

## TEACHING READING COMPREHENSION USING NEUROLOGICAL IMPRESS METHOD AT JUNIOR HIGH SCHOOL

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**ABSTRACT:** Reading is a fundamental skill in education, and its importance cannot be overstated. It plays a crucial role in language learning and academic success. The goals of this study were to determine whether there was a significant improvement and whether there was a substantial difference in students' reading comprehension achievement before and after the implementation of the Neurological Impress Method. The Neurological Impress Method for eighth-grade students at SMPN 7 Palembang. This study was conducted over 12 meetings, employing a quasi-experimental methodology. 68 students were selected as a sample using the convenience sampling technique. There were two groups: control (VIII.9) and experimental (VIII.10). Pre-test and post-test were administered to both groups during data collection. The researcher analyzed the data using SPSS version 26. Based on the outcome of the Paired Sample T-Test, the p-value was 0.000, which was less than 0.05, and the t-value was 8.308, which was higher than the t-table df=33 (2.035). Therefore, it is possible to conclude that students' pre-test and post-test scores improved significantly in the experimental group taught using the Neurological Impress Method. Following the results of the Independent Sample T-Test, the p-value was 0.004, which was less than 0.05, and the t-value was 2.984, which was higher than the t-table df=66 (1.997). As a result, students' pre-test scores differed significantly between the control and experimental groups. The findings of this study demonstrated that the Neurological Impress Method improved students' reading comprehension and could be used as an alternate method for teaching reading comprehension.

**Keywords:** *Neurological Impress Method, reading comprehension, teaching*

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## PEMAHAMAN MEMBACA MENGGUNAKAN METODE NEUROLOGICAL IMPRESS DI SEKOLAH MENENGAH PERTAMA

**ABSTRAK:** Membaca merupakan keterampilan dasar dalam pendidikan dan tidak dapat diabaikan. Keterampilan ini memegang peranan penting dalam pembelajaran bahasa dan keberhasilan akademik. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan dan perbedaan yang signifikan dalam pencapaian pemahaman membaca siswa sebelum dan sesudah menggunakan *Neurological Impress Method* pada siswa kelas delapan di SMPN 7 Palembang. Penelitian ini dilakukan selama 12 kali pertemuan dengan menggunakan metode kuasi-eksperimen. Sebanyak 68 siswa dipilih sebagai sampel dengan menggunakan teknik convenience sampling. Terdapat dua kelompok yaitu: kelompok kontrol (VIII.9) dan kelompok eksperimen (VIII.10). Pre-test dan post-test diberikan kepada kedua kelompok selama pengumpulan data. Peneliti menganalisis data dengan menggunakan SPSS versi 26. Berdasarkan hasil Paired Sample T-Test, p-output= 0,000 < 0,05, dan t-value= 8,308 > t-tabel df=33 (2,035). Oleh karena itu, dapat disimpulkan bahwa nilai pre-test dan post-test siswa

meningkat secara signifikan pada kelompok eksperimen yang diajar dengan menggunakan Metode *Neurological Impress*. Berdasarkan hasil Independent Sample T-Test,  $p\text{-output} = 0.004 < 0.05$ , dan nilai  $t\text{-value} = 2.984 > t\text{-tabel } df=66 (1.997)$ . Hasilnya, nilai pre-test siswa berbeda secara signifikan antara kelompok kontrol dan kelompok eksperimen. Dengan demikian, temuan dari penelitian ini menunjukkan bahwa Metode Impresi Neurologis meningkatkan pemahaman membaca siswa dan dapat digunakan sebagai metode alternatif untuk mengajarkan pemahaman membaca.

**Kata Kunci:** *neurological impress method, pemahaman bacaan, mengajar*

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## INTRODUCTION

A fundamental skill in education and its importance could not be overstated is reading. As stated by Harmer (2007), reading is beneficial for language learning that if students comprehend what they read, the more they read, the more proficient they will become. Palani (2012) as cited in Zuhro et al. (2022) argues that the reading comprehension is a crucial linguistic ability that enables readers to access information on a worldwide scale at any given time. In Indonesia, reading becomes one of the crucial aspects in the educational curriculum. However, Indonesian students' reading skills still experience difficulties in comprehending texts.

