



**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
NEUROLOGICAL IMPRESS METHOD OF SECOND GRADE OF SENIOR
HIGH SCHOOL AT ISLAMIC BOARDING SCHOOL ARRAUDHATUL
HASANAH MEDANIN THE ACADEMIC YEAR OF 2017/2018**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera Medan as Partial Fulfillment of the
Requirements for the Degree of Educational Bachelor S1 Program*

By

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY
NORTH SUMATERA
2018**



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Assalamualaikum Wr.Wb

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Academic Year Of 2017/2018”**

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Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima
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Wassalam,

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, Agustus 2018

Yang Membuat Pernyataan

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ABSTRACT

IMPROVING STUDENTS' SPEAKING SKILL THROUGH *NEUROLOGICAL IMPRESS METHOD* OF SECOND GRADE OF SENIOR HIGH SCHOOL AT ISLAMIC BOARDING SCHOOL ARRAUDHATUL HASANAH MEDAN IN THE ACADEMIC YEAR OF 2017/2018

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Thesis, Medan: Educational English Department, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera Medan 2018.

Key words: Neurological Impress Method As Method, Teaching Speaking.

This research was applied by Classroom Action Research (CAR). The Classroom Action Research that is used in this research adopting the Kammis and Taggart Research Design; it consists of 2 cycles. Every cycle consists of four phases those are: planning, acting, observing and reflecting. The subject of this research is the students in XI IPS-2 class consists 26 students. In collecting the data, this research uses interview, observation sheet, questionnaire sheet, photography and test.

Based on the research findings, it can be said that using Neurological Impress Method in teaching speaking is success since the criteria of success were achieved. First, the criterion of action success is 75% of students could achieve the target of the minimal mastery level criteria or KKM of English lesson was 75 (seventy-five).

The findings of the study are 5 students or 19.23% of students in the class who achieved the minimal mastery level criterion or KKM in pre test. Next, in the result of posttest in cycle 1, there are 8 or 30.76% students who achieved the minimal mastery level criterion or KKM. Next, in the result of posttest in cycle 2, they were 21 or 80.76% students who achieved the minimal mastery level criterion or KKM.

Second, related to the observation result showed that the students were braver and more confident in speaking. It can be seen from their participation in the class, their participation in the speaking, and their performance. Third, related to the interview result showed that the students were comment positive about speaking skill and applying Neurological Impress Method in teaching learning process. Fourth, related to the questionnaire result, it is proved that the response of the students toward the teacher professionalism and their interest in learning speaking using Neurological Impress Method. It can be concluded that most students love Neurological Impress Method. Moreover, they admitted that their speaking skill is improved. Fifth, related to the photography result showed that the activities in learning process, participation, and performance from students.

From the findings, I include that from my method, this method can improve the students speaking skill.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is very important for humans to interact with others. Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate.

Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

One of the problem in learning speaking at senior high school is the teacher still uses the traditional strategy to teach speaking in the class. In addition, the weakness also occurs due to a lack of motivation for the students to use English as their daily conversation at school. Most of students at the school do not know how to speak English even though in a simple conversation with their friends. In a fact, they have learn many things in English but they are not still able to use English in spoken language.

The students seldom use English to communicate with their friends in daily activity. Therefore, it is important to stimulate the students to speak. Based on this statement, the researcher chose The Neurological Impress Method to make the students become active to improve their speaking ability.

For this reason, teacher should use effective teaching methods that encourage students to take part actively in the class. The teaching learning process has to involve not only teacher and students, but also the students and students. To help students solve these problems, the teacher should motivate them and create the most effective way to stimulate them, so they will be interested in practicing their speaking.

The teacher should use certain technique to stimulate students to practice their speaking, because good strategy will support them in achieving skill including English skill. Teacher have to teach the materials by using good method, good technique and organize teaching-learning process as good as possible, so teaching learning process can run well, that can make students master English skill, especially in this case speaking skill successfully, because one of the teaching failures is caused by unsuitable method or strategy.

The goal of teaching speaking skill is to make the students communicate effectively. Students should be able to make themselves understood and use good communication with others. They should try to

avoid confusion in the message due to the problems of pronunciation, grammar, or vocabulary. The students should know how to observe the social and cultural rules applied in each communication situation. Many teachers have already been very good at teaching vocabulary and grammar in order to translate texts and to prepare students for examination. However, organizing lessons to practice speaking English can be a big challenge for both teachers and students.

This problem happened too when the writer did teaching training practice at boarding school Ar-raudhatul hasanah Medan. Most of students of junior high school cannot speak English fluently. Of course the class does not give anything to their improvement. The fact shows that teaching speaking does not give satisfied result.

One of the appropriate and comprehensive strategies for teaching speaking is Neurological impress method. The Neurological impress method involves the teacher and the student speaking aloud simultaneously from the same book. The teacher speaks slightly faster than the student to keep the speaking fluent. The teacher usually sits next to the student and focuses his or her voice near the ear of the student. By using Neurological Impress Method, the writer tries to makes students speaking easily, because the students follow what the teacher speaks.

This one of the main reasons why the researcher is very much interested to conduct a study by using Neurological Impress Method to improve students' speaking skill. The reason is because Neurological Impress Method helps the students to distribute their participation orderly. The researcher is expecting that Neurological Impress Method can help students to make them fluent to speak in English.

The advantages of using Neurological Impress Method to help students speaking fluently and not shy for speaking in front of their friends. Because the Neurological Impress Method is a very simple method to be applied for teacher and students.

Based on the things mentioned above, the researcher tried to make speaking activities more effective for students in learning English by determining the techniques which are appropriate and effective to teach speaking. The researcher tried to use Neurological Impress Method in teaching speaking. Therefore, the researcher would implement Neurological Impress Method in order to improve the students speaking skills, as an effort to make the students able to use English to communicate. The researcher hopes from the Neurological Impress Method, students can speak fluently.

B. Identification of the Problem

According to the background of the study, the writer identifies some problems relating to the teaching speaking, there are three problems that were found in Boarding School Ar- Raudhatul Hasanah Medan.

1. The students afraid of making mistakes in speaking
2. The students feel shy to speak English
3. The students don't master of vocabularies, So they can't speak fluently

C. Limitation of the Problem

In conducting this research, the writer limits the problem. Based on the background and identification of the problem, the writer only focuses on the study into using The Neurological Impress Method to improve students' speaking skill at Second Grade of Senior High School in Boarding School Ar -Raudhatul Hasanah Medan.

D. Formulation of the Study

Based on the background above, it is necessary formulating the problem of the research:

1. Can Neurological Impress Method improve the students' speaking skill at Senior high school in boarding school Ar-raudhatul Hasanah Medan?

2. How is the students' skill in speaking taught by using Neurological Impress Method?
3. Is the students' achievement in speaking skill improved when they are taught by using Neurological Impress Method at Senior high school in boarding school Ar-raudhatul Hasanah Medan?

E. The Objective of the Study

Based on the problem formulation above, the objectives of this research are:

1. To know the students' speaking skill by neurological impress method at senior high school in Ar-raudhatul Hasanah Medan.
2. To know the students' skill in speaking taught by using neurological impress method.
3. To know the students' achievement in speaking skill improved when they are taught by using Neurological Impress Method

F. Significance of the study

If this research gives positive result, it is expected that result is able to give some benefits for students, teachers, and researchers.

1. For the students, it is expected that Neurological Impress Method will help them to improve their speaking skill

2. For the English teachers, it is expected that the result of this research will give them a reference in their teaching, so they can apply the Neurological Impress method in improving the students' speaking skill
3. For other researcher, it is expected that the result of this research will help them in finding references or resources for further research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, it is used to explain some concepts applied in the research. The term must be clarified to avoid confusion. The following term are used in this research.

1. Definition of Speaking

Speaking is a skill and a such needs to be developed and practiced independently of the grammar curriculum.

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. This is a tall order, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures. Let us consider some scenarios of testing speaking¹.

Johnson and Morrow say that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and

¹ Sari Luoma, *Assessing Speaking*, (Cambridge University Press, 2004), Page. 1.

speakers have to react to what they hear and make their contributions at a speed of a high level².

Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency³.

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances⁴.

The learners' interest is on the communication of a message and is subject to the "real time" pressures and demands of normal meaning-focused communication⁵.

² Johnson, K and Morrow, *Communication in The Classroom: Handbooks for Teachers' series*, (London: Longman. K. E, 2005), Page. 70.

³ Richards and Jack C, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), Page. 19.

⁴ Cameron Deborah, *Working with Spoken Discourse*, (Oxford: SAGE Publications, Ltd, 2001), Page. 40.

⁵ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York, NY 1001: Routledge 270 Madison Ave, 2009), P.152.

In speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper⁶.

Learn speaking a foreign language is also allowed. Allah say holy Qur'an (Ibrahim: 4)

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ
مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

Meaning: And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise.⁷

So, it can concluded that everybody allowed to learn and master a foreign language such as English or the other foreign languages. To be beneficial to not be fooled by their power (colonizer). And because the study speak of foreign language we can unify the world.

2. Definition of Skill

There are some term definition of skill in this research which related to the context. Skill is the creative process with a level of consciousness, where people

⁶ Richards and Jack C, Op. Cit, 19.

⁷ <http://www.quran.com> . Accessed on 18 Januari 2017 at. 10.05 a.m

can play games or try to do something with a continuous action on an ongoing basis in order to achieve better ability outcomes. According to Kamus Besar Bahasa Indonesia (KBBI), skill is capability, ability and power.⁸ This is same thing with opinion from semiawan, he said tahat: skill is identic with ability and desire a level of consciousness and the higher attention, and ability is an attempt to do an action as result of nature and practice.⁹ John M. Echols and Hasan Shadly in their book in English-indonesia dictionary, Skill is kecakapan, bakat, dan kemampuan.¹⁰ According to oxford learners pocket dictionary, skill is ability or power.¹¹ In meriam Webster's dictionary, skill is power to do (something physically or mental) talent power of the right to do certain thing.¹²

The original skill is a set of basic skill will develop by integral that can move all of its aspect. So that, all of aspects can influence each other to get especially aims mechanically. The some factors that can improve original skill are talent, and human character. Commonly, this skill comes since they babies. In which the ability to have talent will show when we were interested in something. Allah says in Holy Qur'an (An Nahl: 78)

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ
السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

⁸Depdikbud. *Kamus Besar Bahasa Indonesia*. (Jakarta: balai putaka 2011). p.239.

⁹Semiawan. *Kemampuan dan Keterampilan*.(Jakarta: bumi aksara, 2006). p.69.

