is a method used for teacher to build fluency and comprehension. Students learn by emulating a fluent reading model. One student is paired up with the teacher. The teacher and student read together at the student's reading level. The teacher should make sure the book is of high interest of the student so they will be engaged the entire time they reading.

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CHAPTER III

RESEARCH METHOD

3.1 Research Design

In this research, the researcher used quasi-experimental method which apply nonequivalent control group and used two groups pretest-posttest design. The experiments involved two groups, an experimental group and a control group. The experimental group received treatment by Neurological Impress Method, while the control group just got a conventional technique without applying Neurological Impress Method, where students were given a reading text, the researcher gave a clue to the students about the general description of what student done and how to work with the task given. The control group was needed for comparison purpose to see whether Neurological Impress Method effective or not to encourage students' reading comprehension.

Both groups were given a pretest and posttest. A pretest administer prior to treatment to assess their reading comprehension. Posttest administer to measure treatment effect.

The design of quasi experimental can be presented as follow:

Experimental	O1	X	O2
Control	O3		O4

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Where:

E : Experimental Group

C : Control Group

O_1 & O_3 : Pre-test

O_2 & O_4 : Post-test

X : The treatment by applying Neurological Impress Method[21]

3.2 Location and Duration of the Research

The location has been conducted at SMPN 4 Lalabata Kabupaten Soppeng. This research focused at the eighth grade students of SMPN 4 Soppeng in academic year 2019/2020. The duration of the research was conducted ± one month.

3.3 Population and Sample

3.3.1 Population

The population of the research was the eighth grade students of SMPN 4 Soppeng in academic year 2019/2020. The total of population is 42 students.

Table 3.1 The Population of the students of SMPN 4 Lalabata

No	Class	Students		Number
		Male	Female	
1	VIII A	8	13	21
2	VIII B	9	12	21
Total		**17**	**26**	**42**

Data source: Administration Staff of SMPN 4 Lalabata Academic Year 2019/2020

[21]Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education Fifth Edition* (London and New York: The Taylor & Francis e-Library, 2005), p.214

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3.3.2 Sample

In this research, the researcher chose sample by using total sampling technique. The sample of study was taken from the eighth grade students of SMPN 4 Lalabata. This grade was chosen because it is willing and available to be studied, thus it can represent all the population. Therefore, the researcher chose VIII A class as experiment class and VIII B as control class. Both of them have 42 students.

3.4 Instrument of the Research

In this research, the researcher gave test as an instrument to collect the data of the eighth grade students in reading comprehension. The students were given the test to find out the information by implementing Neurological Impress Method in the classroom. The purpose of this test was to know the students' comprehension in reading. The type of this test was multiple choice tests consist of 15 items. The time interval between the pre-test and post-test were six meetings, a period long enough to minimize the effects of the pre-test on the result and the conclusion of the experiment.

3.5 Procedure of Collecting Data

In collecting data, the researcher used one kind of test as an instrument of collecting data. It was applied as the pretest and posttest. The procedure of collecting data was described as follows:

3.5.1 Pre-test

Before giving treatment, the researcher gave pre-test to get information about the students' reading comprehension. The allocation time of the pre-test was 60

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minutes and monitored by the researcher. The test was given is about Vacation to London and A Lost Phone.

3.5.2 Post-test

The post-test was given after the students getting treatment. It used to know significant different between the students' comprehension before and after applying Neurological Impress Method in learning. The allocation pre-test was 60 minutes and monitored by the researcher. The test was given about Travel on the Plane for the First Time and Holiday in Bali.

3.6 Treatment

The researcher gave the treatment to the students and some material that interesting to the students. Knowing the treatment of this research, the researcher conducted for six meetings and the students found some different theme of the text after two meetings. After giving the pre-test, the researcher gave the treatment for six meetings.

3.6.1 Treatment of Experimental Class

The procedure of the treatment by applying Neurological Impress Method in reading comprehension as follows:

3.6.1.1 First Meeting

1. The researcher explained the process which will take place.
2. The researcher introduced and explained about the neurological impress method.
3. The researcher explained about the material (recount text).

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4. The researcher selected an interesting book or passage that is appropriate for the students' reading level. The text was given about My Day.
5. The researcher distributed the text to all students.
6. The researcher helped students practice by reading out loud together.
7. The researcher voice was a little louder and faster than the students.
8. The researcher ran finger under the word simultaneously as the words are read.
9. The researcher asked the students to reread the initial lines or paragraph several times to build confidence and comfort with the method before preceding the new material.
10. The researcher guided the students to translate the text to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies.
11. Then, the researcher asked the students to learn the text in house to be discussed in the next meeting.

3.6.1.2 Second Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students about the text from the first meeting for a minute to check whether they understand the text or not.
3. The researcher asked the students to make a group consist of two students.

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4. The researcher asked the students to reread the text and marking the difficult words. Along these activities the researcher would walk around in the classroom.
5. The researcher asked the students to read the text aloud in front of the class one by one. The student was asked to focus and not to be distracted by any of the surroundings.
6. The researcher didn't stop to correct the student. Where and when the student read a portion poorly, he/she simply reread it again until improvements were visible or obtained.
7. The researcher asked the students to answer the question to measure their ability to comprehend the text.
8. Then, the researcher discussed the text with the students along the way.

3.6.1.3 Third Meeting

1. The researcher explained the process which will take place.
2. The researcher selected new book or passage that is appropriate for the students' reading level. The text was given about Trip to the Zoo.
3. The researcher distributed the text to all students.
4. The researcher helped students practice by reading out loud together.
5. The researcher voice was a little louder and faster than the students.
6. The researcher ran finger under the word simultaneously as the words are read.

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7. The researcher asked the students to reread the initial lines or paragraph several times to build confidence and comfort with the method before preceding the new material.
8. The researcher guided the students to translate the text to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies.
9. Then, the researcher asked the students to learn the text in house to be discussed in the next meeting.

3.6.1.4 Fourth Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students about the text from the last meeting for a minute to check whether they understand the text or not.
3. The researcher asked the students to make a group consist of two students.
4. The researcher asked the students to reread the text and marking the difficult words. Along these activities the researcher would walk around in the classroom.
5. The researcher asked the students to read the text aloud in front of the class one by one. The student was asked to focus and not to be distracted by any of the surroundings.
6. The researcher didn't stop to correct the student. Where and when the student read a portion poorly, he/she simply reread it again until improvements were visible or obtained.

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7. The researcher asked the students to answer the question to measure their ability to comprehend the text.
8. Then, the researcher discussed the text with the students along the way.

3.6.1.5 Fifth Meeting

1. The researcher explained the process which will take place.
2. The researcher selected new book or passage that is appropriate for the students' reading level. The text was given about Town Hall.
3. The researcher distributed the text to all students.
4. The researcher helped students practice by reading out loud together.
5. The researcher voice was a little louder and faster than the students.
6. The researcher ran finger under the word simultaneously as the words are read.
7. The researcher asked the students to reread the initial lines or paragraph several times to build confidence and comfort with the method before preceding the new material.
8. The researcher guided the students to translate the text to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies.
9. Then, the researcher asked the students to learn the text in house to be discussed in the next meeting.

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3.6.1.6 Sixth Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students about the text from the last meeting for a minute to check whether they understand the text or not.
3. The researcher asked the students to make a group consist of two students.
4. The researcher asked the students to reread the text and marking the difficult words. Along these activities the researcher would walk around in the classroom.
5. The researcher asked the students to read the text aloud in front of the class one by one. The student was asked to focus and not to be distracted by any of the surroundings.
6. The researcher didn't stop to correct the student. Where and when the student read a portion poorly, he/she simply reread it again until improvements were visible or obtained.
7. The researcher asked the students to answer the question to measure their ability to comprehend the text.
8. Then, the researcher discussed the text with the students along the way.

3.6.2 Treatment of Control Class

3.6.2.1 First Meeting

1. The researcher explained the process which will take place.
2. The researcher selected an interesting book or passage that is appropriate for the students' reading level. The text was given about My Day.

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3. The researcher distributed the text from the first meeting.
4. The researcher asked the students to read the text carefully.
5. The researcher leaded the students to reread the text.
6. The researcher asked the student to translate the text.
7. Then, the researcher discussed the text with the students along the way

3.6.2.2 Second Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students about the text from the first meeting.
3. The researcher leaded the students to reread the text.
4. The researcher guided the students to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies.
5. The researcher asked the students to answer the question to measure their ability to comprehend the text.
6. Then, the researcher discussed the text with the students along the way.

3.6.2.3 Third Meeting

1. The researcher explained the process which will take place.
2. The researcher selected an interesting book or passage that is appropriate for the students' reading level. The text was given about Trip to the Zoo.
3. The researcher distributed the text from the first meeting.
4. The researcher asked the students to read the text carefully.
5. The researcher leaded the students to reread the text.

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6. The researcher asked the student to translate the text.
7. Then, the researcher discussed the text with the students along the way

3.6.2.4 Fourth Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students to take the text from the first meeting.
3. The researcher leaded the students to reread the text.
4. The researcher guided the students to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies.
5. The researcher asked the students to answer the question to measure their ability to comprehend the text.
6. Then, the researcher discussed the text with the students along the way.

3.6.2.5 Fifth Meeting

1. The researcher explained the process which will take place.
2. The researcher selected an interesting book or passage that is appropriate for the students' reading level. The text was given about Trip to the Zoo.
3. The researcher distributed the text from the first meeting.
4. The researcher asked the students to read the text carefully.
5. The researcher leaded the students to reread the text.
6. The researcher asked the student to translate the text.
7. Then, the researcher discussed the text with the students along the way

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3.6.2.6 The Sixth Meeting

1. The researcher explained the process which will take place.
2. The researcher asked the students to take the text from the first meeting.
3. The researcher leaded the students to reread the text.
4. The researcher guided the students to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies.
5. The researcher asked the students to answer the question to measure their ability to comprehend the text.
6. Then, the researcher discussed the text with the students along the way.