Based on the data revealed by PISA in 2022, Indonesian students' reading competence is still low, with a poor national average reading literacy compared to neighboring Malaysia (Taipei & Authority, 2019). The results showed that Indonesian students still face difficulties in reading skills. In addition, teachers still struggle to find teaching approaches that are flexible and responsive to meet students' diverse needs in reading comprehension (Hidayat et al., 2024). Thus, those situations may arise due to the difficulty faced by teachers in finding effective methods for reading comprehension.

The lack of effective methods is one of the causes of reading difficulties. Westwood (2004) asserts that the majority of students struggle because they lack efficient methods to aid students in grasping the content of passages. Additionally, lack of identifying the main idea in a text, poor knowledge of vocabulary, failing to comprehend the content's meaning of texts, and not recognizing important details are also influencing students' reading difficulties (Yanti, 2021). Ibrahim et al. (2024) argue that students' factors that influence their reading comprehension are a lack of understanding of long sentences, poor reading strategies, and a lack of students' concentration. Moreover, Ranico et al. (2023) added the students' factors, such as lack of motivation, limited instructional time, lack of background knowledge, and limited vocabulary. In conclusion, with the existence of these factors, the students really struggle when doing the tasks and exams. Therefore, to overcome the difficulties, an efficient method of teaching reading is required.

In teaching and learning reading comprehension, there are various methods applied. The Neurological Impress Method, known as NIM, is one among them. Calder (2000) assumed that the NIM uses sight, hearing, and speech in a multisensory learning environment. Consequently, it requires the teacher and students to read aloud from the same book while the students are listening with the teacher's voice slightly faster than the students. Typically, the teacher takes a seat next to the students and focuses on students' reading manner (Khatimah, 2019). The aim of NIM is to develop reading and text comprehension skills by modeling oral reading that is equally performed by teacher and students. Subsequently, students could read more fluently and understand the content of texts. Hence, this method is very beneficial and helpful in enhancing and developing reading comprehension.

Based on the researcher's preliminary study, the researcher conducted a personal communication with an English teacher at SMPN 7 Palembang. The teacher explained that students still struggle to comprehend the meaning of texts. Leading to difficulties in understanding them. Factors that influence the students are lack of mastery and understanding vocabularies and pronunciation that is still inaccurate. Moreover, they are also not equipped to learn English from elementary school since in this new curriculum, they do not take a course, are too lazy to bring a dictionary, and lack interest in translating and comprehending. Subsequently, when the teacher asked 5W+1H questions, the

students were able to answer, especially when faced with more complex questions such as determining the main idea and so forth. Hence, they are confused and have difficulty doing the tasks and exams that could impact on their academic achievement.

This study seeks to address the challenges in teaching methods by employing the Neurological Impress Method (NIM) as a solution. Through this method, the researcher introduced students to the NIM, encouraging them to read confidently without fear of making a mistake. In the application of NIM, it requires the teacher and students reading aloud from the same book while the students are listening with the teacher's voice slightly faster than students. Typically, the teacher takes a seat next to the students and focuses on students' reading manner (Khatimah, 2019).

The aim of the Neurological Impress Method (NIM) is to develop reading and text comprehension skills through modeled oral reading by both teacher and students. This study aims to find out whether there is a significant improvement in the eighth-grade students' reading comprehension achievement before and after the implementation of the Neurological Impress Method at SMPN 7 Palembang and to find out whether there is a significant difference in reading comprehension achievement between students who were taught using the Neurological Impress Method and those who were not.

### **Concept of Teaching Reading Comprehension**

Teaching is offering directions, assisting with the study of a subject, imparting knowledge, and leading someone to understand are all examples of imparting or helping someone to do something (Brown, 2000). Teaching provides a complex process and activity in which a teacher acts as a facilitator and guide to help students acquire new knowledge and skills.

Johnson (2008) claims that reading is the act of applying our critical thinking skills to textual material to ascertain the conveyed message. Additionally, through reading, someone could become a good reader, enhance writing skills, develop sufficient vocabulary, become proficient in complex grammatical constructs, and become a good reader (Krashen, 2004). Thus, reading allows individuals to obtain information and build their knowledge.

Comprehension shows the capability of readers to understand something completely and the information obtained as a result. (Elbro et al., 2014) proposed that reading comprehension requires at least a basic level of word reading since readers could not comprehend a text as a whole if they are unable to recognize (decode) the words in it. Reading comprehension skill is an important key for students to obtain knowledge from the texts they read since it will have an impact on all various aspects of life. Considering the definitions given above, teaching reading comprehension involves helping students understand the text's content and information that they have read.