¹⁰John M. Echols and Hasan Shadly. *Kamus Bahasa Inggris-Indonesia*. (Jakarta: PT.Gramedia, 1996). p.2

¹¹Oxford Learner's Pocket Dictionary. p.1.

¹²Meriam webster's dictionary. *Basic English*. (Philippines: Incorporated Publisher, 2000). p.5

Meaning: it is he who brought you forth from the wombs of your mother when you knew nothing and he gave you hearing, sight, and affections: that you may give thanks to Allah.¹³

So, it can be concluded everybody has power his self to do everything. From these verse, we well known that the man born purely, and they environment especially their parents, influence their deed and characters in daily activity. But we should remember that every abilities we have it is derived from Allah SWT.

3. The purpose of Speaking

The purpose of speaking is to inform or to communicate what is in the speaker's mind to the listeners. The speakers have to be careful when the speaker wants to utter words or articulate sound with the ordinary voice so the speaker's expressions, through, and feeling can be understood by listener. It is important to make the communication with other language user run well.

Speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listener. Speaking ability dealing with these purposes, they are; the ability to understand English dealing with everyday subject and spoken at normal speed, the ability to ask questions which require short and extended answer, the ability to reproduce orally the substance of passage of English after having heard it several times and read it, and the ability to conduct a simple conversation on everyday subject (e.g. expressing

¹³Abdullah Yusuf Ali. *The Holy Qur'an: Text Translation and Commentary*. (Beirut: Printing Production, 2010). p.1514

preferences, polite interchange, careers, travel, common experience, etc). These differences reflect the different purpose for which spoken and written language are used. Speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together¹⁴.

As a skill that enables the holder to produce utterances, when genuinely communicative, speaking is desired and purposes driven. In other words the language users genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and solving a particular problem; or Establishing and maintaining social relationship and friendship. So, it is important that everything the users language want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across.

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.

In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented. Clearly, in this type of interaction, accurate and coherent

¹⁴ Ibid

communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions¹⁵. Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given¹⁶.

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language.

Examples of interactional uses of language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speakers' talk in this type tends to be limited to quite short turns.

Based on the definition above, the researcher concludes that the purpose of speaking is to share what the speakers want to communicate to the listeners and to get information from the speakers.

¹⁵ Richards, J., *the Language Teaching Matrix*. (Cambridge: Cambridge University Press, 2008) P. 54-55.

¹⁶ Basturkmen, H. *Learner Observation of and Reflection on Spoken Discourse: An Approach for Teaching Academic Speaking*. *TESOL Journal*, (Summer, 2002), P. 26-30.

4. The Factors Influence of Speaking

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. There are three factors influence of speaking that cannot be separated one another. They are pronunciation, vocabulary, and grammar.

4.1 Pronunciation

Pronunciation is one of language elements that should be mastered by students. Because, sometimes the listeners does not understand of what the speaker said caused of lack in pronunciation. If the students mastered this skill well, it is will help them to speak English fluently.

There are three areas that we need to know in pronunciation of English, a part from speed and volume which are intimately connected to the meaning they are: sounds, stress, and pitch or intonation.¹⁷

4.2 Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.

¹⁷ Jeremy Harmer, *How to teach English*, England, 2006, p.50-51

Vocabulary has become one of important term in learning language, because if someone wants to express their ideas, thinking, and opinion by using language, of course they must have enough vocabulary.

The learners need to achieve in order to read both simplified and simplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering the words.¹⁸

4.3 Grammar

Grammar is a theory of language, of how language is put together and how it is works. More particularly it is study of wording. We need theory of grammar or language which helps us to understand how text works. As the teachers we need to know how texts works so we can explicitly helps the learners how to understand and how to produce a text, spoken and written in various purpose.

5. Problems in Speaking

There are some things that caused the learners difficult in speaking comprehension, as follows:¹⁹

¹⁸ Jack C. Richard, and Willi A. Renandya, *Methodology in Language Teaching*. Cambridge, UK: Cambridge University Press, p.255.

¹⁹ H. Douglas Brown, *Teaching by Principles An Interactive Approaches for Language Pedagogy*. Second Edition. San Fransisco. California, 2000, p. 171-172

5.1 Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

5.2 Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

5.3 Reduced Form

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

5.4 Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *uh*, *um*, *well*, *you know*, *I mean*, *like*, etc. one of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.

5.5 Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

5.6 Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

5.7 Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

5.8 Interaction

Learning to produce waves of language in a vacuum – without interlocutors - Would rob speaking skill of its richest component: the creativity of conversational negotiation.

6. **The Neurological Impress Method**

The Neurological Impress Method The neurological impress method (NIM) may well be an ideal way to address many of the needs of the disabled middle school reader.. Its origins lie in research by speech therapists who fed the voice of a stutterer back into his ears, causing the stuttering to stop.

R. G. Heckelman developed the NIM in an attempt to utilize alternative neural pathways through a strong reinforcement technique with a

multisensory approach. Its goal is to bring about changes in the functional systems of the brain which may have suffered due to lack of development, or are operationally impaired. Intact or functional areas of the brain are called into use by passing those areas interfering with the learning task. He feels that the NIM also allows the attention of the child to be focused in a manner not found in many other remedial reading methods. He states that "As the unison reading proceeds, there is an additional screening out process whereby extraneous stimuli are prevented from interfering with the reading, while at the same time a reinforcing of reading input takes place.

Current research has found the neurological impress method to be effective in improving the attitudes and self-confidence of remedial readers, which can be a major victory with middle school struggling readers²⁰. Bedsworth comments in her observations of using NIM with her middle schoolers that she, parents, and other teachers noticed major changes in attitudes and reading behaviors of these students. She suggests one reason that the NIM works is that it offers a non-threatening reading experience that gives the same freedom from failure as "lap reading" does for preschooler²¹. Strong and-Traynelis-Yurek found that the neurological impress method improved the self-confidence, comprehension, oral reading fluency, and attitude of remedial readers. They stated that their subjects were reading more pages per

²⁰ Heckelman, R. G. (2007). Using the neurological impress remedial

²¹ Bedsworth, B. (2008). The neuroloical impress method with middle.

session with increased fluency regardless of the source of their reading problems. Henk, Helfeldt and Platt state that "Many students report enjoying the NIM because it allows them to deal with more challenging and interesting material in a way that resembles the pace and sound of mature reading" (p.205).

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 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 encounter²².

7. The purpose of the Neurological Impress Method

The Neurological Impress Method technique was developed to improve speaking fluency by providing an oral model of the passage at the same time that the student is attempting to speak it.

8. The Neurological Impress Method Contribute with speaking

This is a fast-speaking technique. The instructor speaks a section at a fairly fast rate, with the instructor's voice directed to the ears of the students. The teacher starts the session with as the dominant speaking voice, but

²² Heckelman, R. G. (1986). N.I.M. revisited. *Academic Therapy* 21(4).

gradually the students spend more time leading this session. Students who have studied mechanics without adequate learning about reading with fluency in language often benefit from this, as do students who speak slowly or hesitate for a few words but are able to identify most of the words in a sentence. A student is directed to read a passage without error. This method works most effectively when done for short periods every day.

9. teaching procedures with the Neurological Impress Method

- a. The teacher distributes the text to all students.
- b. Then all students and teachers read the text with a loud voice
- c. After all students and teachers finish reading in a concurrent voice,
- d. The student reads the text aloud with the teacher in teacher's table one by one
- e. Then, The teacher invites the student to tells about the text aloud in front of the class one by one
- f. Then the teacher assesses pronunciation, grammar, fluency, vocabulary in speaking
- g. Then the teacher corrects the wrong speaking of the students in these four aspects
- h. Students repeat speaking that have been corrected by the teacher in a loud voice

- i. In this stage, speaking students from time to time, with practice, the number of errors will decrease and / or the number of text read will increase

B. Related Study

- 1) Chothibul Umam (2012) “ Improving the students’ speaking ability through role- Playing Technique at MA Sunan Drajat Sugio Lamongan.” This aim of this research was to improve the students’ speaking ability by using role Playing Technique. The subject research of this study was 24 students. The procedures if this research consists of planning, action, observation, and reflection. To get the data, the researcher used the observation sheets, diary notes, and test. The result of this research stated that the students speaking ability in cycle one was good with the percentage 62.5 %. and the students’ speaking ability in cycle two was 66.7%. It means that the students’ speaking ability increased by using Role-Playing technique.²³
- 2) Astuti Jeni (2004) “ The Effect of Cooperative Learning Technique on The Students’ Achievement in Speaking at the SMP PAB Sunggal. “The aim of this research was to analyze the effect of Cooperative Learning technique in teaching speaking. The population of this research was 80 students of SMP PAB Sunggal, but the researcher took 20 students from each class. The total sample was 40 students. This researcher used experimental technique. After classifying the result of the students’ answers, it showed that the students’

²³ Chothibul Umam. *Thesis : Improving the students speaking ability through Role-playing technique at MA Sunan Drajat Sugio Lamongan.* ([Http://abudira.wordpress.com](http://abudira.wordpress.com). 2012). Accessed on 9 Mei 2014

achievement in speaking by using cooperative learning technique was significant. The result of $t_{ratio} > t_{table}$, it was $3.079 > 2.02$. It means that the alternative hypothesis was accepted.²⁴

- 3) Masda tumangger (UNIMED 2013) “The application of Neurological Impress method to improve students’ speaking ability at SMA SWASTA NURUL HASANAH”

This aim of this research is to improve the students’ ability by application of Neurological Impress method. This research was conducted by applying classroom action research with two cycles in six meetings. The subject of this study was a class in the second year students of SMA SWASTA NURUL HASANAH. There were 24 students that participated in this research. The qualitative data were taken from diary notes, interview sheet observation sheet, and questioner sheet. And the quantitative data was taken from the test result and done in a pre test and two post-test. The result of quantitative data indicate that score of students improve from cycle I to cycle II with a pre test mean of 45,20. The test of cycle I was 46,79 and the test of cycle II was 77,83. The result of based on data above, it can be concluded that the application of Neurological Impress method was significantly improved students’ speaking ability.²⁵

²⁴ Astuti Jeni. Thesis: *The Effect of cooperative learning technique on the students’ achievement in speaking at smp pab tunggal*. (Medan:IAIN,2004), P.10

²⁵ Masda Tumangger (UNIMED 2013), “The application of Neurological Impress method to improve students’ speaking ability at SMA SWASTA NURUL HASANAH” Thesis: 2013.

C. Conceptual Framework

Speaking is a process of communication between speaker and listener. By speaking process we can express our ideas, thinking, and opinions. To make the listener understand what is the speaker talking about, the speaker must pay attention of some factors that can make the listener easier to understand what the speaker means such as pronunciation, vocabulary, and grammar.