3.7 Technique of Data Analysis

The data were collected through the test that have been analyzed by using quantitative analysis employed statistically calculation to test hypothesis. The steps were follows:

3.7.1 Scoring the students' correct answer of pre-test and post-test by using a formula:

$$Score = \frac{Student's\ correct\ answer}{The\ total\ number\ of\ item} x\ 100$$

3.7.2 Classifying the score of the students into five levels as follows:

Table 3.7.1 Classification the students' reading comprehension

No	Score	Classification
1	80 – 100	Very good

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2	66 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	≤ 39	Very poor[22]

3.7.3 Percentage of each statement using the following formula:

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

Where:

P : Percentage

F : Frequency

N : total number of sample

3.7.4 To find out the mean score and percentage of each cycle, the researcher will use the following formula:

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

Where:

X : Mean score

$\sum X$: Total score

N : number of student[23]

[22]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edition of Revision* (Cet. X; Jakarta: Bumi Aksara, 2009), p.245

[23]L. R. Gay, *Educatioal Research Competencies for Analysis and Applications, Second Edition* (Columbus Ohio: Person Merrill Prentice Hall, 1981), p.282

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3.7.5 Calculating the standard deviation of the students' score in pre-test and post-test used the following formula:

$$SD = \sqrt{\frac{SS}{N}}, Where\ SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where:

SD : The standard deviation

SS : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum X)^2$: Total square of the sum

N : Total number of subject[24]

3.7.6 In analyzing the data, that is collected through the pre-test and post-test, the writer used t-test by using formula:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum)(X_1)}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum)(X_2)}{n_2}$$

[24]L. R. Gay, *Educatioal Research Competencies for Analysis and Applications, Second Edition* (Columbus Ohio: Person Merrill Prentice Hall, 1981), p.298

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Where:

T : Test of significance

X_1 : Mean score of experimental group

X_2 : Mean score of control group

SS_1 : The sum of squares of experimental group

SS_2 : The sum of squares of control group

n_1 : Total number of subject of experimental group

n_2 : Total number of subject of control group

$\sum X_1$: The sum of all squares of experimental group

$\sum X_2$: The sum of all squares of control group

$(\sum X_1)^1$: The sum scores of experimental group

$(\sum X_1)^2$: The sum scores of control group[25]

3.7.7 Determining degrees of freedom:

$df = N_x + N_y - 2$

Where:

df : Degrees of freedom

N_x : Number of students of control group

N_y : Number of students of experimental group

[25]L. R. Gay, *Educatioal Research Competencies for Analysis and Applications, Second Edition* (Columbus Ohio: Person Merrill Prentice Hall, 1981), p.297

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CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below.

4.1 Research Finding

4.1.1 Data Description

The data were collected from students' pre-test and post-test at two classes; experimental class and control class, in which VIII A as the experimental class and VIII B as the control class. As the explanation in chapter III, the experiment class was taught reading comprehension by using Neurological Impress Method, and the control class was not. The result of the data can be described as the following:

4.1.1.1 Data of Experimental Class

4.1.1.1.1 Pretest

The writer gave some test to the students` as the pre-test to know the student`s reading comprehension. The type of the test was multiple choices. Every student got the question and answered it. After giving the pre-test to the students, the writer found out the result of the students` reading comprehension based on the criteria of comprehensibility before giving treatment. The result was shown in the following table:

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Table 4.1 Student's Pretest Score based on Reading Comprehension

NO	STUDENTS	SCORE	CLASSIFICATION
1	AHMAD FIAN RIFALDI	53.3	Poor
2	ANDAR	53.3	Poor
3	APRISAL	60	Fair
4	DINUL ISLAMIAH	60	Fair
5	FERI AFANDI	60	Fair
6	WAHYU	60	Fair
7	ASMAUL HUSNA	73.3	Good
8	AZIZAH ASSAHRA SAHIRA	73.3	Good
9	KASMIRAH SUMAIRAH	53.3	Poor
10	KURNIA	73.3	Good
11	KUSMULIANTI	46.6	Poor
12	MASTANG	60	Fair
13	MUNIRAH	73.3	Good
14	NAYA ATYA PUTRI	53.3	Poor
15	NURAENI	60	Fair
16	NURHIDAYAH	46.6	Poor
17	NURHADIAH. W	66.6	Good
18	SUKRIANI	60	Fair

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19	NURUL SAFITRI	60	Fair
20	SYAWATUL HAERIL	60	Poor
21	ASRIN	53.3	Poor
∑ = 21		**1259.5**	
Average		**59.97**	

Table 4.2 Students' Classification score in Pretest

No	Classification	Score	Frequency	Percentage (%)
1	Very good	80 – 100	0	0
2	Good	66 – 79	5	23.80
3	Fair	56 – 65	8	38.09
4	Poor	40 – 55	8	38.09
5	Very poor	≤ 39	0	0
Total			**21**	**100**

The data in the table above shows that in pretest there were still many students had low score in reading. It means that they did not understand the text well, only five students can reach good score, although it was not a high score as well.

4.1.1.1.2 Posttest

After the writer gave treatment by using Neurological Impress Method to the students, the writer gave post-test. The students were given the post-test to find out the achievement and their progress, it was used to know the result treatment. The result was shown in the following table:

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Table 4.3 Student's Posttest Score based on Reading Comprehension

NO	STUDENTS	SCORE	CLASSIFICATION
1	AHMAD FIAN RIFALDI	60	Fair
2	ANDAR	80	Very good
3	APRISAL	73.3	Good
4	DINUL ISLAMIAH	86.6	Very good
5	FERI AFANDI	66.6	Good
6	WAHYU	80	Very good
7	ASMAUL HUSNA	93.3	Very good
8	AZIZAH ASSAHRA SAHIRA	86.6	Very good
9	KASMIRAH SUMAIRAH	73.3	Good
10	KURNIA	93.3	Very good
11	KUSMULIANTI	60	Poor
12	MASTANG	73.3	Good
13	MUNIRAH	86.6	Very good
14	NAYA ATYA PUTRI	86.6	Very good
15	NURAENI	73.3	Good
16	NURHIDAYAH	60	Fair
17	NURHADIAH. W	93.3	Very good
18	SUKRIANI	73.3	Good
19	NURUL SAFITRI	86.6	Very Good
20	SYAWATUL HAERIL	86.6	Very good

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21	ASRIN	80	Very Good
∑ = 21		**1652.6**	
Average		**78.69**	

Table 4.4 Students' Classification Score in Pretest

No	Classification	Score	Frequency	Percentage (%)
1	Very good	80 – 100	12	57.14
2	Good	66 – 79	6	28.57
3	Fair	56 – 65	2	9.52
4	Poor	40 – 55	1	4.76
5	Very poor	≤ 39	0	0
Total			**21**	**100**

The data in the table above shows that in Posttest there was encouraging after implementing Neurological Impress Method in learning reading. Although there were still some students had low score. But most of the students got high score in test. It means that they can understand the text and answer the question well.

4.1.1.1.3 Gained Score of Experimental Class

Gained score is defined as the difference between test score obtained for an individual from a measurement instrument (the pretest and posttest scores) for each person. The students' gained score of experimental class as follows:

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Tabel 4.5 Students' Gained Score of Experimental Class

No	Responden	Pretest Score	Posttest Score	Gained Score
1	AHMAD FIAN RIFALDI	53.3	60	6.7
2	ANDAR	53.3	80	26.7
3	APRISAL	60	73.3	13.3
4	DINUL ISLAMIAH	60	86.6	26.6
5	FERI AFANDI	60	66.6	6.6
6	WAHYU	60	80	20
7	ASMAUL HUSNA	73.3	93.3	20
8	AZIZAH ASSAHRA SAHIRA	73.3	86.6	13.3
9	KASMIRAH SUMAIRAH	53.3	73.3	20
10	KURNIA	73.3	93.3	20
11	KUSMULIANTI	46.6	60	13.4
12	MASTANG	60	73.3	13.3
13	MUNIRAH	73.3	86.6	13.3
14	NAYA ATYA PUTRI	53.3	86.6	33.3
15	NURAENI	60	73.3	13.3
16	NURHIDAYAH	46.6	60	13.4
17	NURHADIAH. W	66.6	93.3	26.7
18	SUKRIANI	60	73.3	13.3
19	NURUL SAFITRI	60	86.6	26.6
20	SYAWATUL HAERIL	60	86.6	26.6

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21	ASRIN	53.3	80	26.7
∑= 21		**1259.5**	**1652.6**	**393.1**
Mean Score		**59.97**	**78.69**	**18.71**
Max Score		**73.3**	**93.3**	
Min Score		**46.6**	**60.0**	

Based on Table 4.5 the lowest score and the highest score of pretest in the experimental class are 46.6 and 73.3 while the lowest score and the highest score of post-test are 60.0 and 93.3. Therefore, it can be concluded that the score of post-test at experimental class is higher than the score of its pre-test.

4.1.1.2 Data of Control Class

4.1.1.2.1 Pretest

The writer gave some questions to the students as the pre-test to know the student`s reading comprehension. Every student got the question and answered it. After giving the pre-test to the students, he researcher found out the result of the students` reading comprehension based on the criteria before giving treatment. The result was shown in the following table:

Table 4. 6 Students' Pretest Score based on Reading Comprehension

NO	STUDENTS	SCORE	CLASSIFICATION
1	ABIL	40	Poor
2	ASMINANTI	66.6	Good
3	EKI NURFADILAH	60	Fair

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4	ERIL	60	Fair
5	FADLAN	53.3	Poor
6	FEBRIANSYAH	60	Fair
7	FITRI LESTARI	53.3	Poor
8	LIA RAMADANI	66.6	Good
9	MAGHFIRA ASMA LUTFI	73.3	Good
10	MUH. NASRULLAH	60	Fair
11	MULIADI	66.6	Good
12	NURALIA SYAPUTRI	60	Fair
13	NURFADILAH	66.6	Good
14	NURUL SYAFIKA	66.6	Good
15	RAHMAT	46.6	Poor
16	RESKI AMALIA	53.3	Poor
17	SUNI	46.6	Poor
18	WIDIA	53.3	Poor
19	YUSMAN	46.6	Poor
20	YUSNASARI	73.3	Good
21	ZULFIKAR	40	Poor
∑ = 21		**1212.6**	
Average		**57.74**	

Table 4.7 Students' Classification Score in Pretest

No	Classification	Score	Frequency	Percentage (%)
1	Very good	80 – 100	0	0

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2	Good	66 – 79	7	33.3
3	Fair	56 – 65	5	23.8
4	Poor	40 – 55	9	42.8
5	Very poor	≤ 39	0	0
Total			**21**	**100**

The data in the table above shows that in Pretest there were still many students had low score in reading. The students were difficult to answer the test well. They did not understand the text well.

