

Neurological Impress Method (NIM) Towards Student's Reading Ability

Indah Tri Lestari

SMK Cendekia Lempuing OKI

Komarroni01@gmail.com

Abstract

This study aimed at finding out whether or not there are any significant differences between the students who are taught by using neurological impress method and the students who are taught by using a conventional method in reading ability. The population of this study was 63 students of SMK Nurul Huda Sukaraja. From the population, there were 22 students taken as a sample of experimental class and 21 students were as control class. The sample was taken using purposive sampling. In carrying out the study, the writer used a quasi-experimental design. Finally, the data were analyzed by using the independent t -test formula. And based on the result of findings, it was found that the mean of posttest score in the experimental class was 6.83 and the control class was 5.08. Beside that, the t -obtained was 6.25 and the t -table with df 41 (43-2) with 0.05 significant level was 2.02. therefore, the study concludes that the alternative hypothesis (H_a) was accepted because the t -obtained was lowest than the t -table ($6.25 > 2.02$). It also meant that there were any significant differences between students who are taught by using Neurological Impress Method (NIM) and who are taught by using Conventional Method.

KeyWords: Neurological Impress Method, Reading, Ability

INTRODUCTION

As an International language, English is used for communication among the nation and has become one of the most important languages in the world as explained by Cook cited in Nasrudin (2012:1). Because of that, mastering the English language is very important for people in this era. It means that mastering English and reading skills are really beneficial to people in comprehending the written materials. Therefore, the English subject includes four skills. They are listening, speaking, writing and reading. Those skills help students mastering English. Thus, students should master these skills in order to be proficient in English. One of the language skills is reading. Pollard (2008:44) stated that reading is a receptive skill and an active process. In reading, students should be able to understand the text, predict what will come next and bringing his or her knowledge of the language to the text such as the components of the language like spelling, vocabulary, grammars, and students difficult to find main ideas of the text. In addition, Richards and Renandya (2002:277), reading for comprehension is the primary purpose of reading. Therefore student is always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text efficiently. Based on the statement above reading comprehension is one important in reading.

Reading is one of the English skills besides speaking, listening and writing. It is the way to understand written messages. According to Aebersold and Field cited in Khalaji (2012:136) define reading as follows: "Reading is what happens when people look at a text and assign meaning to the written symbols in that text. According to Pang (2003:06), reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of a word, sentences, and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

In addition, Tankersley (2003:90) stated good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. The readers can transfer their idea and know to mean from words and sentences. By reading, students can comprehend information and the purpose of a message in the text.

Therefore, based on some definitions above the writer conclude that reading can be defined as the instantaneous recognition of variously written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interacts with printed messages, he tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading not only the process of getting the written symbols correspond to one's spoken languages but it is also the process of making the meaning of words, sentences, and connected text that can be called comprehension.

Based on the observation, the writer found that there are some problems in reading comprehension. They have difficulties to find out specific information which presented in a text or comprehended the text such as they didn't understand the content of the text, they were couldn't answer the question that related to the text, And also they feel bored and lazy to understanding the text, especially it was a long text. So based on some problems above, the teaching-learning process between the teacher and the student's in the class were bad and low.

The way to solve the student's difficulties in reading the writer used the Neurological Impress Method (NIM). Neurological Impress Method (NIM) is one of the methods appropriate to improve reading comprehension. According to Alper (2016:283), NIM is the method of improving reading by supporting and without threatening. It is an enjoyable method of improving reading activities with the child. Moreover, Flood, Lapp, and Fisher (2005:145) state Neurological Impress Method (NIM) Helps the students build confidence and focuses on comprehension and develops reading fluency and comfort in reading.

In teaching reading, there are many methods that can be applied by the teachers. One of the methods appropriate to improve reading comprehension is Neurological Impress Method (NIM). Neurological Impress Method (NIM) is a form of paired reading in which students and tutor read the same text almost simultaneously. Sitting side by side, the tutor reads a text slightly faster and louder than the student while both follow the text with their fingers. (Heckelman, 1969). According to Townsend cited in Alper (2016:283) Neurological Impress Method (NIM) is the method of improving reading by supporting and without threatening. It is an enjoyable method of improving reading activities with the child.