In the learning process the teacher is as a facilitator. The teacher has responsibility to make the students motivated in study especially in speaking skill. The teachers have to able in improving students' speaking skill so that the learning process can run well. There are some ways that can be done by the teacher in improving students' speaking skill. For example by encourage the students to speak by their friends in front of class loudly.

Neurological Impress Method is done by divided the students in the class. The writer will apply Neurological Impress Method and teach the students through report animal text to improve their speaking skill. The researcher hopes by teaching the students through report animal text by Neurological Impress Method can improve students' speaking skill.

In this method, students speak together with the teacher in the class about the text. And then, after speaking together, teacher calls one of the students to come forward in front of class, student reads the text loudly in front of his friends and teacher. And the teacher corrects the speaking student

by the following pronunciation and fluency and grammar. With this practice the students speaking skill will be increase than before.

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact.

In teaching English subject, especially speaking skill teacher must use interesting method, so that students motivated in study, not feel bored, and enjoyable in the learning process. If the students have been motivated in study, not feel bored , and enjoy the learning process it will help the teacher to achieve the goals of learning process. Finally, the researcher hopes that teaching students speaking skill by Neurological Impress Method can improve the students' speaking skill.

D. Hypothesis

The hypothesis of this study is through Neurological Impress Method (N.I.M) can improve students' speaking skill at eleventh grade of Islamic Boarding school Ar- Raudhatul Hasanah Medan.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The research design that was used in this study was classroom action research (CAR). According to David Hopkins Classroom Action Research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation in which practice are carried out.

From definition above, on the educational contexts, Classroom action research is a form of self –reflective activities which done by the teacher on the educational situation to improve the rationality. Classroom action research also have the meaning a research that done by the teacher on his own classes with doing, looking, and make reflection by some actions that aimed to improve or increase the result of education itself.

So, in the classroom Action Research there are three elements or Concepts that should be remembered by the teacher, as follows:

1. Action is an activity that done with special aimed which doing in some cycles that aimed to improve or to increase the quality of learning process.
2. Research is an activity to observe the object by the methodology of research by collecting all the data and analyzed to solve a problem.
3. Class is a group of students on the same time receiving the lesson from the teacher.

The classroom action research including qualitative approach even though the data that had been collected may be quantitative. The aim of classroom action research is to improve and increase the result quality of learning process, developed the teacher's skill, and increase the student's motivation in the learning process.²⁶

In simply Classroom Action Research was name "learning by doing" a group of people identify a problem, do something to resolve it, see how successful their efforts, and if it was not satisfied the researcher was tried back. Therefore, in action research was needed to use cycle. Every cycles consist of four steps, namely planning, action, observation and reflection as could be showed in the following:

²⁶Kuandar. *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Jakarta: Rajawali Press, 2011, p. 45-46

a. Planning

Planning meant the reflection of the action was done. It was included plan details about data that was collected by the researcher and the preparation about all facilities and equipment in teaching learning process.

b. Action

Action meant the activities that was done. It was the implementation of project the researcher. Action was guided by planning the sense that it look back to plan for its rationale. Action was thus fluid, and dynamic, requiring, instant decision about was to be done and how the exercise of practical judgment.

c. Observation

It was the research of the action that was done. It for shadow the improvement of reflection. It had function of documenting the effect of critically informed action it looks forward, providing the basis for reflection. In this aspect the researcher must be able to observe every action. Response, attitude, of the all actions and tasks given to them.

d. Reflection

It was the evaluation of actions that has been done. It was recalled action as it had been recorded in observation. It was evaluated aspect, it asked

action research to weigh the experience to judge the whether effects were desirable and suggest ways of producing.²⁷

The explanation before, of the research design in this research such as below:²⁸

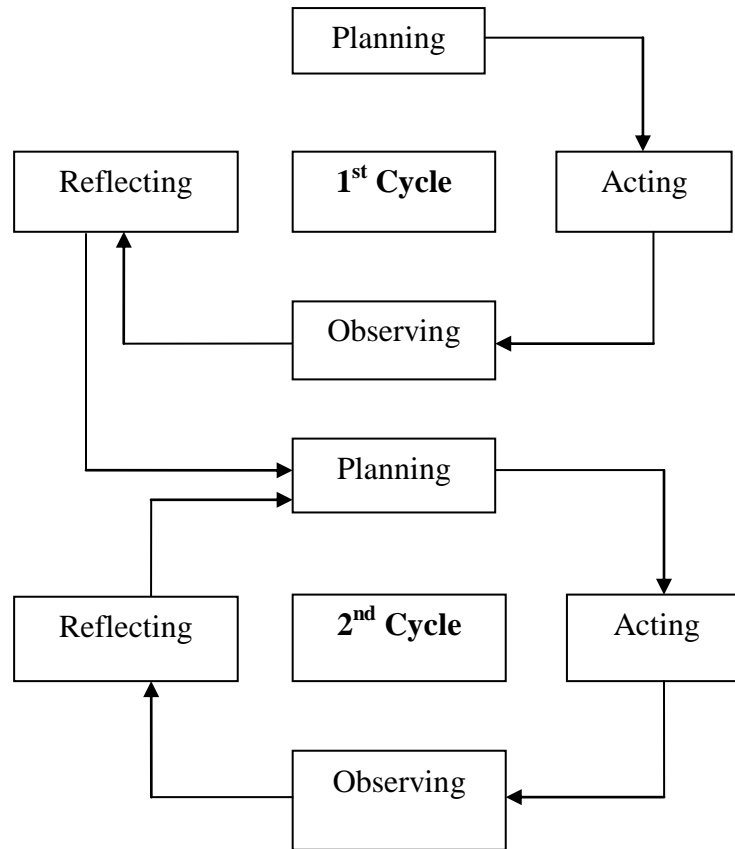


Figure 3.1

Kammis and Taggart Research Design

²⁷ Kunandar. *Langkah Mudah PTK Pengembangan Profesi Guru*. Jakarta: PT. Rja Grafindo Persada, 2008. p. 48

²⁸ Suharsimi Arikunto. *Penelitian Tindakan Kelas*. (Jakarta: PT. Bumi Aksara, 2008). p. 6

B. Subject of Study

The subject of this research was the students of Eleventh Grade of IPS-2 at Islamic Boarding School Ar-Raudhatul Hasanah Medan in Academic year 2017-2018. This consisted of 26 students. This subject was chosen because the researcher found the problem on their speaking skills and the researcher assumed that the students need the improvement for their speaking skills.

C. Location and Time of Study

This research was conducted at MAS at Islamic Boarding School Ar-raudhatul Hasanah Medan in Academic year 2017-2018. It can be found at Setia budi Street Medan. It was carried out for the Eleventh Grade of IPS- 2 (Social Class). The reasons of choosing the location, as follows:

1. The same title has never been done before in that location
2. The researcher found the problems of this research in that location
3. The location of this research is close to the researcher's house, so that was made the researcher easier to get the data and the information.

D. The procedure of Collecting Data

I. Pre-test

In the first meeting, the researcher gave the pre test to know the students speaking skill, the students' problem in speaking and student

attitude toward English lesson in this test the researcher wants to find out the problems of the students in the class during the study. Pre test would be done one meeting in eighty minutes.

In this pre-test, researcher invites the students to tell about report text that they know one by one in front of class. Every student has time three minutes for speaking. The researcher evaluates the students' ability in speaking. The researcher writes the results of the pre test of the students.

This activity was given before in the observation, but researcher still wants used this activity in pre test to know the development of student improvement. In the observation before, many of students were difficult to express their idea. They still had the problem with pronunciation and intonation, fluency, accuracy, vocabulary, and interaction.

II. Cycle: I

After the pre test have done. The writer has done the researcher more in cycle I and II. The first cycle was done for second meeting. The research was started with the identification phase in order to find out more the problem of the students speaking. In the first cycle, the writer still found that the students do not feel interest with English subject only some students looked support to learn English. It is because they had not seen the effect of English language in their daily lives. Beside that, the

teacher also stills used the conventional ways in teaching learning in the class.

According to Suharsimi Arikunto, there are four steps in doing action that should be done by the teacher if they wants to conduct a research about Action Classroom Research approach, the steps are: planning, action, observation, and reflection.²⁹

a. Planning

After getting the background of the problem needed, the writer made the concept of planning.

1. Preparing the lesson plans for one meeting consist of the procedure of action.
2. Preparing the teaching media, such as text paper, pen, notebook, and something that would be needed in teaching learning process.
3. Preparing the research instruments such as photography to record all the activity in the class and as the proof that observation was really have done in the class.
4. Preparing research instruments, such as observation sheet for the students and teacher observe their activities in learning process.
5. Preparing the material. Give the material and topic for students.
6. Designing a procedure of teaching speaking applied neurological impress method.

²⁹ SuharsimiArikunto, *PROSEDUR PENELITIAN SuatuPendekatanPraktik*, Jakarta: Rineka Cipta,2010, p. 138-139.

7. Preparing the post-test to measure the students' improvement at mastering the speaking after action.

b. Action

In this section, there were some actions that done together by the teacher and the students, as follows:

1. Teacher asked about students' condition
2. Teacher explains how to apply the neurological impress method to the students
3. The teacher writes the report text on the whiteboard
4. Then all students and teachers read the text with a loud voice and the teacher shows the text on whiteboard by her finger.
5. After all students and teachers finish reading in a concurrent voice
6. The teacher invites the student to tells about the text aloud in front of the class one by one
7. Then the teacher assesses pronunciation, grammar, fluency, vocabulary in their speaking
8. Then the teacher corrects the wrong speaking of the students in these four aspects
9. Students repeat speaking that have been corrected by the teacher in a loud voice
10. In this stage, speaking students from time to time, with practice, the number of errors will decrease and / or the number of text read will increase.

c. Observation

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process. Observation was conducted to get data from action. The process of observation was conducted by the observer to know the condition, process teaching learning, activity and ability that done by teacher and student. Besides that, the researcher took the dairy notes, wrote and analyzed activities during the learning process. It was done to know the influence of Neurological Impress method in improving students' speaking skill.

1. Take a picture the process during teaching and learning in the classroom by using camera.
2. The observer discovered the problem during the teaching and learning process by filling the observation sheet and find out the problems in observing the questions and answers and the difficulties of the students in performing the activity.

d. Reflection

In this cycle the researcher found that there were students who were felt afraid, shy but all of them gave good response to the researcher. During the teaching learning process, all of students paid attention and listened to the explanation in front of the class enthusiastic. When the

researcher asked attended the test, some of them confused because they were felt didn't know that the topic. So they did not know what they should do. The problem that have been found and difficulties during the action will be put into the consideration for the next cycle.