### **Concept of Neurological Impress Method**

According to Woolley (2011), the Neurological Impress Method is a variation of the repeated reading method. The method aims to affix the words in the students' brains (Cecil, 2017). In addition, Heckelman (1969), as cited in Manzo and Manzo (1993), described that NIM is a simultaneous reading process where the teacher and students read aloud side by side, using their fingers to track the text. The teacher's voice is slightly faster than the students.

The steps in teaching reading using NIM are as follows.

1. The teacher distributes a recount text to students.

2. Students and the teacher read the text aloud together.
3. The teacher slides their finger beneath it and lets the student rest their fingers on top of theirs while reading aloud together.
4. As the teacher and students read aloud together, the teacher sets the pace by reading a little bit faster than the students.
5. The teacher demonstrates fluent reading by breaking up words into meaningful phrases and taking breaks for punctuation.
6. Once students become more comfortable with the text, the teacher should give the students “the lead”, giving students opportunities to practice independent reading while still receiving necessary guidance.
7. Finally, the teacher asks students to engage in discussions with her about the text’s content, followed by asking comprehension questions.

## METHODOLOGY

### 1. Research Design

To conduct this study, a quantitative and quasi-experimental design was employed. A quasi-experimental design is used to determine whether there is a connection between the treatment and effect or not (Rogers and Revesz, 2020).

In the present study, NIM was implemented in teaching reading comprehension by using a recount text and a narrative text. To obtain the data, two groups were used in the present study. There were experimental and control groups. The experimental group consisted of participants who received treatment using NIM. In contrast, the control group received teaching and learning using the teacher’s method.

*Figure 1.* Non-equivalent Pre-test and Post-test Group Designs

Experimental Class	O1 (Pre-test)	X (Treatment)	O2 (Post-test)
Control Class	O3 (Pre-test)		O4 (Post-test)

### 2. Research Participants

The population in this study was the students of all the eighth grade students at SMPN 7 Palembang. There were 289 students in total from eleven classes. In this study, the convenience sampling technique was used in selecting the sample. The sample were 68 students, with each control and experimental group consisting of 34 students. This study used convenience sampling for a variety of reasons.

### 3. Technique for Collecting Data

In collecting data, a reading test was carried out by the researcher. The try-out test was first administered to one of the eighth-grade classes of SMPN 7 Palembang before the test was provided to the sample. The test in this study was separated into two sections: pretest and posttest. It used a multiple-choice format test as an instrument. In gathering the data, the researcher used the content validity of the instrument first. By having experts in the field assess whether the test items accurately represent and cover the intended

content domain or subject area as defined by a curriculum, syllabus, or outline, the content validity is established (Huck, 2012).H

The instrument consists of 70 questions which has 4 options (a, b, c, d) for each question. Before conducting the pre-test, there was a tryout test in a class besides the control and experiment classes, but the level of student characteristics was the same. After conducting the try-out test, the researcher found 53 items were valid and 17 items were not valid. The invalid items were: 6, 7, 8, 10, 13, 17, 18, 21, 26, 30, 39, 40, 42, 48, 50, 66, and 68.

To measure reliability, the researcher calculated student scores using SPSS version 26 with Cronbach's Alpha. As stated by Astrid (2022), if the  $r$  table value is  $> 0.8$ , then it is considered reliable. After analyzing the data by using SPSS version 26, the researcher found that the coefficient of Cronbach's Alpha of the reading test was 0.858, which was categorized as reliable. The following table shows reliability results.

*Table 1.* Result of Reliability Analysis Test

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.828
		N of Items	25 <sup>a</sup>
	Part 2	Value	.815
		N of Items	25 <sup>b</sup>
	Total N of Items		50
Correlation Between Forms			.752
Spearman-Brown Coefficient	Equal Length		.859
	Unequal Length		.859
Guttman Split-Half Coefficient			.858
a. The items are: Soal_1, soal_2, soal_3, soal_4, soal_5, soal_6, soal_7, soal_8, soal_9, soal_10, soal_11, soal_12, soal_13, soal_14, soal_15, soal_16, soal_17, soal_18, soal_19, soal_20, soal_21, soal_22, soal_23, soal_24, soal_25.			
b. The items are: soal_26, soal_27, soal_28, soal_29, soal_30, soal_31, soal_32, soal_33, soal_34, soal_35, soal_36, soal_37, soal_38, soal_39, soal_40, soal_41, soal_42, soal_43, soal_44, soal_45, soal_46, soal_47, soal_48, soal_49, soal_50.			

