

**IMPROVING STUDENTS' READING
COMPREHENSION BY USING INTENSIVE
READING TECHNIQUE AT GRADE V.D OF
SDN 6 PEKANBARU**

THESIS



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*This thesis is submitted to fulfill one of the requirements
to obtain a degree of Master in Education*

**ENGLISH EDUCATION SECTION
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ABSTRAK

Yenni Afriyeni. 2013. Peningkatan Pemahaman Membaca Siswa dengan Menggunakan *Intensive Reading Technique* Pada Kelas V D SD 6 Pekanbaru. Tesis. Program Pasca-Sarjana – Universitas Negeri Padang.

Pemahaman membaca siswa dalam mata pelajaran Bahasa Inggris di SD 6 Pekanbaru belum memuaskan. Metode dan strategi pembelajaran yang digunakan selama ini belum dapat meningkatkan hasil membaca siswa. Untuk itu dilakukan upaya meningkatkan pemahaman membaca dengan menggunakan *Intensive Reading Technique*. Tujuan penelitian ini adalah untuk mengetahui: 1) apakah *Intensive Reading Technique* dapat meningkatkan hasil pemahaman membaca siswa, 2) Faktor apa sajakah yang meningkatkan pemahaman membaca siswa dengan menggunakan *Intensive Reading Technique* Kelas 5 D SD 6 Pekanbaru.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) pada mata pelajaran Bahasa Inggris. Subjek penelitian adalah siswa kelas V D SD 6 Pekanbaru. Penelitian ini terdiri dari 3 siklus, yang mana setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Instrumen penelitian berupa hasil test, lembar observasi, dan wawancara. Data dianalisis dengan statistik deskriptif untuk melihat hasil pemahaman membaca siswa.

Hasil penelitian menunjukkan bahwa penerapan *Intensive Reading Technique* dapat meningkatkan pemahaman membaca pada tiap indikatornya. Selanjutnya terdapat peningkatan rata-rata hasil belajar siswa dari 67 pada *pre-test*, 72 pada siklus 1, dan 79 pada siklus 2. Ada 3 faktor yang mempengaruhi hasil pemahaman membaca siswa: strategi pembelajaran, materi, dan evaluasi tes.

ABSTRACT

YenniAfriyeni. 2013. Improving Students' Reading Comprehension by Using Intensive Reading Technique at Grade V. D of SDN 6 Pekanbaru. Thesis.Postgraduate Program of State University of Padang.

Students' reading comprehension of SDN 6 Pekanbaru was not satisfied. The method and strategy used in class did not help in improving it. Therefore, the researcher used Intensive Reading Technique. This research aimed at finding out 1) whether Intensive Reading Technique can better improve students' reading comprehension at grade V. D of SDN 6 Pekanbaru, 2) the factors which influence the changes of the students' reading comprehension by using Intensive Reading Technique.

The method of this research was classroom action research in English subject. The subject was the students of grade V. D SDN 6 Pekanbaru. There were 2 cycles in which each cycle consisted of planning, action, observation, and reflecting. The data were analyzed by using descriptive statistics to see students' improvement in reading comprehension. The instruments were test, observation and interview.

The result shows that Intensive Reading Technique could better improve students' reading comprehension on each indicator. There was an improvement of students' mean score from 67 in pre-test, 72 in cycle one and 79 in cycle two. There were three factors influencing reading comprehension: learning strategy, material and evaluation.

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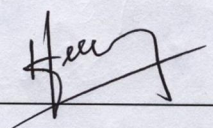
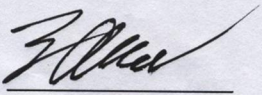
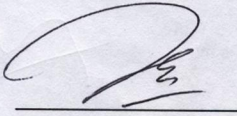
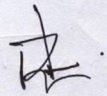

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Saya yang menyatakan,



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CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning English, reading is an important language skill where the personal language development will rely on it heavily. Reading comprehension in particular is an important component of a student's schooling experience. Students in the primary grades learn about word identification, phonics, and other literacy skills so they are able to identify words on a text. In addition, understanding the meaning of text is less of a focus because young students must first be able to read the words on the text.

To be able to properly comprehend what is being read, students are often required to make connections with what is being read to their own lives and experiences. If a student has not had many experiences or comes from a background that is very different from what is being read in the story, understanding is going to be a very difficult task. This component of reading comprehension is often called activating prior knowledge. Some students simply do not have this prior knowledge. Some students do have this knowledge but they lack the skills needed to activate it.

Teaching reading must yield a good comprehension for the students. Good teaching enables students to learn to read which has a purpose of understanding the text and read to learn. The teacher plays a vital role to create students to comprehend particular texts in teaching English. Teacher should find a

way to facilitate students to comprehend and understand the text. The way can be method, technique or strategy in teaching English for four language basic skills; listening, speaking, reading and writing.

English at SDN 6 Pekanbaru is as a local content subject, which students should study from grade one to grade six. English subject in this school is normally taught once a week, 70 minutes per meeting. It focuses on four skills, listening, speaking, reading, and writing as stated in curriculum. It can be seen the contents standard of competence and base competence of KTSP 2006, which states that the students should be able to define, response, listen, speak, read, and write words or given sentences dealing with them simply. The difficulty encountered by the students in learning language during learning process is the teacher's responsibility in providing English teaching. Thus, the teacher should supplement classroom instructions or stimulate the interest of students by using appropriate methods or techniques. In other words, the teacher should be creative to help students to understand what they have read and learnt.