In this step the researcher reflected some things, as follows:

- a. Reflected the evaluation of teaching learning process.
- b. Reflected and evaluated of what had been done in cycle 1.

III. Cycle II

After analyzing the problems that found in the first cycle, the writer conducted the second cycle. It would be for one meeting in eighty minutes. Based on the result observed in the first cycle, the students' weakness had been analyzed. So, the writer made a concept of planning for the second cycle:

a. Planning

1. Preparing the lesson plans for one meeting consist of the procedure of action.
2. Preparing the teaching media, such as text paper, pen, notebook, and something that would be needed in teaching learning process.
3. Preparing the research instruments such as photography to record all the activity in the class and as the proof that observation was really have done in the class.
4. Preparing research instruments, such as observation sheet for the students and teacher observe their activities in learning process.
5. Preparing the material. Give the material and topic for students.

6.Designing a procedure of teaching speaking applied neurological impress method.

7.Preparing the post-test to measure the students' improvement at mastering the speaking after action.

b. Action

1. Teacher asked about students' condition
2. The teacher distributes the paper of report text to all students
3. Then all students and teachers read the text with a loud voice
4. After all students and teachers finish reading in a concurrent voice
5. The student reads the text aloud with the teacher in teacher's table one by one the teacher shows the text on the paper by her finger.
6. The teacher invites the student to tells about the text aloud in front of the class one by one
7. Then the teacher assesses pronunciation, grammar, fluency, vocabulary in their speaking
8. Then the teacher corrects the wrong speaking of the students in these four aspects
9. Students repeat speaking that have been corrected by the teacher in a loud voice
10. In this stage, speaking students from time to time, with practice, the number of errors will decrease and / or the number of text read will increase.

c. Observation

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process. Observation was conducted to get data from action. Besides that, the researcher took the dairy notes, wrote and analyzed activities during the learning process.

1. Take a picture the process during teaching and learning in the classroom by using camera.
2. The observer discovered the problem during the teaching and learning process by filling the observation sheet and find out the problems in observing the questions and answers and the difficulties of the students in performing the activity.

d. Reflection

After checking all result of students work, the writer found that the students score have showed improvement. The total score in the second cycle was higher than first cycle. It means that Neurological Impress Method could improve students speaking skill. After analyzing the two cycles, this research had the last procedure to having the second interview sessions.

E. Techniques of Collecting Data

There are two types of collecting data. They are quantitative and qualitative data.

1. Quantitative Data

Quantitative data is broadly used to describe what can be counted or measured and can therefore be considered 'objective' (Wallace, 1998: 38). The writer used speaking test as the instrument to measure their skill in speaking, and also to analyze students' learning level and principle for the class teams study formation.

The quantitative data of the research are collected by using test.

a. Test.

Test was sequence of practice which using to measure skills, intelligence, ability, and aptitude own by individual or group. In quantitative, data were collected by speaking test. There are two tests of speaking given to the students. The tests were pre-test and post-test. Can be seen Appendix 2, 3 and 5.

2. Qualitative Data

Qualitative data is used to describe data which are not amenable to being counted or measured in an objective way, therefore 'subjective' (Wallace, 1998: 38).

The writer used:

a. Interview

There were two interview section conducted. The first interview was done in the first meeting, and the second was in the last meeting. The first interview sheet showed the students' comments about speaking skill and the problems and difficulties in speaking. The second one of interview showed the students' comments about applying Neurological Impress Method in teaching learning process. The interview data can be seen in Appendix 10 and Appendix 11.

b. Observation sheet

Observation sheet showed the activities that were done in every cycle, whether the action had been implemented based on the lesson plans or not and make a note by using checklist, and rating scale that relate to the research. The researcher were employ observation sheet to find out the data about "hand puppet as the media" to teach speaking. The complete data on observation sheet can be seen in Appendix 6 and Appendix 7.

c. Questionnaire sheet

To obtain the information about students' their problem and their perception in improving speaking skill through hand puppet, the data was collected by using questioner sheet can be seen in Appendix 8.

d. Photography

Photography that contains picture, information such as the students were discussing with their pairs group, the students were anthusiastic using hand puppet, participation of students during in the class, the students were very confident to speak up in front of their friend and photography were used to take picture of the students

and the teacher while the teaching and learning process were done. It also could be as the proof that the research had been done. The complete data on photography can be seen in Appendix 16.

F. Scoring to Test Speaking

The test was oral tests. In scoring the speaking test, it was determined that the ranging from 30-100 by accounting the criteria of speaking. Those four elements are in line with what Brown states about the aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.³⁰The students' speaking performances were assessed using a scoring rubric adapted from J. Michael O'Malley and Pierce L. Vandez as it is cited in Hertati Mukadimah in 2014. The rubric is shown in the following table.³¹

³⁰ Scoot, Thornburny. *How to Teach Speaking*. p. 127-129

³¹ Hertati Mukadimah. (2014). *Thesis of The Use of Talking Chips Strategy to Improve Speaking Ability of Grade XI Students of SMAN 1 Pengasih in The Academic Year of 2013/ 2014*. Yogyakarta: State University of Yogyakarta. p. 28-29

Table 3.2

Speaking Rubric

Aspects	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Frequent problem with pronunciation and intonation.
	2	Fair	Pronunciation and intonation errors sometimes make it difficult to understand the students.
	3	Good	Pronunciation and intonation are usually clear or accurate with a few problems areas.
	4	Excellent	Pronunciation and intonation are almost always very clear or accurate.
Fluency	1	Poor	Hesitates too often when speaking, which often interferes with communication.
	2	Fair	Speaks with some hesitation, which often interferes with communication.
	3	Good	Speaks with some hesitation, but it does not usually interfere with communication.

	4	Excellent	Speaks smoothly, with little hesitation that does not interfere with communication.
	1	Poor	Uses basic structures, makes frequent errors.
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures with occasional errors.
Accuracy	3	Good	Uses a variety of grammatical structures, but make some errors.
	4	Excellent	Uses a variety of grammatical structures with only occasional grammatical errors.
	1	Poor	Uses only basic vocabulary and expressions.
	2	Fair	Uses limited vocabulary and expressions.
Vocabulary	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in word choice.
	4	Excellent	Uses a variety of vocabulary and expressions.
	1	Poor	Purposes are not clear, needs a lot of help communicating, usually does not respond appropriately or clearly.

	2	Fair	Tries to communicate, but sometimes does not respond appropriately or clearly.
Interaction			
	3	Good	Communicates effectively, generally responds appropriately and keeps trying to develop the interaction.
Interaction	4	Excellent	Almost always responds appropriately and always tries to develop the interaction.

The Range of Score

100- 90

89- 70

69- 50

49- 30

The highest point = 20

$$\text{Grade} = \frac{\text{get amount point}}{\text{the highest point}} \times 100$$

Qualitative Score

A = Excellent

B = Good

C = Fair

D = Poor

So, the result of speaking skill to high if the students gets the criteria score minimal get the point to 65 based on KKM, and the criteria success get the points up to 75.

G. Techniques of Analysis Data

Data analysis is an effort which is done by the teacher and researcher to embrace the data accurately.³²This data was quantitative and qualitative data. The qualitative data was used to describe the situation during the teaching process and the quantitative data was used to analyze to score of the students. The qualitative data was analyzed from the interview, observation sheet, questionnaire sheet, and photography to describe improvement of students speaking skill. The quantitative data was collected and analyzed by computing the score of speaking test.

To know the mean of the students' score for each cycle, the researcher applied the following formula:

$$X = \frac{\Sigma x}{N}$$

Where :

X = the means of students' score

Σx = the total score

N = the number of the students.

To categorize the number of competent student, to following formula in applied:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of those who got the points up to 75

R = The number of students who got the points up to 75

T = The total number of the students

³²Igak Wadani and Kuswaya. *Penelitian Tindakan Kelas*. (Jakarta: Bumi Akasara, 2001). p.18

CHAPTER IV

RESEARCH FINDINGS

A. The Description of Data

This reasearch was applied by Classroom Action Research (CAR). The Classroom Action Research that is used in this research adopting the Kammis and Taggart Research Design; it consists of 2 cycles. Every cycle consists of four phases those are: planning, acting, observing and reflecting. The study analyzed data from two kinds of data. They were quantitative data (speaking test) and qualitative data (interview, obsevation sheet, questionnaire sheet, photography) which had been gathered two cycle. Each cycle consisted of two meetings, and there was two meeting for pre test. So, totally were six meetings in this study.

All steps of this study have been done in one class named IPS-2 there two students were absent in the first meeting and two students were absent in the sixth meeting. Actually the exact number of the class is 30 students. So, the writer took 26 students as the sample.

1. The Result of Pre Test

The pre test was conducted at the beginning of the research, on 23 May 2018.

The purpose of this test was to check how far the students' speaking skill. There

were 26 students who followed this test. The result of the pre test can be seen in the following table 4.1

Table 4.1

The Result of Pre Test

No.	Initial of Students	Score
1.	ANP	45
2.	AP	55
3.	AB	75
4.	AMA	65
5.	BTH	70
6.	CSM	80
7.	DAH	35
8.	EDH	45
9.	FAH	50
10.	FHS	55
11.	FJ	80
12.	FRR	85
13.	IM	35
14.	MFA	55
15.	MTM	75
16.	NDN	60

17.	NZ	45
18.	NBS	55
19.	PC	60
20.	RGK	50
21.	RDA	60

22.	RKA	40
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23.	RM	60
24.	RZS	60
25.	SRD	55
26.	TDLR	70

Total $\Sigma x = 1520$

Mean $X = 58.46$

Based on table, the data showed that the mean score of pre test was 58.46. There were only five students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). And twenty one students who still get the score below the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). The highest achievement score 85, and the lowest achievement score 35. It can be concluded that the students' speaking skill are low.

2. The Result of Cycle I

a. Planning

In this phase, the writer and the teacher made a planning for action based upon the problems faced by students toward speaking skill. In this case, the writer arranged a lesson plan based on the teaching material. Beside of making lesson plan, the writer also prepared observation checklist to observe the students and teacher performance during the teaching learning process. The writer also prepared the post test 1 to collect the data to know whether there are some students' improvement score from pre test and post test 1.

b. Acting

The action of the cycle I was done on 24 May 2018. In acting phase, the teacher implemented lesson plan that had been made before. Here, the teacher conducted the material about report text by using NIM Method. First, the teacher writes a report text on the board. Then all students and teachers read the text aloud and the teacher shows the text on the board with his finger. After all students and teachers finish reading in the same voices. Next, Teacher invites students to tell about the text loudly in front of the class one by one. Then the teacher assesses the pronunciation, grammar, fluency, vocabulary in their speaking. Students repeat the words the teacher has corrected aloud. At this stage, speaking students from time to time, with practice, the number of errors will decrease and / or the number of text readings will increase.