4.1.1.2.2 Posttest

After the writer gave treatment to the students, the writer gave post-test. The students were given the post-test to find out the achievement and their progress, it was used to know the result treatment. The result was shown in the following table:

Table 4.8 Students' Posttest Score based on Reading Comprehension

NO	STUDENTS	SCORE	CLASSIFICATION
1	ABIL	46.6	Poor
2	ASMINANTI	73.3	Good
3	EKI NURFADILAH	80	Fair
4	ERIL	73.3	Good
5	FADLAN	60	Fair
6	FEBRIANSYAH	73.3	Good

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7	FITRI LESTARI	60	Fair
8	LIA RAMADANI	73.3	Good
9	MAGHFIRA ASMA LUTFI	86.6	Very good
10	MUH. NASRULLAH	60	Fair
11	MULIADI	73.3	Good
12	NURALIA SYAPUTRI	73.3	Good
13	NURFADILAH	66.6	Good
14	NURUL SYAFIKA	80	Very good
15	RAHMAT	53.3	Poor
16	RESKI AMALIA	80	Very good
17	SUNI	73.3	Good
18	WIDIA	60	Fair
19	YUSMAN	73.3	Good
20	YUSNASARI	86.6	Very good
21	ZULFIKAR	46.6	Poor
∑ = 21		**1452.7**	
Average		**69.17**	

Table 4.9 Students' Classification Score in Posttest

No	Classification	Score	Frequency	Percentage (%)
1	Very good	80 – 100	4	19.04
2	Good	66 – 79	9	42.85
3	Fair	56 – 65	6	28.57

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4	Poor	40 – 55	2	9.52
5	Very poor	≤ 39	0	0
Total			**21**	**100**

The data in the table above shows that in Posttest there was encouraging after teaching reading without implementing Neurological Impress Method in the class. There were still some students had low score. But some of the students got high score in test. It means that they can understand the text and answer the question well.

4.1.1.2.3 Gained Score in Control Class

Gained score is defined as the difference between test score obtained for an individual from a measurement instrument (the pretest and posttest scores) for each person. The students' gained score of experimental class as follows:

Table 4.10 Students' Gained Score of Control Class

NO	STUDENT	PRETEST SCORE	POSTEST SCORE	GAINED SCORE
1	ABIL	40	46.6	6.6
2	ASMINANTI	66.6	73.3	6.7
3	EKI NURFADILAH	60	80	20
4	ERIL	60	73.3	13.3
5	FADLAN	53.3	60	6.7
6	FEBRIANSYAH	60	73.3	13.3
7	FITRI LESTARI	53.3	60	6.7

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8	LIA RAMADANI	66.6	73.3	6.7
9	MAGHFIRA ASMA LUTFI	73.3	86.6	13.3
10	MUH. NASRULLAH	60	60	0
11	MULIADI	66.6	73.3	6.7
12	NURALIA SYAPUTRI	60	73.3	13.3
13	NURFADILAH	66.6	66.6	0
14	NURUL SYAFIKA	66.6	80	13.4
15	RAHMAT	46.6	53.3	6.7
16	RESKI AMALIA	53.3	80	26.7
17	SUNI	46.6	73.3	26.7
18	WIDIA	53.3	60	6.7
19	YUSMAN	46.6	73.3	26.7
20	YUSNASARI	73.3	86.6	13.3
21	ZULFIKAR	40	46.6	6.6
∑ = 21		**1212.6**	**1452.7**	**240.1**
Mean Score		**57.74**	**69.17**	**11.43**
Max Score		**73.3**	**86.6**	
Min Score		**40.0**	**53.3**	

Based on Table 4.5 the lowest score and the highest score of pretest in the control class are 40.0 and 73.3 while the lowest score and the highest score of post-test are 53.3 and 86.6. Therefore, it can be concluded that the score of post-test at control class is higher than the score of its pre-test.

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4.1.1.3 Data Analysis

In analyzing the data, t-test was used to make it easier to test the hypotheses. The formula of the t-test is as follows:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Before analyzing the data by using the t-test formula, there are several steps that should be done as follows.

Table 4.11 The Comparison Score between Students in Experimental Class (X) and Control Class (Y)

No	X	Y	X = x – Mx	Y = Y - My	Y^2	X^2
1	6.6	6.7	-4.83	-12	23.3289	144
2	6.7	26.7	-4.73	8	22.3729	64
3	20	13.3	8.57	-5.4	73.4449	29.16
4	13.3	26.6	1.87	7.9	3.4969	62.41
5	6.7	6.6	-4.73	-12.1	22.3729	146.41
6	13.3	20	1.87	1.3	3.4969	1.69
7	6.7	20	-4.73	1.3	22.3729	1.69
8	6.7	13.3	-4.73	-5.4	22.3729	29.16
9	13.3	20	1.87	1.3	3.4969	1.69
10	0	20	0	1.3	0	1.69
11	6.7	13.4	-4.73	-5.3	22.3729	28.09

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12	13.3	13.3	1.87	-5.4	3.4969	29.16
13	0	13.3	0	-5.4	0	29.16
14	13.4	33.3	1.97	14.6	3.8809	213.16
15	6.7	13.3	-4.73	-5.4	22.3729	29.16
16	26.7	13.4	15.27	-5.3	233.1729	28.09
17	26.7	26.7	15.27	8	233.1729	64
18	6.7	13.3	-4.73	-5.4	22.3729	29.16
19	26.7	26.6	15.27	7.9	233.1729	62.41
20	13.3	26.6	1.87	7.9	3.4969	62.41
21	6.6	26.7	-4.83	8	23.3289	64
∑ = 21	**240.1**	**393.1**			**997.5971**	**1120.7**
Mean Score	**11.43**	**18.7**				

4.1.1.3.1 Determining mean of gained score of control class:

$$\bar{x} = \left(\frac{\sum x}{Nx}\right)$$

$$\bar{x} = \left(\frac{240.1}{21}\right)$$

$$\bar{x} = 11.43$$

4.1.1.3.2 Determining mean of gained score of experimental class:

$$\bar{x} = \left(\frac{\sum x}{Nx}\right)$$

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$$\bar{x} = \left(\frac{393.1}{21}\right)$$

$$\bar{x} = 18.7$$

4.1.1.3.3 Determining standar deviation of control class:

$$SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

$$SS = 997.59 - \frac{(240.1)^2}{21}$$

$$SS = 997.59 - \frac{57648.01}{21}$$

$$SS = 997.59 - 2745.14$$

$$SS = -1747.55$$

4.1.1.3.4 Determining deviation of experimental class:

$$SS = \sum Y^2 - \frac{(\sum y)^2}{N}$$

$$SS = 1120.7 - \frac{(393.1)^2}{21}$$

$$SS = 1120.7 - \frac{154527.61}{21}$$

$$SS = 1120.7 - 7358.45$$

$$SS = -623.75$$

4.1.1.3.5 Determining value of hypotheses testing by using t-test formula:

$$t = \frac{x_1 - x_1}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

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$$t = \frac{11.43 - 18.7}{\sqrt{\left(\frac{-1747.55 + (-6237.75)}{21 + 21 - 2}\right)\left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$t = \frac{-7.27}{\sqrt{\left(\frac{-7985.3}{40}\right)\left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$t = \frac{-7.27}{\sqrt{(-199.63)\,.\,(0.08)}}$$

$$t = \frac{-7.27}{\sqrt{-15.9704}}$$

$$t = \frac{-7.27}{-3.99}$$

$$t = 1.86$$

4.1.1.3.6 Determining degrees of freedom:

$$df = N_X + N_y - 2$$

$$df = 21 + 21 - 2$$

$$df = 40$$

After obtaining the degrees of freedom, looking at t-table (tt) at the degree of freedom 40 in significant degrees of 0.05 (5%), the t-table (tt) is 1.68.

4.2 Discussion

4.2.1 Data Interpretation

Based on data analysis, if t_o (*t-observation*) is higher than t_t (*t-table*), (1.86 > 1.68), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It should be concluded that the implementation of Neurological Impress

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Method is able to encourage reading comprehension at the eighth grade students' of SMPN 4 Lalabata Kabupaten Soppeng. But, both of control class and experimental class get improvement in each posttest. Furthermore, the students in the experimental class achieve higher score in their posttest than the score of students in control class

4.2.2 Students' Reading Comprehension Before and After Being Taught by Neurological Impress Method

Measuring the students' comprehension in reading before and after being taught by using Neurological Impress Method can be seen at students' score in pretest and posttest. It can be said that the implementation of Neurological Impress Method able to encourage reading comprehension if the posttest score of the experimental class is higher than pretest score of the experimental class. By looking at the research finding, found that the mean score of the experimental class in pretest is 59.97 and the mean score of the experimental class in posttest is 78.69.

From that finding, it can be interpreted that students' reading comprehension before being taught by using Neurological Impress Method is lower if it compares with the students' reading comprehension after being taught by Neurological Impress Method. It is implicated that using Neurological Impress Method able to encourage students` reading comprehension. Furthermore, to make a conclusion about the effectiveness of Neurological Impress Method to encourage reading comprehension at the eighth grade students of SMPN 4 Soppeng, it can be done by analyzing the data using t_o and compare it with the t-table. The result of the data analyzes showed that t_o

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(1.86) > t_t (1.68). It means that the Neurological Impress Method is effective to encourage reading comprehension the eighth grade students of SMPN 4 Soppeng.

4.2.3 The Implementation of Neurological Impress Method and Direct Instruction to Encourage Reading Comprehension

In the treatment process, the writer took eight meetings include pre-test and post-test in teaching Neurological Impress Method at the experimental class (VIII A) and direct instruction at the control class (VIII B) to encourage reading comprehension. As the theory in chapter II, the writer did the treatment by following the step in teaching Neurological Impress Method and Direct Instruction.

The first meeting before the writer gave treatment that was conducted on Thursday July 18th, 2019 which in the class of VIII A and VIII B, the students were given the pre-test to measure their reading comprehension. After the writer opened the meeting, she gave some test to the students` as the pre-test to know the students' reading comprehension. The type of test is multiple choices. Every student got the question and answered it.

