THE IMPLEMENTATION OF NEUROLOGICAL IMPRESS METHOD (NIM) ON THE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF SMPN 33 MAKASSAR

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ARTICLE INFO	ABSTRACT
	This research was attempted to improve students' reading comprehension by using Neurological Impress Method (NIM). This study was conducted by using pre-experimental research. The object of the research was VIII.A grade SMPN 33 Makassar.The research was conducted four meetings and three steps. The first meet, the researcher explained about the Neurological Impress Method (NIM) and how to uses this method, the second the researcher gave pre-test, and then gave treatment, and the last meet gave post-test. The instruments of collecting data were reading test. Based on the reading test score, students' score kept improving in every test. In the pre-test the mean was 56, and in the port test the mean was 68. It proved that using Neurological Impress Method (NIM) to improve students' reading comprehension showed significant result by improving around 12.6%. It was found that teaching learning process ran well. Students were active and interested in reading. The result of this research showed that Neurological Impress Method (NIM) can improve students ability in reading comprehension. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

One of the four dialect skills taught to English language learners is reading. It cannot be quickly and easily learned. In order to advance their capacity and comprehend the author's thought, teaching reading comprehension to junior high school is therefore crucial. The students have a strong grasp of all aspects of reading, including the most concepts, inferences, points of interest, and vocabulary mastery to achieve the required level of reading comprehension. According to Dewi in Springer (2020), reading has become a crucial link for students who want to have integrative interaction capacity. The

goal of reading instruction is to develop students' abilities to read successfully, proficiently, and with understanding.

Referring to the standard English Competency for Junior High School, The students are expected to develop their ability to understand brief functional texts and expositions, such as stories, clarifications, and explanations in existential contexts to obtain information. In reality, the third-grade students' average score for English reading comprehension was still well below 70, the standard set by the school's pedagogical modules.

According to Wulandari in Adhitama (2012) Based on information from the Departemen Pendidikan Nasional (Depdiknas) reported that 10.1 million Indonesians between the ages of 15 and 44 were illiterate in 2008. The low reading proficiency of the students in Indonesia was also influenced by this illiteracy. The International Educational Achievement reported that reading proficiency among Indonesian students is the lowest in the ASEAN area. The country of Indonesia came in at number 38 overall. That resulted in Indonesia being ranked poorly in terms of developing its human resources by the United Nations Development Program (UNDP).

Based on preliminary observation at the SMPN 33 Makassar, those variables also cause problems for the pupils. The first issue is connected to the students' command of terminology. The kids acknowledged that their vocabulary problems were causing them problems. Even though they were aware of the situation, it appeared that they made no effort to increase the number of words in their vocabulary. It was evident when they encountered challenging words in the text and decided against attempting to infer the meaning from the surrounding sentences. Some of them used Google Translator, avoided words that were challenging, or asked their friends. Although the teacher provided a variety of texts for them to independently read to expand their vocabulary, it didn't appear that they did so at home. When the teacher began to discuss those texts, they immediately began to read. The teacher also pointed out a few challenging words and provided their definitions, but despite writing the words down, the kids failed to memorize them.

Teachers who successfully teach reading comprehension help their students become proficient and effective readers in the classroom. Innovative teachers use a variety of approaches and skills to meet the needs and learning preferences of each student in the classroom, rather than employing one particular strategy and methodology. The Neurological Impress Method (NIM) is one of the approaches. This technique can build familiarity and reading rate. In the Neurological Impress Method (NIM), both the teacher and the students simultaneously read aloud from a book.

Ningsih and Bedsworth and Strong (2018), claim that in their observations of utilizing NIM with their middle school students, she, parents, and other teachers noted significant changes in the students' attitudes and reading practices. She argues that one factor contributing to the NIM's success is that it provides a reading environment that is less intimidating and affords the same freedom from failure as "lap reading" does for young

children. Remedial readers' attitude, confidence, comprehension, and oral reading fluency all improved thanks to the Neurological Impress Method (NIM). Since kids copy what their teachers read, the author uses the Neurological Impress Method to help them read effectively. According to the aforementioned explanation, the researcher will carry out a smaller-than-expected study titled "The Implementation of Neurological Impress Method (NIM) on the Students' Reading Comprehension at the Eight Grade of SMPN 33 Makassar."

RESEARCH METHOD

The researcher used pre-experimental research in this work, using a single group pretest-posttest. Pretest, treatment, and posttest phases of the research process were used to examine whether the Neurological Impress Method could improve students' reading comprehension. Before starting the program, a pre-test was taken to gauge the students' prior reading comprehension.