In the second meeting, the teacher gave the post test 1 in the end of cycle 1. It was in speaking one by one also. But, in post tes the material easly about descriptive text. The students read and speak about the material has given by teacher on the paper. The post test 1 is carried to measure how well the students' achievement in speaking improved.

c. Observing

In this phase, the observer tried to photo all activities in the classroom activity. It might be about the teachers' performance, students' response and students' participation during teaching and learning process using NIM Method.

First, related to the observation checklist for the teacher. The teacher delivered the material by combine the native and target language. Moreover, the teacher responded the students' participation in a form reaction.

Second, related to the students' response, some students still did not pay attention to the teacher's explanation. Some of them also did not practice with their group. Moreover, they cheated each other while other students were asked to perform role play in the front of the class. However, the teaching and learning activity happened enthusiastically even some students seen do not interest.

Third, related to the students' participation, it showed some progress than before implementing Neurological Impress Method. Some students participated in class conversations, discussions, and giving oral presentations (perform). Their

pronunciation and fluency were better than before. Besides, their feeling confident about speaking in have some progress even need much more practice.

d. Reflecting

The writer and the teacher evaluated about the conclusion of implementing the action. Based on the result of post test 1, they were only 8 students or there were 30.76% of students who passed the KKM. Then, the writer and the teacher tried to modify the action in order 75% of students in the class could pass the KKM. Instead, the writer and the teacher felt satisfied enough because their efforts to improve students' speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by using Neurological Impress Method. From the reflecting phase above, there must be more efforts to improve students' speaking ability by using hand puppet. This efforts was done in the next lesson plan of cycle two.

3. The Result of Cycle II

a. Planning

After finding the fact that the students' speaking mastery was low, which speaking skill was low. Which was proven by their post test 1 scores, the writer and the teacher rearrange the lesson plan which was used in the previous cycle with some modifications. When in the cycle I the writer and the teacher conducted report text using NIM Method. Besides, the teacher will explain about material. The teacher and

the writer hope that it can stimulate students to be more creative. Beside of that, the writer still also prepared the observation sheet to note the classroom activities. Next, the writer also prepared the post test 2 and questionnaire to collect the data.

b. Acting

The action of cycle two was done on 25 May 2018. In this meeting, the teacher asked the students about the difficulty in speaking using NIM Method and try to emphasize some aspects that have not been done yet in first cycle. Here, the teacher made some modifications in conducted speaking skill. The teacher distributes the paper of report text to all students, Then all students and teachers read the text with a loud voice. After all students and teachers finish reading in a concurrent voice. The student reads the text aloud with the teacher in teacher's table one by one the teacher shows the text on the paper by her finger. The teacher invites the student to tell about the text aloud in front of the class one by one. Then the teacher assesses pronunciation, grammar, fluency, vocabulary in their speaking. Then the teacher corrects the wrong speaking of the students in these four aspects. Students repeat speaking that have been corrected by the teacher in a loud voice. In this stage, speaking students from time to time, with practice, the number of errors will decrease and / or the number of text read will increase. Students performed the text in the front of the class.

In the second meeting the teacher gave the post test 2. It was in speaking form and conducted byself. The students speak in the front of the class.

c. Observing

In this phase, the observer tried to photo all activities in the classroom activity. It might be about the teachers' performance, students' response and students' participation during teaching and learning process using hand puppet as media.

First, related to the observation checklist for the teacher. The teacher delivered the material by combine the native and target language. Moreover, the teacher responded the students' participation in a form reaction.

Second, related to the students' response during teaching and learning activity, most of students paid attenttion to the teacher explanation and practice with their pairs enthusiastically.

Third, related to the students' participation, it showed some progress than in the cycle I. Most students participated in class conversations, discussions, and giving oral presentations (perform). Their pronunciation and fluency were better than before. Besides, the students looked braver to speak English in the front of the class.

d. Reflecting

The teacher and the writer analyze the result of cycle II. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done very

well. The writer and the teacher felt satisfied because the students have significant improvement from the score get from pre test, post test 1 and post test 2. After achieving the target research of where minimally 75% students who pass the KKM, therefore the writer and the teacher decided to stop the Classroom Action Research because it had already successfully.

B. Analysis of Quantitative Data

The quantitative data were taken from the result, which was carried out two cycles. In two cycles, there were four meeting conducted. The test was given to the students in form of pre test, post test of cycle I, and cycle II. In pre test, the students got the low score, but from the end of cycles I and II of the research, the students' speaking skill was improved continuously.

Students' speaking test was scored by calculating five components scale, namely pronunciation, fluency, grammar, vocabulary, interaction. The students' speaking skill increased from the test pre test to cycles I and II test. The complete result of tests can be seen in Appendix 12, 13, 14. From the data in Appendix 12, 13, 14 showed that there was an improvement of the students' score in speaking skill by Neurological Impress Method.

The improvement of the students' speaking skill by applying hand puppet can be also seen from the mean of the students' score in every cycle test. So, in order to know the improvement of all test, the following formula was applied:

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

Where :

\bar{X} = the means of students' score

$\sum x$ = the total score

N = the number of the students.

The result of the students score could be seen in following table.

Table 4.2. The Score of Students in Pre Test, Post Test in First and Second Cycle

No	Initial of Students	Score		
		Pre test	Cycle I Post test	Cycle II Post test
1.	ANP	45	55	75
2.	AP	55	70	80
3.	AB	75	80	85
4.	AMA	65	75	80
5.	BTH	70	80	85
6.	CSM	80	85	90
7.	DAH	35	50	75
8.	EDH	45	55	60
9.	FAH	50	60	70
10.	FHS	55	70	80

11.	FJ	80	85	90
12.	FRR	85	90	95
13.	IM	35	50	60
14.	MFA	55	65	75
15.	MTM	75	80	85
16.	NDN	60	70	75
17.	NZ	45	50	70
18.	NBS	55	60	75
19.	PC	60	70	80
20.	RGK	50	55	60
21.	RDA	60	65	75
22.	RKA	40	50	80
23.	RM	60	70	80
24.	RZS	60	70	80
25.	SRD	55	65	75
26.	TDLR	70	75	85
	Total	$\Sigma x = 1520$	$\Sigma x = 1750$	$\Sigma x = 2020$
	Mean	$X = 58.46$	$X = 67.30$	$X = 77.69$

The improvement of the students' score showed increasing from the pre test until the test of cycles I and II. In pre test, the total score of students was 1520, and the number of students who took the test was 26, so the mean of the students was:

$$X = \frac{1520}{26} = 58.46$$

In cycle I post test, the total score of students was 1750 and the number of students who took the test was 26, so the mean of the students was:

$$X = \frac{1750}{26} = 67.30$$

In cycle II post test, the total score of students was 2020 and the number of students who took the test was 26, so the mean of the students was:

$$X = \frac{2020}{26} = 77.69$$

The mean of students' score in pre test was the lowest 58.46, and the mean of post test cycles I and II was 67.30 and 77.69. The mean of students' score was increased from 58.46 to 77.69. It means that the students' skill in speaking was improved.

In pre test, the lowest score was 35 and the highest was 85. In cycle I post test, the lowest score 50 and the highest one was 90. In cycle II post test, the lowest score was 60 and the highest one was 95. The comparison of students' skill in speaking can be seen in table 4.3

Table 4.3 A Comparison of The Students' Speaking Skill Score

Name of test	Lowest score	Highest score	Σx (the total score)	N (the number of students)	X (the Mean)
Pre test	35	85	1520	26	58.46
Cycle I	50	90	1750	26	67.30
Post test					
Cycle II	60	95	2020	26	77.69
Post test					

Then, to categorize the number of competent students who got the criteria success score (75), the following formula was applied:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = the percentage of those who get the points up to 75

R = The number of students who get the points up to 75

T= The total number of the students

In pre test, the competent students with the criteria success score above 75 was 5 students, the percentage was:

$$P(\text{pre test}) = \frac{5}{26} \times 100\% = 19.23\%$$

In Cycle I, the competent students with the criteria success score above 75 was 8 students, the percentage was:

$$P(\text{cycle I}) = \frac{8}{26} \times 100\% = 30.76\%$$

And in cycle II, the competent students with the criteria success score above 75 was 21 students, the percentage was:

$$P(\text{cycle II}) = \frac{21}{26} \times 100\% = 80.76\%$$

The students said competent if they passed the topic and got the score above the Mastery Minimum Criteria (Kriteria Ketuntasan Minimum: KKM). But the English teacher made the score 75 as criteria success in this subject. The percentage of students who got criteria success the score above 75 also showed the improvement of the students' score from the first to the last meeting. It can be seen in Table 4.4

Table 4.4 The Percentages of The students who got The Score Above 75

Name of test	Number of the students who got the score above 75	Percentage
Pre test	5	19.23%
Cycle I Post test	8	30.76%
Cycle II Post test	21	80.76%

Table 4.4 presents the percentages of the students who got score above 75 was 19.23% (5 students) in pre test. In cycle I post test, the percentage of the students was 30.76% (8 students). In cycle II post test, the percentage of the students was 80.76% (21 students). It can be concluded that, there was an improvement about 61.53% from pre test to cycles I and II tests.

Based on analysis, it could be concluded that hand Neurological Impress Method could help students in improving their skill on speaking. And all the students got improvement on their score. They were high improvement and also low improvement.

C. Analysis of Qualitative Data

The qualitative data were analyzed from interview, observation sheet, questionnaire, and photography.

a. Interview

There were two interview section conducted. The first interview was done in the first meeting, and the second was in the last meeting. The first interview sheet showed the students' comment about speaking skill and the problems and difficulties in speaking. The second one of interview showed the students' comment about applying Neurological Impress Method in teaching learning process. The interview data can be seen in Appendix 3 and 4.

b. Observation sheet

Observation sheet showed the activities that were done in every cycle. Observation sheet was focused on the situation of teaching and learning process in which Neurological Impress Method was applied including students' activities and behaviour and interaction between the students and the teacher. Observation sheet using checklist. The complete data on observation sheets can be seen in Appendix 5 and 6.

c. Questionnaire sheet

Questionnaire sheet has been given to the students. It purposed to know how far Neurological Impress Method had improved students skill on speaking. In the questioner sheet, there are four positive items the SS (Strongly agree) the S (Agree) the TS (Disagree) and STS (Strongly disagree). Questionnaire sheet can be seen in Appendix 7. Based on questionnaire that was given to the students after accomplishing the second action of cycle 2, it was gained the students' response toward the learning process using Neurological Impress Method . The response show the students' questionnaire result can be seen in Appendix 9. From the students' questionnaire result, the response toward the learning activity that had done shows almost all students agree to the teacher's profesionalism and performance during the learning activities. They also admitted that they got more interested to using Neurological Impress Method to improve their speaking skill.

d. Photography

Photography were taken the picture during teaching learning process. In the photography there are information such as the picture students did the pretest, the students were discussing with their pairs group, the students were enthusiastic using Neurological Impress Method, participation of students during in the class, the students were very confident to speak up in front of their friend and photography were used to take picture of the students and the teacher while the teaching and learning process were done. The complete data on picture can be seen in Appendix 16.