The second meeting was conducted on Friday 19th, 2019. This meeting was a first treatment after giving the pre-test. The text was given about My Day. In the experimental class, before the writer gave the material about recount text, the writer informed the students about Neurological Impress Method. Next, the writer explained the definition, the structure, and the characteristic of recount text. The writer distributed the text to each student that is appropriate for the student's reading level. This is done so that the students can learn the mechanics of the method without

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having their anxieties increased by difficult reading material. It was begun by reading out loud together. Then the students repeated sentences a few times until the student becomes accustomed to the method. From this point the approach to the selected reading material is spontaneous, and no pauses are made to figure out strange words. The goal is to cover as many pages of the reading material as can be done in the time available and without causing physical discomfort on the part of the student. At no time does the instructor attempt to teach sounds or word recognition. In the class control, the researcher also distributed the text. The researcher leaded the students to read the text carefully. Both of two classes were ordered to translate the text.

The third meeting was conducted on Monday July 22th, 2019. The writer asked the students about the text from the first meeting to check whether they understand the text or not. In the experimental class, the writer encouraged active participation in the process by inviting students to read out loud together. The researcher's voice was a little louder than the students. As they read, the teacher and student take turns sliding their index finger smoothly along under the words. It is extremely important that the finger is located under each word as it is spoken. It helps children gradually take over the tracking. In the class control, after asking about the text from the first meeting, the writer guided the students to read the text after the writer. Then they identified main ideas on each paragraph. Both of classes were given exercise.

The fourth meeting was conducted on Thursday July 25th, 2019. The writer gave new text, Trip to the Zoo. In the experimental class, the class was begun by

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reading out loud together. One of students wrote the text in the whiteboard while the writer explained about the process which will take place. The writer prepared marker as pointer, she ran the pointer under the word simultaneously as the words are read. Then, the students were called one by one to read in the whiteboard. The students took turns sliding their index finger smoothly along under the words. It is extremely important that the finger is located under each word as it is spoken. The purpose of this activity was to make students focus on the text that they are reading. Appropriate intonation and expression in reading are vital. Meanwhile, in the control class, the writer read the text first then the students pay attention. After that the students were asked to read the text in front of the class one by one.

The fifth meeting was conducted on Friday July 26th, 2019. The writer asked the students about the text from the previous meeting to check whether they understand the text or not. In experimental class, the students did not only read loudly but also they were asked to translate the text. The students were asked to come forward. One student was chosen to read and another translated the text. The purpose of this activity was to help the students more easily in comprehending what they are reading and to build their confident. In the class control, after asking about the text from the first meeting, the writer asked them about the difficult words. The writer guided the students to translate the text and identify main ideas on each paragraph. Then the writer gave exercise to measure their ability to comprehend the text.

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The sixth meeting was conducted on Monday July 29th, 2019. The writer found that most of students still difficult to comprehend the text. The writer also found that the students had difficulties to organize the text because they didn't understand about generic structure of the text. So the writer explained again about the generic structure and language feature of the text and gave another example about recount text. It was about Town Hall. Then after the students understood about that, the writer continued to practice by reading out loud together. This method frees the student from relying on his own faulty neurological associations; instead, the student simply follows along with the researcher's voice. As the child gains a considerable degree of facility in following the instructor's voice, the instructor begins to slow down a little so that, in time, the student and instructor are reading each word simultaneously. Later, the students even begin to read a little ahead of the researcher for short periods. By this procedure, the students' incorrect reading habits are suppressed and eventually replaced by correct ones of their own. In control class, the students were given a new text as well. They translated the text while marking the difficult words to be discussed. Then the writer closed the class.

The seventh meeting was conducted on Thursday August 1th, 2019. In the last treatment, to measure whether they understand the text or not, the writer asked the students about the text from the previous meeting. In the experimental class, the writer asked the students to read the text directly in front of the class. They read the text out loud with confidence, although there were still wrong pronunciation but there were encouraging than the first meeting. Then they were asked to translate the text.

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The students were given ten minute. The writer randomly chose the students to translate the text. The purpose of this activity was to make them more focus and to measure whether they understand the text or not. The last activity is asking the student retell the text and discuss a few comprehension questions. In the class control, the writer asked the students about the text from the last meeting, the writer led them to reread and translate the text.

The last meeting after the writer gave treatment to the students, the writer gave post-test on Friday August 2th, 2019 in the class VIII A, the students were given the post-test to find out the achievement and their progress, it was used to know the result treatment; it was also used to know whether there is an encouraging or not. After the writer opened the meeting, she gave some test to the students` as the post-test to know the student`s comprehension in reading. Every student got the question and answered it. After getting all the data, the writer closing the class by greeting to the students.

4.2.4 The Result of the Test

Based on data analysis, if t_o (*t-observation*) is higher than t_t (*t-table*), (1.86 > 1.68), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It should be concluded that the implementation of Neurological Impress Method is able to encourage reading comprehension at the eighth grade students' of SMPN 4 Soppeng. But, both control class and experimental class get improvement in each posttest. Furthermore, the students in the experimental class achieve higher score in their post-test than the score of students in control class.

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After conducting the research, the researcher found that the students really looked excited with the implementation of Neurological Impress Method to be used in the class. According to Townsend, Neurological Impress Method allows the students to read without feeling the pressure of being corrected at any minute. It is the way of improving reading by supporting and without threatening. Thus, Neurological Impress Method can be applicability to any text that might be of interest to the reader. The students are independently performing reading with fluency, expression, confidence and delight. This study produced a large number of results, all of which have important implications for research and instruction. Topping and Wilfong stated that this study adds to the extant research that considers increased reading comprehension as a possible outcome of reading fluency interventions. The significant interaction effect on students' ability to retell their reading orally suggests that teachers can use these fluency methods to potentially support students' unprompted memories of text.

The theory of Neurological Impress Method in chapter II explained that the Neurological Impress Method as a method in learning. In this case, the Neurological Impress Method influenced the result of learning by providing an oral model. For this research, the writer focused on students' comprehension in reading of Neurological Impress Method as learning model. The research used the criteria of students' comprehension in reading if in learning outcomes (posttest) of experimental class is higher than control class.

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The data is found that the mean score of the pretest score of the experimental class was 59.97 the mean score of pretest score of control class was 57.74. The mean score of posttest score of experimental class was 78.69 the mean score of posttest score of control class was 69.17. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning outcomes of the control class. So according to the theory the Neurological Impress Method is effective to encourage reading comprehension at the eighth grade students of SMPN 4 Lalabata Kabupaten Soppeng.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: Conclusions, and ,suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

In conducting this research, it was the effectiveness of neurological impress method to encourage reading comprehension at the eighth grade students of SMPN 4 Lalabata. The research design of this research was a quasi-experimental study (nonequivalent control group). The objective of this research was to know how effective the neurological impress method in learning reading. It could be achieved by analyzing the Data. The data were analyzed by using t-test. As the analysis of the data in the previous chapter, $t_o > t_t = 1.86 > 1.68$, in significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test (t_o) > t-table (t_t) in significant degree of 0.05 (5%), it means that Ha was accepted and Ho was rejected. The result of the test as the data for concluding that the neurological impress method is effective to use in teaching reading comprehension at the eighth grade students of SMPN 4 Soppeng.

5.2 Suggestions

Based on the conclusions above and based on the research that had been done, the writer would like to offer some suggestions to English teachers, the students of SMPN 4 Soppeng and for other writers.

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5.2.1 For English Teachers

English teacher should be able to develop strategy, method, or media as teaching aid to intrigue the students' willingness to study English, especially reading. English teachers of SMPN 4 Soppeng can use neurological impress method as an alternative method to encourage students' reading comprehension. In teaching reading, the teachers should implement the neurological impress method into fun environment to make the students engage in the class. The teacher can use teaching such as text which interested, the text should be known by the students to make students enjoy the learning. The English teachers should encourage the students and give them more time to practice their reading.

5.2.2 For Students

The writer suggest the students to be more active to be more interested in reading. The students should encourage their reading ability, not only read the text but they able to comprehend the text. The students should be brave to read in front of class and practice English even in simple way. Through reading, students can also obtain information from some books, magazine, newspaper and other reading materials in which they can enlarge their knowledge in many fields of science.

5.2.3 For Other writers

For other writers, it is advisable for other writer who are interested in conducting the same research by using Neurological Impress Method to read more book, articles, and journal about Neurological Impress Method and learned the seven

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techniques in Neurological Impress Method deeply. The writer suggest to the other writers not only focus on Neurological Impress Method and reading comprehension but they can implement Neurological Impress Method in other skills such as speaking, and writing. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation.

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APPENDICES

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Appendix 1. Instrument of Pre-test And Post-test

	KEMENTERIAN AGAMA REPUBLIK INDONESIA **INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE** **FAKULTAS TARBIYAH** **Jl. Amal Bakti NO. 8 Soreang 911331** **Telepon (0421) 21307, Fax Mail (0421)2404**
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : KHUSNUL KHATIMAH

NIM/ PRODI : 15.1300.172/PBI

FAKULTAS : TARBIYAH

JUDUL : THE EFFECTIVENESS OF NEUROLOGICAL IMPRESS METHOD TO ENCOURAGE READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMPN 4 LALABATA

Instrumen penelitian

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Dalam penelitian ini, peneliti akan menggunakan quasi- experiment dengan memberikan pre-tes dan post-test yang sama pada kelas kontrol dan kelas eksperimen serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

PRE-TEST

Read the text and choose the correct answer by crossing (x) a, b, c, d or e! The following text is number 1-7

Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the Britain Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

All of the cabin crews were friendly. The crews gave them newspaper and magazine to read. The crews gave them food and drink. There was a film for their entertainment. They had a very pleasant flight.

On arrival at Heathrow Airport, they had to go to customs and immigration. The officers were pleasant. They checked the document carefully, but their manners were very polite. Mr. Richard and his family collected their bags and went to London welcome desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had it own bathroom and toilet. Instead of keys for the room, they inserted of key card to open the door. On the third floor, there was a restaurant which was serving the Asian food.

The two weeks in London went by fast. At the end of the 14 days, they were quite tired but they felt very happy.

