

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:

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
19	NURUL SAFITRI	60	Fair
20	SYAWATUL HAERIL	60	Poor
21	ASRIN	53.3	Poor
$\Sigma = 21$		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:

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

21	ASRIN	80	Very Good
$\Sigma = 21$		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:

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
21	ASRIN	53.3	80	26.7
$\Sigma = 21$		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
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
$\Sigma = 21$		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
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
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
$\Sigma = 21$		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
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
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
$\Sigma = 21$		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.

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
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
$\Sigma = 21$	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:

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

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

$$\bar{x} = 11.43$$

4.1.1.3.2 Determining mean of gained score of experimental class:

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

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

$$\bar{x} = 18.7$$

4.1.1.3.3 Determining standar deviation of control class:

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

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

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

$$SS = 997.59 - 2745.14$$

$$SS = -1747.55$$

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:

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

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

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

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

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

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

$$t = 1.86$$

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 (t_t) at the degree of freedom 40 in significant degrees of 0.05 (5%), the t-table (t_t) 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 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 (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 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 led 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 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 confidence. 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.

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. 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.

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.

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.