D. Research Findings

The findings of research showed that Neurological Impress Method could improve the students' speaking skill. It was proved by the data which is shows the mean of the students in cycle II post test (77.69) was higher than the mean of the students in pre test (58.46) and cycle I post test (67.30). These scores showed that there was an improvement in students' skill on speaking. It also can be seen from the percentage of students who got point above 75. In pre test, there were 19.23% of students who got criteria success point above 75. In the first cycle, there were 30.76% of students who got criteria success point above 75, and in the second cycle, there were 80.76% of students who got criteria success point above 75. This result indicated that Neurological Impress Method was effective in improving the students' skill on speaking.

Observation sheet, interview, questionnaire sheet, and photography also supported that the technique was able to improve students' skill in speaking. It was shown by the students' comments and attitude during learning speaking. They were more enthusiastic each day, even they were more active day by day and more excited and interested in learning speaking using hand puppet based on the animal cartoon picture.

The researcher as the teacher in this continuously motivated the students to give their best during the teaching learning process. The teacher also asked the students to ask questions if they did not understand about material of speaking. The teacher moved from one students participate. The teacher admonished the students who could not control their voice directly.

As a reflection, in the next time the teacher should improve her ability in teaching learning process in speaking by applying Neurological Impress Method. And the students must be active in speaking their opinions.

All those data indicated that the students gave good attitude and response during the teaching and learning process ran. Finally, from the quantitative and qualitative data, it found that the application of NIM method had successfully improved students' skill on speaking.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

By conducting all the process of study, the researchers can conclude these following conclusion:

1. The students' skill in speaking who was taught by using Neurological Impress Method can improve students' skill showed by the score they get. Furthermore, from the students' response of the toward the teacher professionalism and their interest in learning speaking using Neurological Impress method. It can be concluded that most students like Neurological Impress Method in learning. Moreover, the observation checklist showed the students seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in front of the class, pronunciation, fluency and feeling confident about speaking.
2. The students' skill in speaking who was taught by using Neurological Impress Method can speak fluently. It showed that the avarage of the score 77.69 with the highest score 95 and the lowest score 60.
3. Related to the test result there was 37.12% improvement of the students' mean score from pre test to the post test of the first cycle. In pre test there were five or 19.23% students who passed the KKM. Meanwhile, in the result of post test in cycle 1, there were 8 or 30.76% students in the class who passed the KKM

considering their mean score of test is 67.30. Next, based on the result of the post test 2, there were 21 or 80.76% students in the the class who passed the KKM considering their mean score of test is 77.69. it is showed that the students have significant improvement; the improvement can be seen from the score that gets higher, from pretest, post test 1 and post test 2.

B. Suggestions

The result of the study shows that the use of Neurological Impress Method improve the students' skill in speaking. These following suggestions are offered:

1. To English teachers, it is better to apply Neurological Impress Method in teaching speaking because it can improve the students' skill because this method is easily and simple.
2. Understanding about what was happening about the text, so that the students can expand the ideas easily.
3. To the students, it is suggested to apply relevant topic to conduct further research by applying Neurological Impress Method and the students should have more confidence in exploring their skill and idea in speaking.
4. For all readers, this study will inspire other researchers to conduct the similar study about Neurological Impress Method can make the process of teaching and learning runs better than before using them.

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Appendices 1

Lesson Plan Cycle I

School : MAS AR-RAUDHATUL HASANAH

Subject : English

Class / Semester : XI / II (Two)

Time allocation : 2 x (45 minutes)

Topic : Report Text

Subject : Speaking

Standard Competence :

Speaking

- Expressing meaning in transactional and interpersonal texts in the context of everyday life.
- Express the conclusions of the report text
- Retelling the report text in front of the class

Basic competencies:

- Express meaning in transactional and interpersonal conversations in the context of everyday life and involve speech acts.

Indicator:

- Determining the correct word based on spoken words.
- Summing up the contents of a text report through speaking

Learning objectives

- At the end of the lesson the student can respond to the text about the report.
- At the end of the lesson students are able to identify the expression of the report.
- At the end of the lesson students can conclude about the report text in front of the class.

Learning materials

- **Report text**

Definition of Report text

- Report is a text which presents information about something, as it is. It is as a result of systematic observation and analyses.

- Report adalah sebuah teks yang menghadirkan informasi tentang suatu hal secara apa adanya. Teks ini adalah sebagai hasil dari observasi dan analisa secara sistematis.

Generic Structure of Report text

- General Clasification ; Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general (Menyatakan klasifikasi aspek umum hal; hewan, tempat umum, tanaman, dll yang akan dibahas secara umum)
- Description : tells what the phenomenon under discussion ; in terms of parts, qualities, habits or behaviors. (Pada bagian ini biasanya memberikan gambaran fenomena-

fenomena yang terjadi; baik bagian-bagiannya, sifat-sifatnya, kebiasaannya, ataupun tingkah lakunya. Intinya adalah penjabaran dari klasifikasi yang disajikan dengan ilmiah.)

Purpose of Report text

- Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

Example of Report Text

BATIK

Batik is the most popular development highly art form from Indonesia. Batik is very interesting because it has many pattern, colour and smell. Batik is origin from Indonesia especially from central of java. Even there is batik day in Indonesia, that day is Thursday.

There are two kind of batik base on making, they are batik tulis and batik cap. Batik tulis is more expensive than batik cap because the manufacture of batik tulis is more complicated.

There are two type of batik base on timing. they are ancient batik and modern batik. Ancient batik has regular pattern. The pattern just lines. beside, modern batik has complicated pattern. The pattern is usually bird, flower, and leaves.

Base on the religion, there is different pattern each religion. There are batik bali, batik banyumas, batik madura, batik malang, batik pekalongan, batik solo, batik tasik, batik aceh,

batik cirebon, batik jombang, batik banten, batik tulungagung, batik kediri, batik kudu and batik jepara. Batik is interesting to learning.

Learning methods

- Neurological Impress Method (NIM)

Learning Activities

No **Learning steps**

1 Initial Activity (10 Minutes)

1. Start learning by praying together
2. Class attendance
3. Provide motivation
4. Delivering SK and KD to be discussed
5. Apperception of the material: the teacher gives a brief explanation and question and answer about the material to be discussed.

2 Core Activities (70 Minutes)

1. Teacher writes a report text on the board
2. Then all students and teachers read the text aloud and the teacher shows the text on the board with his finger.
3. After all students and teachers finish reading in the same voices
4. Teacher invites students to tell about the text loudly in front of the class one

by one

5. Then the teacher assesses the pronunciation, grammar, fluency, vocabulary in their conversation

6. Then the teacher corrects students' speaking errors in these four aspects

7. Students repeat the words the teacher has corrected aloud

8. At this stage, speaking students from time to time, with practice, the number of errors will decrease and / or the number of text readings will increase.

3 End Activity (10 Minutes).

1. Teacher Closes the learning along with giving motivation to students and suggestions for more active learning.

Media learning:

a. Whiteboard, Books, Pen, Recording

b. English dictionary

Scoring

- a. Technique : Oral test
- b. Procedure : Retell the text
- c. Instrument : Speaking in front of class one by one

Evaluation

Scoring rubric

Speaking Assessment

No	Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		
.								

Maximum Score : $4 \times 5 = 20$

The Students' Mark: maximum score x 5

Medan, 24 May 2018

Mengetahui,

Head Master of MAS
Arraudhatul Hasanah
Medan

English Teacher

Researcher

Muhammad Ilyas, M.Si

NIG

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NIM.34.14.3.109

Appendices 2

Lesson Plan Cycle II

School : MAS AR-RAUDHATUL HASANAH

Subject : English

Class / Semester : XI / II (Two)

Time allocation : 2 x (45 minutes)

Topic : Descriptive Text

Subject : Speaking

Standard Competence :

Speaking

- Expressing meaning in transactional and interpersonal texts in the context of everyday life.
- Express the conclusions of the descriptive text
- Retelling the descriptive text in front of the class

Basic competencies:

- Express meaning in transactional and interpersonal conversations in the context of everyday life and involve speech acts.

Indicator:

- Determining the correct word based on spoken words.
- Summing up the contents of a descriptive text through speaking

Learning objectives

- At the end of the lesson the student can respond to the text about the descriptive.
- At the end of the lesson students are able to identify the expression of the descriptive.
- At the end of the lesson students can conclude about the report text in front of the class.

Learning materials

- **Descriptive text**

Definition of Descriptive text

- Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

- Identification: (contains about the introduction of a person, place, animal or object will be described.)

- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Purpose of Descriptive text

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

Example of Descriptive Text

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes colour are like honey and her colour skin colour light brown, and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves cooking and she loves sewing too. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Learning methods

- Neurological Impress Method (NIM)

Learning Activities

No **Learning steps**

1 Initial Activity (10 Minutes)

1. Start learning by praying together
2. Class attendance
3. Provide motivation
4. Delivering SK and KD to be discussed
5. Apperception of the material: the teacher gives a brief explanation and question and answer about the material to be discussed.

2 Core Activities (70 Minutes)

1. Teacher distributes the paper of descriptive 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 student reads the text aloud with the teacher in teacher's table one by one the teacher shows the text on the paper by her finger.
5. The teacher invites the student to tells about the text aloud in front of the

class one by one

6. Then the teacher assesses pronunciation, grammar, fluency, vocabulary in their speaking
7. Then the teacher corrects the wrong speaking of the students in these four aspects
8. Students repeat speaking that have been corrected by the teacher in a loud voice
9. In this stage, speaking students from time to time, with practice, the number of errors will decrease and / or the number of text read will increase.