#### 4. Technique for Analyzing the Data

In this study, the normality test was applied to the dataset obtained from the pre-test and post-test scores of students in the experimental and the control group. Sperling et al. (2020) explain that if the score of significance is higher than 0.05, the data had a normal distribution.

In measuring the normality test, the Shapiro-Wilk test in SPSS version 26 was used since the data used in this study consists of fewer than 50 samples. As mentioned by Razali and Wah (2011), the Shapiro-Wilk test was designed for samples smaller than 50. Then, the data is considered normally distributed if the sig. value  $> 0.05$ . Whereas, if the sig. value  $< 0.05$ , the data is not normally distributed.

Table 2. Normality Test Results

Result	Class	Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
	Pre-test Control	.128	34	.176	.953	34	.147
	Post-test Control	.133	34	.137	.942	34	.071
	Pre-test Experimental	.126	34	.185	.942	34	.072
	Post-test Experimental	.097	34	.200*	.954	34	.158

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test's result revealed the significance of the Shapiro-Wilk of pre-test in the control group was 0.147, while in the post-test it was 0.071. Then, the significance of Shapiro-Wilk of the experimental group was 0.072, while the post-test was 0.158. Thus, the students' scores in both groups were found to follow a normal distribution since all the sig. (Shapiro-Wilk) were more than 0.05.

Furthermore, to compare the pre-test and post-test results, the homogeneity test was employed on the control and experimental groups. It is in order to ascertain if the findings were homogeneous or not. Astrid (2022) states that the homogeneity test aims to ascertain whether many population variants are the same. When the significance value is less than 0.05, the distribution of the two variances is not homogeneous. Meanwhile, if the significance value is larger than 0.05, the distribution of the two variances is homogeneous (Wahab et al., 2023). In measuring the homogeneity test, Levene's Statistics were used.

Table 3. Homogeneity Test Result

N	Students' Pre-test	N	Levene Statistics	Sig. (2-tailed)	F	Result
1	Control Group	4	0.894	0.348	0.550	Homogenous
2	Experimental Group	4				

Table 4 shows that the sig. (2-tailed) of the students' pre-test scores in the control and experimental group was 0.348, which was higher than 0.05. It showed that the pre-test results for the students' both groups were interpreted as homogeneous.

Table 4. Homogeneity Test of Students' Post-test Scores in Control and Experimental Groups

N	Students' Post-test	N	Levene Statistics	Sig. (2-tailed)	F	Result
1	Control Group	4	0.304	0.583	0.905	Homogenous
2	Experimental Group	4				

Table 5 shows that the Sig. (2-tailed) of the Levene t-test for the students' post-test scores of students in the control and experimental group was 0.583, which was higher than 0.05. It showed that the post-test results for the students in both groups were interpreted as homogeneous.

## FINDINGS AND DISCUSSION

### 1. Analysis of Descriptive Statistics Data of the Control Group

Based on the descriptive statistics of the control group's pre-test results, the total sample (N) was 34, the minimum score was 32, the maximum score was 62, the mean was 47.53, and with standard deviation score was 8.386. Conversely, in the descriptive statistics of the control group's students' post-test results, it revealed that there were 34 students in the sample total (N), the minimum score was 46, the maximum score was 84, the mean was 62.35, and the score of standard deviation was 9.717.

*Table 5. Descriptive Statistics of Students' Pre-test and Post-test Scores in the Control Group*

Descriptive Statistics		Min	Ma	Me	Std.
		x	an		Deviation
Pre-test	Control	32	62	47.5	7.958
Group	4		3		
Post-test	Control	46	84	62.3	10.740
Group	4		5		

From the table of the scores of the control group, 8 students (23.4%) were categorized as fair, while 26 students (76.6%) were categorized as poor. it revealed that the majority of students fell into the poor category. However, in the post-test scores of the control group, 2 students (5.9%) were in the good category, 22 students (52.7%) in the fair category, and 10 students (29.4%) in the poor category. Therefore, it revealed that the majority of students were in the fair category.