1. Who was on vacation?
   a. Mr. Richard's family
   b. Mr. Richard's son
   c. Mr. Richard's cousin
   d. Mr. Richard's wife
   e. Mr. Richard

2. How long did they have tour?
   a. 11 days
   b. 12 days
   c. 13 days
   d. 14 days
   e. 15 days

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3. Where was the landing spot of the plane which was ridden by Mr. Richard's family?
   a. Baker Street
   b. Derby Country
   c. Birmingham
   d. Heathrow
   e. Coventry
4. What was the rate of hotel which used to stay by Mr. Richard's family?
   a. A star
   b. Two star
   c. Four star
   d. Five star
   e. Six star
5. What thing did they use to enter the room?
   a. Card
   b. Ice
   d. Key
   e. Block

The following text is for number 8-15

The Sunday evening, I felt very tired after hanging out whole day with my friend at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly, I remembered that I had a call friend. I looked for my phone everywhere but I couldn't find it, because I was getting panic. I asked everyone in the house, whether they knew where my phone was but no one know. Suddenly I lost anything I thought. Then, I had an idea. I asked my brother to call my phone. It was surprising. I heard it ringing in my jacket. My phone was there.

8. What is the text about?
   a. The last phone
   b. My brother phone
   c. My friend's phone
   d. A lost phone
   e. Phone in the jacket
9. How did the writer get his phone back?
   a. He asked his friends
   b. He found it in his jacket
   c. He called his friends
   d. He asked the lord
   e. A forgetful
   c. Eye Identity
6. What kind of the text is that? The text above is….
   a. Recount
   b. Hortatory exposition
   c. Descriptive
   d. Analytical exposition
   e. Narrative
7. They felt very <u>happy.</u>
   The underline word closes meaning…
   a. Sedih
   b. Marah
   c. Suka
   d. Gelisah
   e. Senang
10. From the text, we know that the writer is … person.
    a. A careful
    b. An angry
    c. A cautious
    c. An attentive
    d. A forgetful
11. Who was losing the phone?
    a. The writer
    b. His brother
    c. His friend
    d. His family
    e. His sister
12. I heard it ringing in my jacket. The word "it" refers to…
    a. Jacket
    b. Phone
    c. Jacket
    d. Bag
    e. Ring

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13. When did the writer hanging out?
    a. Sunday
    b. Monday
    c. Tuesday
    d. Friday
    e. Saturday
14. When did the writer go to hanging out?
    a. The forest
    b. The beach
    c. The market
    d. The mall
    e. The beach
15. What tense is mostly used in the text?
    a. Future tense
    b. Past tense
    c. Present perfect tense
    d. Continuous tense
    e. Present

POST-TEST

Read the text and choose the correct answer by crossing (x) a, b, c, d or e! The following text is number 1-7

Travel on the Plane for the First Time

When I was young, I did not really like travelling. I preferred playing games on the computer. I never traveled abroad on the plane until 1998. At that time, I was 21 years old.

My first trip was a 4 days trip to Taipei. Before I came to the airport, I did not know how to check-in. all procedures were so new to me. I remembered that I was so excited when the plane took off. I really enjoyed my trip at the time.

After the trip was done, my next destination is travelling. I also traveled to Korea, Frances, Germany, Switzerland, and Italy.

1. What was the writer's hobby when he was young?
   a. Playing computer
   b. Swimming
   c. Travelling
   d. Sleeping
   e. Boxing
2. Where did the writer's first trip?
   a. China
   b. Iraq
   c. Hongkong
   d. Mesir
   e. Taipei
3. The writer spent….in Taipei
   a. A day
   b. Two days
   c. Three days
   d. Four days
   e. Five days
4. Here are destinations that had been visited by the writer, except…
   a. Italy
   b. Korea
   c. France
   d. Germany
   e. Myanmar
5. Who was on traveled?
   a. The writer
   b. The writer's mother
   c. The writer's father
   d. The writer's daughter
   e. The writer's family
6. What type of the text above?
   a. Recount
   b. Explanation
   c. Description
   d. Narrative
   e. Report
7. What tense is mostly used in the text?
   a. Present tense
   b. Past tense
   c. Future perfect tense
   d. Present continuous tense
   e. Present perfect continuous tense

The text is for question number 8-15

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Holiday in Bali

My brother, sister, and I went to spend out holiday in Bali. Each of us should ride the car at least three hours. It was the last week of December 2008. We left Solo City on Saturday afternoon. We also did not forget to bring our camera. On Sunday morning we arrived in Gilimanuk. We dropped for a day at my uncle's house. They had prepared breakfast when we arrived at his house. We ate rice and "Ayam Betutu". It was very hot but delicious.

Monday we went to Denpasar. First we visited "Sanur" beach. As it was still early in the morning we could see the sunrise. We also prayed some moment on the sand. Then we looked for a hotel because we have no relative who stayed there.

On that day we also visited "Kuta" beach, Garusa Wisnu Kencana and "Suka-Wati" market. We had our lunch on the way when we felt hungry. At night, we also enjoyed "Barong" dance. Something that we never forgot was taking pictures at any tourist resort.

On the last day, we visited "Sangeh", where we could see many monkeys. Many of them are still wild and they sometimes bite visitor. The location of it was from here we went straight to "Bedgul" lake, we went around it by a small boat to see some temples at the other side. Unfortunately, it was raining so hard that we all so wet. We were changing our clothes there because we could also buy clothes at the shop near the lake. It was so wonderful that I promise and want to visit Bali again next time.

8. The communicative purpose of the text above is…
   a. To tell the readers about writer's holiday in Bali
   b. To inform the reader where the Bali is
   c. To discuss the writer's holiday
   d. To amuse the readers by telling the trip to Bali
   e. To explain the readers in detail about the holiday
9. When did the trip happen?
   a. Last week
   b. Last week of December, 2009
   c. Last week of August, 2008
   d. Last week of December, 2008
   e. Every week
10. Who drove the car?
    a. The writer
    b. The writer's brother
    c. The drove in turn
    d. The writer's sister
    e. The driver
11. Where did they drop first?
    a. Sanur beach
    b. Their uncle's house
    c. Kuta beach
    d. Sangeh
    e. Bedugul lake
12. The first paragraph can be called as…
    a. Orientation
    b. Re-orientation
    c. Complication
    d. Event
    e. A thesis
13. The last paragraph can be called as…
    a. Complication
    b. Re-orientation
    c. Orientation
    d. A thesis
    e. Event
14. When did the writer go to Denpasar?
    a. Sunday

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b. Saturday
c. Thursday
d. Monday
e. Tuesday

15. The structure of the text above is…
    a. Generic orientation, event, and re-orientation
    b. Goal, material, and steps
    c. Event and orientation
    d. Identification and resolution
    e. Orientation and steps

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Appendix 2. lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Lalabata Soppeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A
Topic Lesson	: Recount Text
Pertemuan	: 1
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti:

Membaca

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

B. Kompetensi Dasar:

3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

C. Indikator :

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

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D. Tujuan Pembelajaran:

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

E. Materi Pembelajaran:

Fungsi sosial

Melaporkan, mengambil teladan, membanggakan

Struktur teks

Orientasi menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
Urutan/kejadian secara berurut dan runtun
Penutup (seringkali ada): komentar atau penilaian umum.

Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam *Simple Past Tense*
- Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya.
- Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dan sebagainya.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Recount text adalah jenis text dalam bahas inggris yang mencerutakan tentang suatu cerita, tindakan, atau kegiatan. Biasanya, recount text menceritakan tentang peristiwa, kejadian dan pengalaman seseorang.

Teks monolog berbentuk *recount* contohnya:

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

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F. MetodePembelajaran

Neurological Impress Method

G. Kegiatan pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	5 menit
Inti	• Memperkenalkan metode yg akan digunakan 1. Apa itu Neurological Impress Method 2. Tujuan Neurological Impress Method • Menjelaskan definisi, struktur bahasa dan karakteristik recount text • Membagikan siswa teks bacaan • Mendorong siswa untuk aktif berpartisipasi dengan mengajak siswa untuk membaca teks bersama dimana suara guru lebih keras dan cepat di banding siswa. • Guru membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Siswa tidak hanya melihat teks tapi juga mendengarkan untuk membantu mereka membaca dengan baik dan benar. • Siswa didorong untuk menemukan ide pokok dan memperoleh informasi dari teks. • Proses pembelajaran akan berjalan secara perlahan, • proses pembelajaran akan dilanjutkan pada pertemuan selanjutnya	35 menit
Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	5 menit

H. Sumber/Bahan dan Alat

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "
- Internet

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Lalabata Soppeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A
Topic Lesson	: Recount Text
Pertemuan	: 2
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti:

Membaca

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

B. Kompetensi Dasar:

3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

C. Indikator :

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

D. Tujuan Pembelajaran:

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.

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2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

E. Materi Pembelajaran:

Fungsi sosial

Melaporkan, mengambil teladan, membanggakan

Struktur teks

Orientasi menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
Urutan/kejadian secara berurut dan runtun
Penutup (seringkali ada): komentar atau penilaian umum.

Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam *Simple Past Tense*
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- Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Teks monolog berbentuk *recount* contohnya:

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Answer the following question based on the text above

1. What the purpose if this story ?
2. Why did he woke up an hour late ?
3. Why did he burned his hand ?
4. Why did he forgot to wear socks ?
5. Why did he ran out of the house ?

F. Metode Pembelajaran

Neurological Impress Method

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G. Kegiatan pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	5 menit
Inti	• Setiap siswa diberikan teks yang sama dan diminta untuk menerjemahkan bersama teman sebangkunya. • Mengajak siswa untuk membaca beberapa paragraf kembali yang dianggap belum lancar. • Membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Meminta salah satu siswa untuk menuliskan teks di papan tulis untuk dibaca bersama. • Setiap siswa diminta untuk melihat ke papan tulis dan peneliti menunjuk kata yang sedang dibaca. • Kegiatan ini bertujuan untuk meningkatkan keterlibatan siswa dalam pembelajaran dengan membuka dan memancing siswa untuk aktif membaca. • Setelah itu siswa diminta untuk berlatih membaca • Selama kegiatan berlangsung, peneliti akan berkeliling di sekitar siswa. • Memberikan soal yang telah disediakan untuk melihat pemahaman siswa.	35 menit
Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	5 menit

H. Sumber/Bahan dan Alat

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "
- Internet

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Lalabata Soppeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A
Topic Lesson	: Recount Text
Pertemuan	: 3
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti:

Membaca

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

B. Kompetensi Dasar:

3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

C. Indikator :

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya..