3 End Activity (10 Minutes).

1. Teacher Closes the learning along with giving motivation to students and suggestions for more active learning.

Media learning:

a. Whiteboard, Books, Pen, Recording

b. English dictionary

Scoring

- d. Technique : Oral test
- e. Procedure : Retell the text
- f. Instrument : Speaking in front of class one by one

Evaluation

Scoring rubric

Speaking Assessment

No	Name	Assessment Aspects				Score	Mark
.		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)	

Maximum Score : $4 \times 5 = 20$

The Students' Mark: maximum score $\times 5$

Medan, 24 May 2018

Mengetahui,

Head Master of MAS
Arraudhatul Hasanah
Medan

English Teacher

Researcher

Muhammad Ilyas, M. Si

NIG

Lamea Dea Reni, M.Pd

NIG

Fitri Randia Ningsih

NIM.34.14.3.109

Appendices 3

THE INTERVIEW SCRIPT OF THE INTERVIEWER AND THE INTERVIEWEE

Interview with the interviewer and the interviewee before the research was done

Location : MAS Arraudhatul Hasanah Medan

Day/Date : Wednesday, 22nd May 2018

Interviewer : Fitri Randia Ningsih

Interviewee : Lamia Dea reni, M.Pd

Interviewer : Good morning, Mam. How are you?

Interviewee : Morning. I'm fine. Nice to meet you again. By the way, will you enter my class ?

Interviewer : Yes mam. As we discussed yesterday, I will teach your class for three meeting.

Interviewee : Okay, Do you bring your lesson plan?

Interviewer : Oh yes. I bring, Mam. That is it

Interviewee : Fine, I think it's been good. I will bring you to the class. Let's go to the class.

Interviewer : Ok mam. May I know the condition of the students', Mam?

Interviewee : Well, they are nice and active in the class but some of the students are naughty. But I think it is normal. Some of the students are able to speak in English. Honestly, it's really hard to teach them to speak English. Not all students understand what you told if you speak English all time. You should translate to Indonesia.

Interviewer : Oh, I see. So, Do you use the media during teaching learning process?

Interviewee : Sometimes yes, but mostly I just took the materials just from the text book.

Interviewer : Ok mam. Thank you for the information. Nice to talk with you.

Interviewee : Your're welcome.

Interviewer : Hmm sorry mam. I still need your help as observer during the research, mam.

Interviewee : Okay, don't worry. Be enjoy, Fitri.

Interview with the interviewer and the interviewee after the research was done.

Interviewer : Mam, what do you think about NIM Method?

Interviewee : Well, that's good. I can see that the students were more interested and excited during the teaching learning process. Even though, their pronunciation and their interaction were still not good. But I can see the improvement their brave.

Interviewer : You're right, Mam. You can see their improvement in speaking from their score. It showed that their score increased from Cycle I until Cycle II.

Interviewee : That's good, Fitri. I think, I can apply this media someday.

Interviewer : Yes, mam. You can try it if you want.

Interviewee : Oh thank you, Fitri.

Interviewer : Yes Mam, welcome. By the way, thank you for your help during my research, mam.

Interviewee : Okay, Fitri. Success for your thesis. Good luck.

Appendices 4

THE INTERVIEW SCRIPT OF THE STUDENTS AND THE RESEARCHER

Interview with the students before the research was done

Researcher : (Fitri Randia Ningsih)

Initial students' name: NZ (Nabila Zulfira)

R : Good morning, NZ?

NZ : Good morning, Miss. Bisa gak miss saya nanya?

R : Yes, please.

NZ : Miss, I mau speak seperti orang- orang bule. Itu gimana, miss.

R : Good question, dear. Do you like English?

NZ : Maksudnya, miss? Saya seperti Inggris ya miss?

R : No, dear. Apakah kamu suka bahasa inggris?

NZ : Of course, miss. Saya very very like English tapi kurang lancar miss.

R : Good job, girl. So, if you want to speak fluently, kamu harus sering berlatih di rumah.

Misalnya dengar musik luar seperti Justin bieber, Christina Perry, dan lain-lain.

NZ : Jadi dari song kita juga bisa belajar ya miss.

R : Sure, dear. If you don't know arti dari music atau kosokata baru, open your dictionary.

NZ : Yes, Miss. I will try, miss. Thank you, miss.

Interview with the students and the researcher after the researcher was done

The researcher : Hai Maryam, Naurah, Putri. How are you? Could I take your time, dear?

Miss bisa minta waktunya sebentar nggak?

Maryam : Of course, miss. Kenapa miss?

Naurah : Iya miss boleh

Putri : Silahkan miss. Ada apa, miss?

The researcher : Selama miss berada dikelas kamu, bagaimana menurut kalian mengenai Neurological Impress Method yang sudah miss kasih? Menurut kalian apakah dengan menggunakan metode tersebut, apakah kalian merasa lebih terbantu dan tidak malu lagi untuk speaking?

Maryam : Iyalah miss. Sangat membantu. Buat saya bisa percaya diri dan bisa speaking di depan kelas.

Naurah : Metode yang miss kasih sangat mudah miss, dan tidak membosankan. Jadi kami bisa speaking lebih baik lagi miss.

Putri : Iya miss, benar itu miss. Saya pun jadi lebih berani dan tidak takut lagi miss buat speaking di depan kelas miss.

The researcher : Alhamdulillah.. Ok, thanks for your answer, dear. Bye

Appendices 5

OBSERVATION CHECKLIST

PANDUAN PENGAMATAN PELAKSANAAN TINDAKAN KELAS SIKLUS I

The Implementation of “Neurological Impress Method” As The Method to Improve Students’ Speaking Skill

(A Classroom Action Research in The Second Grade of MAS Arraudhatul Hasanah Medan)

Class : IPS-2

Date : Saturday, 24 May 2018

Berilah tanda checklist (√) pada “Ya” atau “Tidak”.

No	Indikator	Cycle I	
		Yes	No
1.	Guru memberikan motivasi kepada siswa sebelum pembelajaran dimulai.	√	
2.	Guru melakukan tanya jawab untuk menguji pemahaman siswa.	√	
3.	Guru memperkenalkan metode NIM kepada siswa.	√	
4.	Guru mempraktikkan kepada siswa bagaimana cara menggunakan NIM method	√	
5.	Guru berperan sebagai <i>instructor</i> atau <i>director</i> ketika proses pengajaran.	√	
6.	Siswa mendengarkan dengan penuh perhatian.		√
7.	Guru memberikan latihan sesuai materi.	√	
8.	Guru berkeliling kelas untuk mengecek dan membantu kesulitan siswa selama proses belajar mengajar.	√	
9.	Guru memberikan cukup waktu untuk berbicara tentang report text di depan kelas.	√	

- | | |
|---|---|
| 10. Siswa terlihat antusias ketika berlatih <i>speaking</i> dengan menggunakan metode NIM | √ |
| 11. Siswa merasa lebih semangat ketika guru menggunakan metode NIM untuk menjelaskan materi. | √ |
| 12. Siswa terlihat tertarik belajar <i>speaking</i> dengan menggunakan metode NIM. | √ |
| 13. Siswa dapat mengerti dalam menyakan, dan memberi pendapat dalam bahasa Inggris. | √ |
| 14. Siswa terlihat senang dan percaya diri ketika tampil berbicara bahasa Inggris di depan kelas. | √ |
| 15. Guru menegur siswa yang tidak memperhatikan guru | √ |

Keterangan:

Skor 1 untuk jawaban “Ya”

Nilai maksimal: 15

Presentase Penilaian: $\frac{\text{Jumlah Skor}}{\text{Nilai Maksimal}} \times 100\%$

$$: \frac{13}{15} \times 100\% = 87\%$$

Observer

Lamia Dea Reni, M.Pd

Appendices 6

OBSERVATION CHECKLIST

PANDUAN PENGAMATAN PELAKSANAAN TINDAKAN KELAS SIKLUS II

The Implementation of “Neurological Impress Method” As The Method to Improve Students’ Speaking Skill

(A Classroom Action Research in The Second Grade of MAS Arraudhatul Hasanah Medan)

Class : IPS-2

Date : Saturday, 25 May 2018

Berilah tanda checklist (√) pada “Ya” atau “Tidak”.

No	Indikator	Cycle II	
		Yes	No
1.	Guru memberikan motivasi kepada siswa sebelum pembelajaran dimulai.	√	
2.	Guru melakukan tanya jawab untuk menguji pemahaman siswa.	√	
3.	Guru memperkenalkan metode NIM kepada siswa.	√	
4.	Guru memperagakan kepada siswa bagaimana cara menggunakan NIM Method	√	
5.	Guru berperan sebagai <i>instructor</i> atau <i>director</i> ketika proses pengajaran.	√	
6.	Siswa mendengarkan dengan penuh perhatian.		√
7.	Guru membagikan siswa kertas tentang deskripsi teks	√	
8.	Guru memberikan latihan sesuai materi.	√	
9.	Guru berkeliling kelas untuk mengecek dan membantu kesulitan siswa selama proses belajar mengajar.	√	
10.	Guru memberikan cukup waktu untuk berbicara di depan kelas.	√	

- | | |
|---|---|
| 11. Siswa terlihat antusias ketika berlatih <i>speaking</i> dengan menggunakan NIM method. | √ |
| 12. Siswa merasa lebih semangat ketika guru menggunakan metode NIM untuk menjelaskan materi. | √ |
| 13. Siswa terlihat tertarik belajar <i>speaking</i> dengan menggunakan Metode NIM. | √ |
| 14. Siswa dapat mengerti dalam menyakan, dan memberi pendapat dalam bahasa Inggris. | √ |
| 15. Siswa terlihat senang dan percaya diri ketika tampil berbicara bahasa Inggris di depan kelas. | √ |

Keterangan:

Skor 1 untuk jawaban “Ya”

Nilai maksimal: 15

Presentase Penilaian: $\frac{\text{Jumlah Skor}}{\text{Nilai Maksimal}} \times 100\%$

$$: \frac{14}{15} \times 100\% = 93\%$$

Observer

Lamia Dea Reni, M.Pd

Appendices 7

QUESTIONNAIRE SHEET

Angket Ranah Afektif Siswa

A. DATA RESPON SISWA

No. Angket :

Nama :

Kelas :

Nama Sekolah :

B. PETUNJUK

1. Pada angket ini terdapat 20 pertanyaan. Pertimbangkan baik-baik setiap pertanyaan dalam kaitannya dengan pembelajaran bahasa Inggris dengan metode NIM, kemudian jawablah dengan jujur sesuai dengan keadaan yang sebenarnya.
2. Berilah tanda checklist (√) untuk jawaban yang tepat sesuai pendapat anda sendiri.
3. Angket ini dibuat hanya untuk kepentingan ilmiah dalam rangka penelitian. Oleh karena itu, jawaban anda dijamin kerahasiaannya dari siapapun. Terima kasih.