*Table 6. Frequency Data Distribution of Control Group*

The Range of Scores	Categories	Pre-test Control Group		Post-test Control Group	
		Frequency	Percentage	Frequency	Percentage (%)
86-100	Excellent	-	-	-	-
76-85	Good	-	-	2	5.9
56-75	Fair	8	23.4	22	52.7
<55	Poor	26	76.6	10	29.4
Total		34	100%	34	100%

### 2. Analysis of Descriptive Statistics Data of Experimental Group

According to the pre-test results' descriptive statistics for the experimental group, there were 34 students in the sample total (N), the minimum score was 34, the maximum score was 50, the mean was 49.00 and with standard deviation of 7.958. Conversely, in students' post-test, there were 34 students in the sample total (N), the minimum score was 50, the maximum score was 86, the mean was 69.76 and with standard deviation of 10.740.



Table 7. Descriptive Statistics of Students' Pre-test and Post-test Scores in Experimental Group

	Descriptive Statistics				
	N	Min	Max	Mean	Std. Deviation
Pre-test Experimental Group	34	34	62	49.00	7.958
Post-test Experimental Group	34	50	86	69.76	10.740

Moreover, from the table of the scores of the experimental group, 6 students (17.7%) were categorized as fair, while 28 students (82.3%) were categorized as poor. Hence, it indicated that most of the students fell into the poor category. Meanwhile, in the post-test scores of the experimental group, 4 students (11.8%) were categorized as excellent, 7 students (20.6%) categorized as good, 18 students (52.9%) categorized as fair, and 5 students (14.7%) categorized as poor. Hence, it indicated that most of the students were in the fair category.

Table 8. Frequency Data Distribution of Control Group

Score	Categories	Pre-test Experimental Group		Post-test Experimental Group	
		Frequency	Percentage	Frequency	Percentage
86-100	Excellent	-	-	4	11.8
76-85	Good	-	-	7	20.6
56-75	Fair	6	17.7	18	52.9
<55	Poor	28	82.3	5	14.7
Total		34	100%	34	100%

### 3. Paired-Sample T-Test Analysis

To determine the improvement in reading comprehension from pre-test to post-test scores in the experimental group, the Paired Sample T-Test was utilized. In the analysis, it was conducted using SPSS version 26, which produced the following results in the table below:

Table 9. Paired Sample T-Test's Result from Students' Pre-test to Post-test Scores in Experimental Group

Using the Neurological Impress Method at SMPN 7 Palembang	Paired Sample T-Test		
	T	Df	Sig. (2-tailed)
	8.308	33	0.000

As interpreted in the table above, it showed that the significance (2-tailed) value was 0.000, with  $df = 33$  (2.035) and  $t\text{-value} = 8.308$ . Since the sig. (2-tailed) was 0.000 lower than 0.05, and the  $t\text{-value}$  of 8.308 was higher than  $df=33$  (2.035), the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Hence, it could be concluded that there was a significant improvement in students' reading comprehension scores in the experimental group after being taught using the NIM.

#### 4. Independent Sample T-Test Analysis

The Independent Sample T-Test was applied to measure the difference in reading comprehension achievements between students taught with NIM and those taught with conventional methods. The results from SPSS version 26 are in the table below:

*Table 10.* Independent Sample T-Test's Result

	Independent Sample T-Test		
	T	Df	Sig. (2-tailed)
Pre-test	0.742	66	0.461

Table 11 shows that the sig. (2-tailed) value was 0.461, with  $df = 66$  (1.997) and  $t$ -value = 0.742. Since the significant value (2-tailed) of 0.461 was higher than 0.05 and the  $t$ -value of 0.742 was less than  $df=66$  (1.997), the null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_a$ ) was rejected. It could be determined that there was no significant difference in pre-test scores between the control group (taught conventionally) and the experimental group (taught using NIM).

*Table 11.* Independent Sample T-Test's Result

	Independent Sample T-Test		
	T	Df	Sig. (2-tailed)
Post-test	2.984	66	0.004

In accordance with the following table above, it was offered that the sig. (2-tailed) value was 0.004, with  $df = 66$  (1.997) and  $t$ -value = 2.984. Since the sig. (2-tailed) value of 0.004 was less than 0.05 and the  $t$ -value of 2.984 was higher than  $df=66$  (1.997), the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, it was decided that there was a significant difference in post-test scores between the control group and the experimental group.