D. Tujuan Pembelajaran:

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

E. Materi Pembelajaran:

Fungsi sosial

Melaporkan, mengambil teladan, membanggakan

Struktur teks

Orientasi menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
Urutan/kejadian secara berurut dan runtun
Penutup (seringkali ada): komentar atau penilaian umum.

Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam *Simple Past Tense*
- Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya.
- Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Teks monolog berbentuk *recount* contohnya:

Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell of when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

Answer the following question based on the text above

1. Where did they go yesterday?
2. What did he see in the zoo?
3. Why did he buy some food?
4. What happened to the writer's dad when he rode an elephant?
5. Why did the writer and his family feel very tired after hanging a trip to the zoo?

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F. MetodePembelajaran

Neurological Impress Method

G. Kegiatan pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	5 menit
Inti	• Membagikan siswa teks bacaan baru • Mendorong siswa untuk aktif berpartisipasi dengan mengajak siswa untuk membaca teks bersama dimana suara guru lebih keras dan cepat di banding siswa. • Guru membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Siswa tidak hanya melihat teks tapi juga mendengarkan kata untuk membantu mereka membaca dengan baik dan benar. • Siswa didorong untuk menemukan ide pokok dan memperoleh informasi dari teks. • Proses pembelajaran akan berjalan secara perlahan, • proses pembelajaran akan dilanjutkan pada pertemuan selanjutnya	35 menit
Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	5 menit

Sumber/Bahan dan Alat

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "
- Internet

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 4 Lalabata Soppeng
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII A
Topic Lesson : Recount Text
Pertemuan : 4
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti:
Membaca

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

B. Kompetensi Dasar:

3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

C. Indikator :

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran:

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.

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2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

E. Materi Pembelajaran:

Fungsi sosial

Melaporkan, mengambil teladan, membanggakan

Struktur teks

Orientasi menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
Urutan/kejadian secara berurut dan runtun
Penutup (seringkali ada): komentar atau penilaian umum.

Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam *Simple Past Tense*
- Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya.
- Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Teks monolog berbentuk *recount* contohnya:

Trip to the Zoo

A Trip to the Zoo Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

- **Answer the following question based on the text above**
  1. Where did they go yesterday?
  2. What did he see in the zoo?
  3. Why did he buy some food?
  4. What happened to the writer's dad when he rode an elephant?

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5. Why did the writer and his family feel very tired after having a trip to the zoo?

F. MetodePembelajaran

Neurological Impress Method

G. Kegiatan pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	5 menit
Inti	• Memperkenalkan metode yg akan digunakan 3. Apa itu Neurological Impress Method 4. Tujuan Neurological Impress Method • Menjelaskan definisi, struktur bahasa dan karakteristik recount text • Membagikan siswa teks bacaan • Mendorong siswa untuk aktif berpartisipasi dengan mengajak siswa untuk membaca teks bersama dimana suara guru lebih keras dan cepat di banding siswa. • Guru membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Siswa tidak hanya melihat teks tapi juga mendengarkan untuk membantu mereka membaca dengan baik dan benar. • Siswa didorong untuk menemukan ide pokok dan memperoleh informasi dari teks. • Proses pembelajaran akan berjalan secara perlahan, • proses pembelajaran akan dilanjutkan pada pertemuan selanjutnya	35 menit
Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	5 menit

H. Sumber/Bahan dan Alat

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- Internet

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Lalabata Soppeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A
Topic Lesson	: Recount Text
Pertemuan	: 5
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti:

Membaca

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

B. Kompetensi Dasar:

3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

C. Indikator :

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya..

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D. Tujuan Pembelajaran:

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

E. Materi Pembelajaran:

Fungsi sosial

Melaporkan, mengambil teladan, membanggakan

Struktur teks

Orientasi menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum

Urutan/kejadian secara berurut dan runtun

Penutup (seringkali ada): komentar atau penilaian umum.

Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam *Simple Past Tense*
- Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago*, dan sebagainya.
- Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dan sebagainya.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
-

Teks monolog berbentuk *recount* contohnya:

Town Hall

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

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I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

F. Metode Pembelajaran

Neurological Impress Method

G. Kegiatan pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	5 menit
Inti	• Setiap siswa diberikan teks yang sama dan diminta untuk menerjemahkan bersama teman sebangkunya. • Dengan menggunakan neurological impress method siswa diharapkan agar lebih fasih dalam membaca. • Mengajak siswa untuk membaca beberapa paragraf kembali yang dianggap belum lancar. • Membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Meminta salah satu siswa untuk menuliskan teks di papan tulis untuk dibaca bersama. • Setiap siswa diminta untuk melihat ke papan tulis dan peneliti menunjuk kata yang sedang dibaca. • Kegiatan ini bertujuan untuk meningkatkan keterlibatan siswa dalam pembelajaran dengan membuka dan memancing siswa untuk aktif membaca. • Setelah itu siswa diminta untuk berlatih membaca • Selama kegiatan berlangsung, peneliti akan berkeliling di sekitar siswa. • Memberikan soal yang telah disediakan untuk melihat pemahaman siswa.	35 menit
Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	5 menit

H. Sumber/Bahan dan Alat

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "
- Internet

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 4 Lalabata Soppeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A
Topic Lesson	: Recount Text
Pertemuan	: 6
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti:

Membaca

KI3: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

B. Kompetensi Dasar:

3.11 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.11 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.

C. Indikator :

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya..

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D. Tujuan Pembelajaran:

1. Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau dengan cermat.
2. Siswa mampu menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau secara aktif.
3. Siswa mampu menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan baik.
4. Siswa mampu menjelaskan makna teks recount lisan tertulis dengan memberi dan meminta informasi terkait pegalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.

E. Materi Pembelajaran:

Fungsi sosial

Melaporkan, mengambil teladan, membanggakan

Struktur teks

Orientasi menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum
Urutan/kejadian secara berurut dan runtun
Penutup (seringkali ada): komentar atau penilaian umum.

Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam *Simple Past Tense*
- Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, an hour ago,* dan sebagainya.
- Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dan sebagainya.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Teks monolog berbentuk *recount* contohnya:

Town Hall

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted,"It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

- **Answer the following question based on the text above**
    1. Where did they go on Saturday night ?
    2. When did the clock stopped ?
    3. Why did the people gather under the Town Hall clock ?
    4. When did the event happen?

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

5. What probably happened when someone shouted that the clock stopped?

F. MetodePembelajaran

Neurological Impress Method

G. Kegiatan pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Memberi salam • Mengarahkan siswa untuk berdoa • Mengecek kehadiran siswa • Mengecek kesiapan siswa	5 menit
Inti	• Membagikan siswa teks bacaan baru • Mendorong siswa untuk aktif berpartisipasi dengan mengajak siswa untuk membaca teks bersama dimana suara guru lebih keras dan cepat di banding siswa. • Guru membacakan paragraf pertama, kemudian diikuti oleh siswa, setiap siswa memiliki kesempatan untuk membaca, hingga pada akhir paragraf. • Siswa tidak hanya melihat teks tapi juga mendengarkan kata untuk membantu mereka membaca dengan baik dan benar. • Siswa didorong untuk menemukan ide pokok dan memperoleh informasi dari teks. • Proses pembelajaran akan berjalan secara perlahan, • proses pembelajaran akan dilanjutkan pada pertemuan selanjutnya	35 menit
Penutup	• Menyimpulkan pembelajaran. • Memberitahu siswa apa yg akan dilakukan pada pertemuan selanjutnya • Mengakhiri pelajaran dengan memberikan salam	5 menit

Sumber/Bahan dan Alat

- worksheet
- Buku siswa " When English Rings a Bell Kelas 8 "
- Internet

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 3. The Students' Pretest and Posttest of Control Class

Nama : Nur Alia Syaputri

Kelas : VIII B

6 SALAH

INSTRUMENT

Pre-test

Read the text and choose the correct answer by crossing (x) a, b, c, d or e! The following text is number 1-7

Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the Britain Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

All of the cabin crews were friendly. The crews gave them newspaper and magazine to read. The crews gave them food and drink. There was a film for their entertainment. They had a very pleasant flight.

On arrival at Heathrow Airport, they had to go to customs and immigration. The officers were pleasant. They checked the document carefully, but their manners were very polite. Mr. Richard and his family collected their bags and went to London welcome desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had it own bathroom and toilet. Instead of keys for the room, they inserted of key card to open the door. On the third floor, there was a restaurant which was serving the Asian food.

The two weeks in London went by fast. At the end of the 14 days, they were quite tired but they felt very happy.

1. Who was on vacation?
   - ~~a.~~ Mr. Richard's family
   - b. Mr. Richard's son
   - c. Mr. Richard's cousin ✓
   - d. Mr. Richard's wife
   - e. Mr. Richard
2. How long did they have tour?
   - a. 11 days
   - ~~b.~~ 14 days
   - b. 12 days
   - e. 15 days ✓
   - c. 13 days
3. Where was the landing spot of the plane which was ridden by Mr. Richard's family?
   - a. Baker Street
   - ~~b.~~ Heathrow ✓
   - b. Derby Country
   - e. Coventry
   - c. Birmingham
4. What was the rate of hotel which used to stay by Mr. Richard's family?
   - a. A star
   - d. Five star
   - b. Two star
   - e. Six star ✓
   - ~~c.~~ Four star
5. What thing did they use to enter the room?
   - a. Card
   - ~~b.~~ Key
   - b. Ice
   - e. Block X
   - c. Eye Identity
6. What kind of the text is that? The text above is….
   - a. Recount
   - b. Hortatory exposition X
   - ~~c.~~ Descriptive

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d. Analytical exposition
e. Narrative

7. They felt very happy.
The underline word closes meaning…
a. Sedih
b. Marah
c. Suka
d. Gelisah
Senang

The following text is for number 8-15

The Sunday evening, I felt very tired after hanging out whole day with my friend at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly, I remembered that I had a call friend. I looked for my phone everywhere but I couldn't find it, because I was getting panic. I asked everyone in the house, whether they knew where my phone was but no one know. Suddenly I lost anything I thought. Then, I had an idea. I asked my brother to call my phone. It was surprising. I heard it ringing in my jacket. My phone was there.