Keterangan pilihan Jawaban:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

a. **Profesionalitas Guru**

No.	Pertanyaan	SS	S	TS	STS
1.	Pelajaran bahasa Inggris yang saya terima selama ini cukup memberikan latihan speaking.				
2.	Saya mudah memahami materi Bahasa Inggris yang disampaikan oleh guru karena metode mengajarnya yang menyenangkan.				
3.	Saya merasa memperoleh cukup rasa percaya diri dengan metode NIM yang diberikan oleh guru.				
4.	Saya menjadi lebih aktif dalam speaking dengan menggunakan metode NIM yang diberikan oleh guru.				
5.	Guru memberikan penjelasan dengan jelas bagaimana cara menggunakan Metode NIM.				
6.	Guru berkeliling kelas untuk mengecek dan membantu kesulitan siswa selama proses belajar mengajar.				

7. Guru memberikan cukup waktu untuk menghafal dan berlatih speaking sebelum *perform* di depan kelas.
8. Saya memperoleh umpan balik yang cukup dari guru untuk mengetahui tingkat keberhasilan kinerja saya.
9. Guru memberikan kesimpulan materi pada setiap akhir pembelajaran.
10. Penggunaan metode NIM baik diterapkan dalam pembelajaran speaking.

b. Minat Siswa

No.	Pertanyaan	SS	S	TS	STS
11.	Saya senang dengan pelajaran bahasa Inggris terutama <i>speaking</i> .				
12.	Saya menyukai NIM Method sebagai metode pembelajaran di kelas.				
13.	Belajar bahasa Inggris menggunakan metode NIM dapat membuat saya percaya diri berbicara bahasa Inggris.				
14.	NIM Method dapat membuat saya tertarik dalam belajar berbicara bahasa Inggris.				
15.	Saya merasa bosan ketika belajar berbicara bahasa Inggris menggunakan NIM Method.				
16.	Saya merasa senang dan semangat ketika belajar berbicara bahasa Inggris menggunakan NIM Method.				
17.	Saya bertanya kepada guru jika ada materi yang belum dipahami.				
18.	Materi yang disampaikan guru menarik perhatian saya.				
19.	Saya merasa termotivasi belajar speaking dengan menggunakan NIM Method.				
20.	Saya merasa terbantu mengungkapkan ide-ide dengan menggunakan NIM method sebagai metode belajar.				

Appendices 8

RESULT OF QUESTIONNAIRE SHEET

Number of Question	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
1	9	34.61	17	65.38	0	0	0	0
2	12	46.15	14	53.84	0	0	0	0
3	7	26.92	19	73.07	0	0	0	0
4	7	26.92	17	65.38	2	7.69	0	0
5	12	46.15	14	53.84	0	0	0	0
6	17	65.38	9	34.61	0	0	0	0
7	13	50	12	46.15	1	3.84	0	0
8	4	15.38	20	76.92	2	7.69	0	0
9	11	42.30	12	46.15	3	11.53	0	0
10	11	42.30	14	53.84	0	0	1	3.84
Total %	103	39.6%	148	56.92%	8	3.07%	1	0.38%
indicator 1								
11	8	30.76	16	61.53	1	3.84	1	3.84
12	9	34.61	16	61.53	1	3.84	0	0
13	9	34.61	15	57.69	2	7.69	0	0
14	9	34.61	16	61.53	1	3.84	0	0
15	2	7.69	3	11.53	12	46.15	9	34.61

Continued

Number of Question	Strongly Agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
17	8	30.76	16	61.53	2	7.69	0	0
18	7	26.92	18	69.23	1	3.84	0	0
19	5	19.23	20	76.92	1	3.84	0	0
20	10	38.46	16	61.53	0	0	0	0
Total % indicator 2	79	30.3%	150	57.69%	21	8.07%	10	3.84%

Appendices 9

Pre Test

Please Speak in front of your friends about your experiences! Every student has 2-3 minutes to tell about her experiences.

Appendices 10

Post Test (Cycle I)

Nama :
Mata Pelajaran : Bahasa Inggris
Kelas :

BATIK

Batik is the most popular development highly art form from Indonesia. Batik is very interesting because it has many pattern, colour and smell. Batik is origin from Indonesia especially from central of java. Even there is batik day in Indonesia, that day is Thursday.

There are two kind of batik base on making, they are batik tulis and batik cap. Batik tulis is more expensive than batik cap because the manufacture of batik tulis is more complicated.

There are two type of batik base on timing. they are ancient batik and modern batik. Ancient batik has regular pattern. The pattern just lines.beside, modern batik has complicated pattern. The pattern is usually bird, flower, and leaves.

Base on the religion, there is different pattern each religion. There are batik bali, batik banyumas, batik madura, batik malang, batik pekalongan, batik solo, batik tasik, batik aceh, batik cirebon, batik jombang, batik banten, batik tulungagung, batik kediri, batik kudus and batik jepara. Batik is interesting to learning.

- **After reading the text above, you must retell and speak in front of class about this text. Every students has 2-3 minutes.**

Appendices 11

Post Test (Cycle II)

Nama :
Mata Pelajaran : Bahasa Inggris
Kelas :

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes colour are like honey and her colour skin colour light brown, and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves cooking and she loves sewing too. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

- **After reading the text above, you must retell and speak in front of class about this text. Every students has 2-3 minutes.**

Appendices 12

Result Pre-Test of Speaking

No	Initial Name	Assessment Aspects					Score	M ar k
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		
1	ANP	2	2	2	2	1	9	45
2	AP	2	3	2	3	1	11	55
3	AB	3	3	3	3	3	15	75
4	AMA	2	3	2	3	3	13	65
5	BTH	3	3	3	3	2	14	70
6	CSM	3	3	3	3	4	16	80
7	DAH	2	1	1	2	1	7	35
8	EDH	2	2	2	2	1	9	45
9	FAH	2	2	2	2	2	10	50
10	FHS	2	2	2	2	3	11	55
11	FJ	3	3	3	3	4	16	80
12	FRR	3	4	3	3	4	17	85
13	IM	1	2	1	2	1	7	35
14	MFA	2	3	2	2	2	11	55
15	MTM	3	3	3	3	3	15	75
16	NDN	2	3	2	2	3	12	60
17	NZ	2	2	2	2	1	9	45
18	NBS	2	3	2	2	2	11	55
19	PC	2	3	2	2	3	12	60

20	RGK	2	3	2	2	1	10	50
21	RDA	2	3	2	2	3	12	60

Continued

No	Initial Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		
22	RKA	2	1	2	2	1	8	40
23	RM	2	3	2	2	3	12	60
24	RZS	3	1	3	3	2	12	60
25	SRD	3	2	3	2	1	11	55
26	TDLR	3	2	3	3	3	14	70

Maximum Score : $4 \times 5 = 20$

The Students' Mark : maximum score x 5

Appendices 13

Result Posttest of Speaking (Cycle I)

No.	Initial Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		
1	ANP	2	3	2	2	2	11	55
2	AP	3	3	2	3	3	14	70
3	AB	3	3	3	3	4	16	80
4	AMA	3	3	3	3	3	15	75
5	BTH	3	3	3	3	4	16	80
6	CSM	3	4	3	3	4	17	85
7	DAH	2	2	2	2	2	10	50
8	EDH	2	3	2	2	2	11	55
9	FAH	2	3	2	2	3	12	60
10	FHS	3	3	2	3	3	14	70
11	FJ	3	4	3	3	4	17	85
12	FRR	4	4	3	3	4	18	90
13	IM	2	2	2	2	2	10	50
14	MFA	3	3	2	3	2	13	65
15	MTM	3	3	3	3	4	16	80
16	NDN	3	3	2	3	3	14	70
17	NZ	2	2	2	2	2	10	50
18	NBS	2	3	2	3	2	12	60
19	PC	3	3	2	3	3	14	70
20	RGK	2	3	2	2	2	11	55

Continued

No.	Initial Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		
21	RDA	3	3	2	3	2	13	65
22	RKA	2	2	2	2	2	10	50
23	RM	3	3	2	3	3	14	70
24	RZS	3	3	3	3	2	14	70
25	SRD	3	2	3	2	2	12	60
26	TDLR	3	3	3	3	3	15	75

Maximum Score : 4 x 5 = 20

The Students' Mark : maximum score x 5

Appendices 14

Result Posttest of Speaking (Cycle II)

No.	Initial Name	Assessment Aspects					Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)	Interaction (1-4)		
1	ANP	3	3	3	3	3	15	75
2	AP	3	3	3	3	4	16	80
3	AB	3	4	3	3	4	17	85
4	AMA	3	3	3	3	4	16	80
5	BTH	3	4	3	3	4	17	85
6	CSM	3	4	3	4	4	18	90
7	DAH	3	3	3	3	3	15	75
8	EDH	2	3	2	2	3	12	60
9	FAH	3	3	2	3	3	14	70
10	FHS	3	4	2	3	4	16	80
11	FJ	3	4	3	4	4	18	90
12	FRR	4	4	3	4	4	19	95
13	IM	3	3	2	2	2	12	60
14	MFA	3	3	3	3	3	15	75
15	MTM	4	3	3	3	4	17	85
16	NDN	3	3	3	3	3	15	75
17	NZ	3	3	2	3	3	14	70
18	NBS	3	3	3	3	3	15	75

19	PC	3	3	3	3	4	16	80
20	RGK	2	3	2	2	3	12	60
21	RDA	3	3	3	3	3	15	75

Continued

No.	Initial Name	Assessment Aspects				Interaction	Score	Mark
		Pronunciation (1-4)	Fluency (1-4)	Grammar (1-4)	Vocabulary (1-4)			
22	RKA	3	3	3	3	4	16	80
23	RM	3	4	3	3	3	16	80
24	RZS	4	3	3	3	3	16	80
25	SRD	3	3	3	3	3	15	75
26	TDLR	4	3	3	3	4	17	85

Maximum Score : $4 \times 5 = 20$

The Students' Mark : maximum score x 5

The List of Students' Name

No. Name

1. Aida Nurfitri Pratama
2. Annisa Putri
3. Ariefah Budiman
4. Annisa Maryam Azzahra
5. Bella Tri Handoko
6. Cut Sarah Mutia
7. Defitri Aulia Hasan
8. Ega Dhia Hafizah
9. Fadhlia Abdul Hakim
10. Farizah Hawari Siregar
11. Fanny Julyanda
12. Filza Rizki Ramadhan
13. Ikha Maulana
14. Maya Fikri Azizi
15. Muflihah Tri Mulya
16. Nisa Diandra Nurliza
17. Nabila Zulfira
18. Nur Balqies Sani
19. Putri Cahaya
20. Raihana Ghifari Kaban
21. Rayhani Dwi Anugrah
22. Rizka Khairuni Andana
23. Rayya Mahfuza
24. Rika Zakiah Santoso
25. Salsabilla Ringgi Divani
26. Taftazani Dwi Lasta
Ramdiaz

Appendices 16

PHOTOGRAPHY