Data Collection

The researcher will need to take the following actions:

1. Before treatment, the researcher gave pre-test to the students
2. After giving the pre-test, the researcher gave the treatment in four meetings. It will be in the form of teaching in learning process by using Neurological Impress Method. In each meating, the researcher utilizing a few strategy as takes after:
   a) The researcher explained about Neurological Impress Method and explain how to implement the method.
   b) The teacher conveys the content to all students
   c) Then all students and teachers examined the content with aloud voice
   d) After all students and instructors finish reading in a concurrent voice,
   e) The instructor inquires the students to examined the content out loud in front of the course one by one
   f) Students rehash reading, that have been adjusted by the teacher in aloud voice
3. After the treatment, the researcher gave post-test to students in the same form but different questions with pre-test to know their improvement after using Neurological Impress Method in teaching and learning process.
4. Finally, all students' score both pre-test and post-test will be tabulated and analyzed by using the formula.

RESULT AND DISCUSSION

Result

The outcomes of data analysis were described in research findings. The pre-test was part of the reading comprehension assessment. A pre-test was administered to gauge prior students' reading comprehension before the research's treatment was put into practice, and a post-test was administered to gauge how well students' reading comprehension had improved.

The pre-test and post-test were done by the research in order to collect the data. Results showed that using the Neurological Impress Method (NIM) to improve students' reading comprehension was successful because the post-test scored higher than the pre-test.

1. Pre-test

Table 1 Frequency and percentage of Pre-Test Score

No	Category	Frequency	Percentage
1	Very Good	0	0%
2	Good	6	24%
3	Fair	9	36%
4	Poor	3	12%
5	Very poor	7	28%
	Total	25	100%

The table 1 showed 25 students as sample in pre-test. There were 6 students classified the good category with 24%, 9 students classified the fair category with 36%, 3 students classified the poor category with 12%, 7 students classified the Very Poor category with 28% and also no students classified in the very good.

2. Post-Test

Table 2 the frequency and percentage of post-test score

No	Category	Frequency	Percentage
1	Very Good	2	8%
2	Good	10	40%
3	Fair	9	36%
4	Poor	4	16%
5	Very Poor	0	0%
	Total	**25**	**100%**

3. The Improvement of Students' Reading Comprehension

Table 3 The Improvement of Students' Reading Comprehension

Pre-test	Post-Test	Students' Improvement
55.8%	68.4%	12.6%

The score of the students increased from the pre-test to the post-test, as seen in figure 3 above. After the pupils' reading tests were evaluated, scores were determined. From 55.8 on the pre-test to 68.4 on the post-test, the mean value increased. It shown that employing the Neurological Impress Method (NIM) to enhance students' reading comprehension produced notable results, with improvements of about 12.6%.

Discussion

The discussion clarified how the research data were interpreted based on the students' reading comprehension scores. According to the study's findings, pupils at SMPN 33 Makassar's Eight grade improved their reading comprehension over the academic year 2021–2022.

The discussion explained interpretation the research findings are derived from the results of students' reading comprehension. The results of this research indicated the students' improvement of reading comprehension at seven grade of SMPN 33 Makassar in the academic year 2021/2022. Based on the results, In the pre-test, there were no students classified in the very good category, 6 students or 24% classified the good category, 9 students or 36% classified in the fair category, 3 students or 12% classified in the poor category and 7 students or 28% classified in the very poor category. Then, in the post-test there was 2 student or 8% in the very good category, 10 students or 40% classified in the good category, 9 students or 36% classified in the fair category, 4 students or 16% classified in the poor category and also no students classified in the very poor category. It indicated that the students' score reading comprehension of the post-test was better than the pre-test.

The implementation of the Neurological Impress Method (NIM) was employed in this study to enhance students' reading comprehension since it is an engaging teaching method that all students find enjoyable. They developed a passion for learning and focused more effort on improving their reading comprehension. The implementation was enjoyable and promoted a positive learning environment for English. They actively participated in the learning process and posed inquiries using the neurological impression method during both the teaching and learning processes (NIM). It is adaptable and simple to utilize in instruction. This was shown in the rising student test scores.

Young (2017) NIM and R2I are good intercessions that can improve reading comprehension and familiarity. In particular, these intercessions improved the frequently disregarded familiarity target of reading prosody, an improvement not frequently noticed when performing recycled readings. In reality, familiarity interventions should focus on all aspects of reading fluency, including word recognition automaticity and prosody.

CONCLUSION

According to the study's findings, it is possible to draw the following conclusions:

Prior to using the Neurological Impress Method (NIM), the students' achievement in reading comprehension was low. 12 students were categorized as successful with a 48% success rate, whereas 6 students were rated as successful with a 24% success rate.

To put the Neurological Impress Method into practice, a teacher asked students to read texts aloud one at a time while the teacher sat next to them and the researcher read aloud. In order for the teacher to correct the students' pronoun usage. Due to their infrequent

Kasma et al (The Implementation of Neurological Impress Method (NIM))
Journal of Language Testing and Assessment

reading, the students had trouble using the Neurological Impress Method on the first meeting. The second meeting saw an improvement in student performance because to the use of the Neurological Impress Method and more engaging reading material for the students.

After implementing the Neurological Impress Method, the students' reading comprehension skills improved. The percentage of pre-test to post-test scores of the students revealed it.

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