## DISCUSSION

The use of NIM was effective in teaching reading. There were several factors that contributed to the effectiveness of the NIM in improving students' reading comprehension achievement at SMPN 7 Palembang, particularly in the experimental group. First, the NIM helps the students build confidence and also reduces feelings of pressure during reading activities. As stated by Lestari (2018), the NIM is an enjoyable method in improving the reading abilities of students. Then, the method involves reading alongside the teacher in a supportive and non-judgmental setting, and students are less likely to feel anxious about making mistakes. This encourages them to participate more actively, leading to increased self-confidence in their reading abilities. Thus, the multisensory nature of the NIM makes the process more engaging and comfortable for students, allowing them to improve their reading ability without fear of failure.

Second, the NIM allowed the students to practice good pronunciation. It means that the method allows students to correct the misappropriated pronunciation of the reading activity (Schumm, 2006). The constant correction in the middle of the reading activity helped students improve their articulation, making them more aware of how words should sound, which helped improve their fluency. In addition, it also helped students to gain more in-depth knowledge about the text in the reading activity. As

mentioned by Ohanele (2022), the Neurological Impress Method is the reappearance of the original ideas, emotions, attitudes, and style through voice, which enhances comprehension and deepens understanding of the texts. It significantly impacts students' reading comprehension.

Third, the NIM is a simple and well-established reading intervention aimed at improving fluency and comprehension for struggling readers. As stated by Calder (2000), the NIM uses multiple senses during the reading process, engaging sight, hearing, and speech at the same time. Due to this multisensory approach, the method helped in impressing words more strongly in students' memory, enhancing their ability to recall and understand the text. By involving several senses at once, as students are exposed to both the auditory and visual aspects of the text, NIM strengthens not only word recognition but also comprehension. These reasons highlighted how NIM created a positive learning environment, helped students improve their reading comprehension.

However, five students were categorized at a poor level based on their pre-test and post-test scores in the experimental group. This was attributed to several factors. First, these students missed the treatment sessions due to various reasons such as being absent, falling sick, and needing to visit the school health unit, participating in competitions, and attending the Computer-Based National Assessment (ANBK). Second, in doing the pre-test and post-test, they were not serious and unmotivated. According to Ahmadi (2017), low motivation could hinder students' learning progress. On the other hand, motivated students will put more effort into their learning activities (Hanafi et al., 2016). To sum up, the students' motivation influences their seriousness in taking the tests.

Finally, the implementation of NIM resulted in significant improvement and differences in the reading comprehension of recount and narrative texts among eighth-grade students at SMPN 7 Palembang. The NIM successfully engaged students, encouraging them to actively participate in learning recount and narrative texts. Hence, it could be revealed that the NIM is an effective method for teaching reading comprehension of recount and narrative texts to students at SMPN 7 Palembang.

In addition, there was a noticeable difference in how students understood recount and narrative texts. Students found recount texts easier to comprehend because they follow a clear, chronological order, which makes the events straightforward to follow. In contrast, students faced more difficulty with narrative texts, as these often include more complex storylines, character details, and varied vocabulary. This complexity sometimes made it challenging for students to grasp the full meaning. However, while recount texts were generally easier for students, the Neurological Impress Method still encouraged students to engage and improve in both types of texts.

## CONCLUSION

Based on the findings and discussion presented in the previous explanations, the following conclusions were drawn. First, there was a significant improvement in the reading comprehension achievement of eighth-grade students at SMPN 7 Palembang who were taught using the Neurological Impress Method (NIM). Second, a significant difference was analyzed in the reading comprehension achievement between students taught with NIM and those taught using conventional methods. Following the implementation of NIM, the students were observed to be more active, engaged, and confident during class. This was evident from how students actively followed along while reading the texts with the researcher, reinforcing the connection between auditory and

visual input. The students' memory was strengthened and their reading comprehension was enhanced since the continuous synchronization of the text they listened to and read. By implementing the NIM, students could reduce all the difficulties they had in mind when reading. They enjoyed the interaction with both the teacher and other students; therefore that the motivation to read was developed. They also found a lot of new vocabulary, the correct pronunciation in the learning process, and it helped them to build their comprehension of English texts. The Neurological Impress Method (NIM) had a positive impact on the reading comprehension achievement of eighth-grade students at SMPN 7 Palembang. Therefore, NIM could be considered an effective alternative method for teaching reading comprehension.

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