Besides that, Flood, Lapp, and Fisher (2005:145) state Neurological Impress Method (NIM) Helps the students build confidence and focuses on comprehension and develops reading fluency and comfort in reading. In addition, Heckelman suggested that teachers increased the motivation of students during the NIM process. Because of the one-to-one interaction between teacher and student will give a psychological influence. (Flood, Lapp and Fisher, 2005:147-160).

Advantages of the Neurological Impress Method (NIM) are reading aloud gives the teacher a valid way of evaluating the progress of reading skill, that is intonation, word pressure, beheading, phrasing, and finding specific teaching needs, reading aloud provides verbal practice for reader and enhances the listening ability for listeners, reading aloud is the teacher's medium in guiding wisely, it can be used to improve the ability to adjust to shy students. Meanwhile, for disadvantages are aloud requires more power than reading in the heart, reading in the heart most popular than reading aloud, and reading aloud caused a commotion.

METHODOLOGY

In this study, the writer used quantitative research. Quantitative research has two methods commonly used, namely survey and experimental method. According to Cohen (2005:212-218) classified experimental method into three design; pre-experimental, quasi-experimental, and true

experimental. Here the writer chosen quasi experimental According to Hatch and Farhady (1982:24), quasi-experimental designs are practical compromise true experimentation and the natures of human language behavior which use with it investigate. In this study, there were two groups which consist of two classes is used as the sample in this design, they were the experimental group and control group. Two groups were given the same materials of the same topics. The experimental group was taught through the Neurological Impress Method (NIM), whereas the control group was not taught through the Neurological Impress Method (NIM). Before the treatment, a pretest was given both groups. After treatment, the posttest of the instrument was given to them. It could compare the students` ability in the experiment group and control group, so the writer can see what the media which is taught can be applied and the result could be successfully applied in the class.

There are two kinds of variables in this study. They are the dependent and independent variable. The first variable is the Neurological Impress Method (NIM) as an independent variable. And the second variable is the student's reading ability as the dependent variable. Meanwhile, the population of this study was the tenth-grade students of SMK Nurul Huda Sukaraja with the total number of the population are 63 students. There are three classes, namely X Akuntansi, X Administrasi Perkantoran, X Multimedia. In this study, the writer used purposive sampling to take the sample. The total number of the sample in this study was 43.

For collecting the data, the writer used the test. And there are two kinds of test in this study: the pretest and the posttest. The pretest will be given before the experimental and the posttest will be given after the treatment in order to know the development of student's reading achievement. And for the test as the instrument, it is measured by content validity (test specification). Moreover, To find out the reliability of the test items, the writer did the try out to other students (nonsampling). Dealing with it, Fraenkel and Wallen (1990:136) stated that for research purposes, a useful rule was that reliability should be at least 0.70 or preferably higher. The result of the reliability was 0.71 So, it could be concluded that the test items were reliable.

FINDINGS AND DISCUSSION

There are some steps for teaching reading ability by using the Neurological Impress Method (NIM). They are as follows: 1) The teacher distributes the text to all students, 2) Then all students and teachers read the text with a loud voice, 3) After all students and teachers finish reading in a concurrent voice, 4) The teacher asks the students to read the text aloud in front of the class one by one, 5) Students repeat reading that have been corrected by the teacher in a loud voice, and 6) In this stage, reading students from time to time, with practice, the number of errors will decrease and/or the number of text read will increase. Moreover, Neurological impress method is "a system of rapid-unison reading by the student and teacher" (Lerner & Johns). Heckelman (2015:4) 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.

In this section, the writer presents the findings of the study that was already done. Findings highlight the result normality, homogeneity, and hypothesis that were taken during the research.

The result of this research based on the findings showed that Neurological Impress Method (NIM) is can be applied for successfully in reading ability of the tenth-grade students of SMK Nurul Huda Sukaraja. To know the significant different score in reading ability, the test was calculated by using the formula as follow:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{6.83 - 5.08}{\sqrt{\frac{(22-1)1.18 + (21-1)0.67}{22+21-2} \left(\frac{1}{22} + \frac{1}{21}\right)}} \\
 &= \frac{1.75}{\sqrt{\frac{(21)1.18 + (20)0.67}{43-2} (0.0454 + 0.0476)}} \\
 &= \frac{1.75}{\sqrt{\frac{24.78 + 13.4}{41} (0.092)}} \\
 &= \frac{1.75}{\sqrt{\frac{38.18}{41} (0.092)}} \\
 &= \frac{1.75}{\sqrt{0.931 (0.092)}} \\
 &= \frac{1.75}{\sqrt{0.08}} \\
 &= \frac{1.75}{\sqrt{0.28}} \\
 &= 6.25
 \end{aligned}$$