8. What is the text about?
a. The last phone
b. My brother phone
c. My friend's phone
d. A lost phone
Phone in the jacket

9. How did the writer get his phone back?
He asked his friends
b. He found it in his jacket
c. He called his friends
d. He asked the lord
e. A forgetful

10. From the text, we know that the writer is … person.
A careful
b. An angry
c. A cautious
c. An attentive
d. A forgetful

11. Who was losing the phone?
a. The writer
His brother
c. His friend
d. His family
e. His sister

12. I heard it ringing in my jacket. The word "it" refers to…
a. Jacket
Phone
c. Jacket
d. Bag
e. Ring

13. When did the writer hanging out?
Sunday
b. Monday
c. Tuesday
d. Friday
e. Saturday

14. When did the writer go to hanging out?
a. The forest
b. The beach
c. The market
The mall
e. The beach

15. What tense is mostly used in the text?
a. Future tense
Past tense
c. Present perfect tense
d. Continuous tense
e. Present

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Nama : Nurcaña syaputri

kls : VIII B

9 salah

INSTRUMENT

Post-test

Read the text and choose the correct answer by crossing (x) a, b, c, d or e! the following text is number 1-7

Travel on the Plane for the First Time

When I was young, I did not really like travelling. I preferred playing games on the computer. I never traveled abroad on the plane until 1998. At that time, I was 21 years old.

My first trip was a 4 days trip to Taipei. Before I came to the airport, I did not know how to check-in. all procedures were so new to me. I remembered that I was so excited when the plane took off. I really enjoyed my trip at the time.

After the trip was done, my next destination is travelling. I also traveled to Korea, Frances, Germany, Switzerland, and Italy.

1. What was the writer's hobby when he was young?
   - a. Playing computer
   - b. Swimming
   - c. Travelling
   - d. Sleeping
   - e. Boxing
2. Where did the writer's first trip?
   - a. China
   - b. Iraq
   - c. Hongkong
   - d. Mesir
   - e. Taipei
3. The writer spent....in Taipei
   - a. A day
   - b. Two days
   - c. Three days
   - d. Four days
   - e. Five days
4. Here are destinations that had been visited by the writer, except...
   - a. Italy
   - b. Korea
   - c. France
   - d. Germany
   - e. Myanmar
5. Who was on traveled?
   - a. The writer
   - b. The writer's mother
   - c. The writer's father
   - d. The writer's daughter
   - e. The writer's family
6. What type of the text above?
   - a. Recount
   - b. Explanation
   - c. Description
   - d. Narrative
   - e. Report
7. What tense is mostly used in the text?
   - a. Present tense
   - b. Past tense
   - c. Future perfect tense
   - d. Present continuous tense
   - e. Present perfect continuous tense

The text is for question number 8-15

Holiday in Bali

My brother, sister, and I went to spend out holiday in Bali. Each of us should ride the car at least three hours. It was the last week of December 2008. We left Solo City on Saturday afternoon. We also did not forget to bring our camera. On Sunday morning we arrived in Gilimanuk. We dropped for a day at my uncle's house. They had prepared breakfast when we arrived at his house. We ate rice and "Ayam Betutu". It was very hot but delicious.

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Monday we went to Denpasar. First we visited "Sanur" beach. As it was still early in the morning we could see the sunrise. We also prayed some moment on the sand. Then we looked for a hotel because we have no relative who stayed there.

On that day we also visited "Kuta" beach, Garusa Wisnu Kencana and "Suka-Wati" market. We had our lunch on the way when we felt hungry. At night, we also enjoyed "Barong" dance. Something that we never forgot was taking pictures at any tourist resort.

On the last day, we visited "Sangeh", where we could see many monkeys. Many of them are still wild and they sometimes bite visitor. The location of it was from here we went straight to "Bedgul" lake, we went around it by a small boat to see some temples at the other side. Unfortunately, it was raining so hard that we all so wet. We were changing our clothes there because we could also buy clothes at the shop near the lake. It was so wonderful that I promise and want to visit Bali again next time.

8. The communicative purpose of the text above is…
   a. To tell the readers about writer's holiday in Bali
   b. To inform the reader where the Bali is
   c. To discuss the writer's holiday
   d. To amuse the readers by telling the trip to Bali
   e. To explain the readers in detail about the holiday
9. When did the trip happen?
   a. Last week
   b. Last week of December, 2009
   c. Last week of August, 2008
   d. Last week of December, 2008
   e. Every week
10. Who drove the car?
    a. The writer
    b. The writer's brother
    c. The drove in turn
    d. The writer's sister
    e. The driver
11. Where did they drop first?
    a. Sanur beach
    b. Their uncle's house
    c. Kuta beach
    d. Sangeh
    e. Bedugul lake
12. The first paragraph can be called as…
    a. Orientation
    b. Re-orientation
    c. Complication
    d. Event
    e. A thesis
13. The last paragraph can be called as…
    a. Complication
    b. Re-orientation
    c. Orientation
    d. A thesis
    e. Event
14. When did the writer go to Denpasar?
    a. Sunday
    b. Saturday
    c. Thursday
    d. Monday
    e. Tuesday
15. The structure of the text above is…
    a. Generic orientation, event, and re-orientation
    b. Goal, material, and steps
    c. Event and orientation
    d. Identification and resolution
    e. Orientation and steps

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RESKI AMALIA
KLS : VIII B

7 Salah

INSTRUMENT

Pre-test

Read the text and choose the correct answer by crossing (x) a, b, c, d or e! The following text is number 1-7

Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the Britain Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

All of the cabin crews were friendly. The crews gave them newspaper and magazine to read. The crews gave them food and drink. There was a film for their entertainment. They had a very pleasant flight.

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   a. Mr. Richard's family
   b. Mr. Richard's son
   c. Mr. Richard's cousin ✓
   d. Mr. Richard's wife
   e. Mr. Richard
2. How long did they have tour?
   a. 11 days
   b. 12 days
   c. 13 days ✓
   d. 14 days
   e. 15 days ✓
3. Where was the landing spot of the plane which was ridden by Mr. Richard's family?
   a. Baker Street
   b. Derby Country
   c. Birmingham
   d. Heathrow ✓
   e. Coventry
4. What was the rate of hotel which used to stay by Mr. Richard's family?
   a. A star
   b. Two star
   c. Four star
   d. Five star
   e. Six star ✓
5. What thing did they use to enter the room?
   a. Card
   b. Ice
   c. Eye Identity
   d. Key
   e. Block ✗
6. What kind of the text is that? The text above is....
   a. Recount
   b. Hortatory exposition ✓
   c. Descriptive

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Appendix 4. The Students' Pretest and Posttest of Experimental Class

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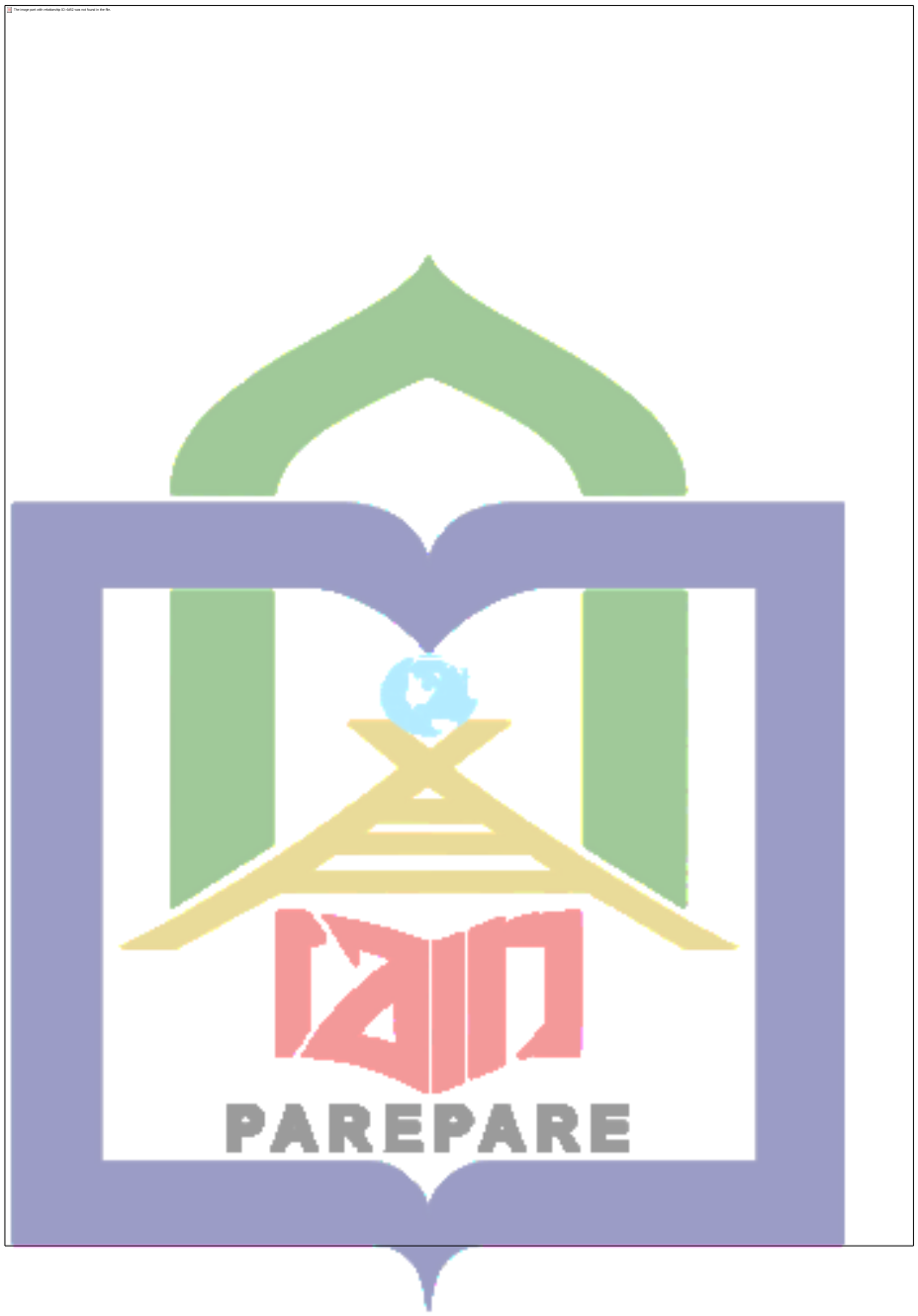