CONCLUSION

Based on the analysis of the findings and discussions, it was found that the value of t_{test} was 6.25 at the significance level $\alpha=5\%$ in a two-tailed test with $df=43$ ($43-2 = 41$). The critical value of t_{test} was 2.02 since the value of t_{test} was higher than the critical value of t_{tables} , it means that there was any significant difference achievement between both of experimental class was taught by using Neurological Impress Method (NIM) and control class was taught by using conventional method. Therefore, alternative hypotheses (H_a) was accepted and null hypotheses (H_o) was rejected.

REFERENCES

- Akib, Satika. (2005). *Improving the Student's Reading Comprehension Through Neurological Impress Method (NIM) to the First Grade of SMA Negeri 1 Palangga*. Retrieved on Monday, January 15th, 2018.
- Alper, K. (2016). *Improving Reading Fluency and Reading Comprehension with Neurological Impress Method (NIM) Assisted: An Activity Research*. *Journal Education and Science, Volume 41 No 185 281-297*. Retrieved on Tuesday, January 16th, 2018
- Anderson, R.C, Hiebert, E.H., Wilkinson, J.A.G., & Scott, J.(1985_. *Becoming a nation of readers*. Champaign, IL: National Academy of Education and Center for the Study of Reading.
- Arikunto, S. (2009). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Basrowi. (2008). *Memahami Penelitian Kualitatif*. Jakarta: Rineka Cipta.
- Brown, H.D. (2000). *The principle of Language Learning and Teaching*. *The University of Illinois*. New Jersey.NJ: Hall Regents.
- Burns, M.K.(2007). Reading at the instructional level with children identified as learning disabled: potential implications for response-to-intervention. *School Psychology Quarterly*,22, 297-313.
- Cohen, L.(2005). *Research Methods in Education. 5th Edition*. London And New York: Routledge

- Falmer.
- Flood, J, Lapp.D., & Fisher, D.(2005). Neurological Impress Method plus. *Journal Reading Psychology, Volume 26 (2)* 147-160. Retrieved on Thursday, January 18th, 2018.
- Fraenkel, and Wallen. (1990). *Education Research: A Guide to the process*. United State: Mc Graw_Hill.Inc.
- Grabe, W. and Fredricka, L.S.(2011). *Teaching and Researching Reading*. Great Britain: Longman.
- Hatch, E.,& Farhady, H.(1982). *Research design and Statistics for Applied Linguistics*. Rowley: Newbury House Publisher. *And knowledge Base Journal Reading Behavior vol.5 no.1.(Online)*. (from:<http://jr.sagapul.com/content/10/1/49>) Retrieved on December 25th, 2017.
- Heckelman, R.G. (1969). "Neurological Impress Remedial Reading Technique". *Academic Therapy*.
- Khalaji, H. R.(2012). The Impact of Reading Strategy Training on the Reading Comprehension of Iranian EFL Learners.
- Klingner, J. K. Sharon, V., and Alison, B.(2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Nasrudin, A. 2012. *The Effectiveness of Detailed Reading Strategy in Reading Comprehension for the Tenth Grade Students at SMA Negeri 3 Oku*. Thesis. English Education Study Program Teacher Training and Education Faculty at Baturaja University.
- Pang, E.S., Muaka, A., Bernbardt, E. B. And Kamil, M.L. (2003). *Teaching Reading*. France: SADAG, Bellegarde.
- Pollard, L.(2008). *Lucy Pollard's Guide to Teaching English: a book to help you through your first to years by teaching*. London.
- Richard, C.J.,& Renandya, A.W.(2002). *Methodology in Language Teaching. An Anthology of Current Practice*. Cambridge University Press.
- Sudijono,A (2010). *Pengantar Statistik Pendidikan*. Jakarta: Raja Grapindo Persada.
- Sugiyono. (2010). *Metode Penelitian Pendidikan, Pendekatan Kuantatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Ziadat, Ayet H and Al- Awan, A.(2018). The Effectiveness of Neurological Impress Method on Reading Fluency of Students with Learning Disabilities in Amman, Jordan. (Online). (<https://files.eric.ed.gov/fulltext/EJ1165244.pdf>).