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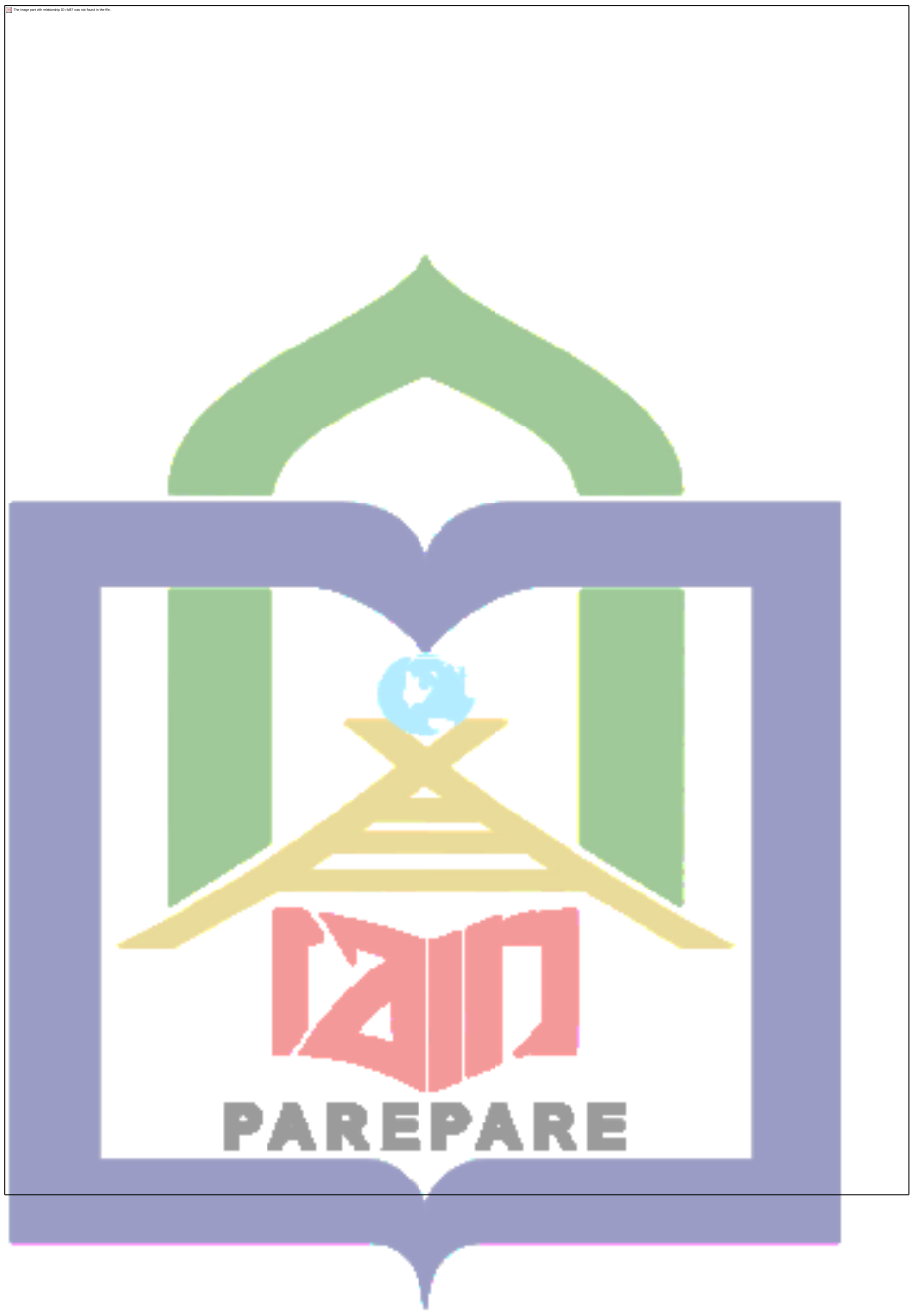

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Appendix 5. Distribution of t-table

Titik Persentase Distribusi t (df = 1 - 40)

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Appendix 6. Research Allowance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1853 /In.39.5.1/PP.00.9/07/2019
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI SOPPENG
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. SOPPENG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	KHUSNUL KHATIMAH
Tempat/Tgl. Lahir	:	JAMPU-JAMPU, 14 September 1997
NIM	:	15.1300.172
Fakultas / Program Studi	:	Tarbiyah / Tadris Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	JAMPU-JAMPU, KEL. WATUTOA, KEC. MARIORIWAWO, KAB. SOPPENG

Bermaksud akan mengadakan penelitian di wilayah KAB. SOPPENG dalam rangka penyusunan skripsi yang berjudul :

"THE EFFECTIVENESS OF NEUROLOGICAL IMPRESS METHOD TO ENCOURAGE READING COMPREHENSIONAT THE EIGHTH GRADE STUDENTS OF SMPN 4 LALABATA KABUPATEN SOPPENG"

Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

01 Juli 2019

Wakil Dekan I,

Herdah

Tembusan :

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

SRN CO0003308

PEMERINTAH KABUPATEN SOPPENG

DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU

JL. Salotungo No. 2 Tlp. 0484 - 23743 Watansoppeng 90812

IZIN PENELITIAN

Nomor : 241/IP/DPM-PTSP/VII/2019

DASAR 1. Surat Permohonan **KHUSNUL KHATIMAH** Tanggal **12-07-2019**
2. Rekomendasi dari **BAPPELITBANGDA**
Nomor **239/IP/REK-T.TEKNIS/BAP/VII/2019** Tanggal **12-07-2019**

M E N G I Z I N K A N

KEPADA
NAMA : **KHUSNUL KHATIMAH**
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PARE-PARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **JAMPU-JAMPU DESA WATU TOA KEC. MARIORIWAWO**
UNTUK : melaksanakan Penelitian dalam Kabupaten Soppeng dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE EFFECTIVENESS OF NEUROLOGICAL IMPRESS METHOD TO ENCOURAGE READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMPN 4 LALABATA KABUPATEN SOPPENG**

LOKASI PENELITIAN : **SMP NEGERI 4 LALABATA**

JENIS PENELITIAN : **KUANTITATIF**

LAMA PENELITIAN : **15 Juli 2019 s.d 15 Agustus 2019**

a. Izin Penelitian berlaku selama penelitian berlangsung
b. Izin ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Ditetapkan di : Watansoppeng
Pada Tanggal : 09-04-2019
an. BUPATI SOPPENG
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
KABUPATEN SOPPENG

FIRMAN, SP, MM
Pangkat : PEMBINA TK. I
NIP : 19621012 198603 1 027

Biaya : Rp. 0,00

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN SOPPENG
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN FORMAL SMP NEGERI 4 WATANSOPPENG
Alamat: Jl. H. Husain No. 2 Umpungeng Kec. Lalabata Kabupaten Soppeng

SURAT KETERANGAN PENELITIAN
No. 421.3/124/SMP.4/LBT/VII//2019

Yang bertanda tangan di bawah ini Kepala Sekolah SMPN 4 Lalabata Kabupaten Soppeng:

Nama	: **Drs. SUDIRMAN**
NIP	: 19641019 198903 1 010
Jabatan	: Kepala Sekolah

Menerangkan bahwa yang tersebut namanya di bawah ini telah melakukan penelitian mulai tanggal 15 Juni s/d 15 Agustus 2019.

Nama	: **KHUSNUL KHATIMAH**
NIM	: 15.1300.172
Jenis Kelamin	: PEREMPUAN
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Judul	: THE EFFECTIVENESS OF NEUROLOGICAL IMPRESS METHOD TO ENCOURAGE READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMPN 4 LALABATA KABUPATEN SOPPENG

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Soppeng, 5 Agustus 2019
Kepala Sekolah SMPN 4 Lalabata

Drs. SUDIRMAN
NIP. 19641019 198903 1 010

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PEMERINTAH KABUPATEN SOPPENG
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN FORMAL SMP NEGERI 4 WATANSOPPENG
Alamat: Jl. H. Husain No. 2 Umpungeng Kec. Lalabata Kabupaten Soppeng

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
No. 421.3/125/SMP.4/LBT/VII//2019

Yang bertanda tangan di bawah ini Kepala Sekolah SMPN 4 Lalabata menerangkan bahwa:

Nama	: **KHUSNUL KHATIMAH**
NIM	: 15.1300.172
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa IAIN Parepare
Alamat	: Kamp. Jampu Desa Watutoa

Yang tersebut namanya di atas telah melaksanakan Penelitian di SMPN 4 Lalabata Kab. Soppeng dengan judul "***THE EFFECTIVENESS OF NEUROLOGICAL IMPRESS METHOD TO ENCOURAGE READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMPN 4 LALABATA KABUPATEN SOPPENG***" yang pelaksanaannya pada tanggal 15 Juli s/d 15 Agustus 2019.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Soppeng, 3 Agustus 2019
Kepala Sekolah SMPN 4 Lalabata

Drs. SUDIRMAN
NIP. 19641019 198903 1 010

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Appendix 7. Documentation

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CURRICULUM VITAE

KHUSNUL KHATIMAH, the writer was born on September 14th 1997 in Jampujampu, Soppeng. She is the second child from three children in her family. From the couple, Baharuddin and Suhariah, she has two daughters, the first sister name is Nurul Afdalia and the little sister name is Zahra Natasya.

She began her study in Elementry School in Soppeng and graduate on 2008. In the same year, she continued her studying in junior high school. She decided to continue her study at SMPN 4 Lalabata and finished her Junior High School on 2011. After that, she is registered as a student in SMKN 4 WATANSOPPENG and graduated on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. While she studys in IAIN Parepare, she actives in Lembaga Pers Mahasiswa Red-Line IAIN Parepare 2016-2019. On 2019 she completed her skripsi with the title "The Effectiveness of Neurological Impress Method to Encourage Reading Comprehension at the eighth grade students of SMPN 4 Lalabata Kab. Soppeng".

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