Furthermore, in English teaching and learning process for the students at grade VD of SDN 6 Pekanbaru, the teacher usually taught them through three passes technique where the teacher began the teaching process by explaining the reading material. Then the teacher asked them to read the reading material such a paragraph or a text silently. Finally the teacher asks them to answer the exercises in the textbook or LKS. This activity caused teaching and learning English to be not interesting for the students. By implementing this technique, the students got difficulties to comprehend reading material easily.

Based on the writer's teaching experience in teaching English, especially to comprehend the text, it was found that a great number of the students at grade VD of SDN 6 Pekanbaru were not able to comprehend short text in reading. It was identified during the first semester in both mid and final semester. The result of the mid semester test and final semester test given shows 3 of 27 students were categorized as excellent students, 5 students were categorized as good students, and the others were categorized as poor students. It means that 12.5% were categorized as excellent students, 18.8% were categorized as good students, and 68.7% were categorized as poor students. Moreover, the direct observation has previously been done in class when the teacher reviewed the lesson by giving them some questions concerning reading comprehension, only few of them could answer those questions and the others tended to keep silent.

From the result of students' assignments and mid semester test above, it seems that a great number of the students have lacked vocabulary, are not able to identify factual information, are not able to identify words on the text. It can be seen from the fact after the teacher gives the test, the researcher found that students have low motivation in comprehending of a reading text, have lack of reading technique to solve their problem, and the reading technique which applied by an English teacher is not appropriate to improve student's reading comprehension. This class also could not achieve the passing mark (KKM) which set by the teacher, 73. In this case, they not only tend to be passive in teaching and learning activities, but also feel bored to study English.

However, the role of teacher extremely demanded as an educator, a motivator, and a facilitator, is most important thing to use the effective teaching so that the students will be trained as well, especially in understanding reading material. On the other words, teacher is expected to be creative in teaching English in order to motivate and stimulate as well as facilitate the students to use English in daily basis. Furthermore, the teaching and learning activities have done in class are very important factors to lead the students comprehend reading text. For this reason, teacher is supposed to create a good learning environment by using appropriate reading methods, strategies, techniques, and relevant materials for the remarkable progress of their students.

One of the possible solutions to overcome the problem is by using intensive reading technique. Intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary. Hedge (2003:53) states “the aim of intensive reading activities are main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, meaning, syntactic or discourse system of the language, or to provide the basis for targeted reading strategy practice.”

As mentioned above, to overcome the problems faced by the students, the researcher would like to use Intensive Reading as a technique for teaching reading at grade VD of SDN 6 Pekanbaru. Using Intensive Reading technique will be expected to make the students interested in learning English. It gives a way to make teaching reading comprehensively and effectively. In addition, it can help

the students to improve their reading comprehension as well as bring the better result of learning English.

B. Identification of the Problem

Teaching and learning process in the classroom, as a foreign language are complex process, which causes many difficulties and challenging for the students. Furthermore, there are some problems found in the classroom activity itself. From the test previous, the researcher concludes that the students' comprehension was still poor that. It can be identified from the problems that the students had limited of vocabulary, were not able to identify factual information from the text, were not able to identify words from the text, and the reading technique applied by an English teacher was not appropriate to improve students' reading comprehension. It can be identified from the daily exercises and semester tests which were lower from passing score standard set by the teacher. As a result, 68.7% of them had to take the remedial class because their scores were under 73 (the score KKM). It can be concluded that the students did not do well on answering reading comprehension questions.

C. Focus of the Problem

Based on the identification above, the researcher focused on the Improving Reading Comprehension by Using Intensive Reading Technique at Grade VD Students of SDN 6 Pekanbaru. Therefore, the researcher would like to try solving about readings' problem by Using Intensive Reading Technique.

D. Formulation of the Problem

From the explanation above, the research questions can be formulated as follows:

1. To what extent can Intensive Reading Technique improve the students' reading comprehension at grade VD of SDN 6 Pekanbaru?
2. What factors influence the changes of the students' reading comprehension by Using Intensive Reading Technique at grade VD of SDN 6 Pekanbaru?

E. Purpose of the Research

The purposes of the research are:

1. To find whether Intensive Reading technique can better improve the students' reading comprehension at grade VD of SDN 6 Pekanbaru
2. To find out the factors which influence the changes of the students' reading comprehension by using Intensive Reading Technique at grade VD of SDN 6 Pekanbaru

F. Significance of the Research

Actually, every research is hoped to bring any improvements and changes. As theoretically, the results of this research can be used as input in improving the students' comprehension and give a contribution to the development of teaching reading by using Intensive Reading technique. This research also can be used as the reference for other researchers to get information about teaching reading. Practically the result of this research is hoped to be meaningful for teachers who

are responsible for planning and developing lesson especially in teaching reading. The result is expected to give the teacher a model to use Intensive Reading technique in teaching reading and supposed to help the teacher to improve the process of teaching reading.

G. Definition of the Key Terms

To avoid misinterpretation in understanding about the research, the key terms are defined as follows:

1. Reading comprehension is the process of understanding and constructing meaning from the text. It involves accessing previous knowledge, understanding vocabulary and concept, making inference and linking key ideas. In this research, reading comprehension refers to the students identify words from the text, identify factual information and summary or recall the materials what they have read.
2. Intensive reading technique is a technique for reading every detail to certify everything in the text of foreign language at the various levels of word, sentence, paragraph and whole text used by the teacher at SDN 6 Pekanbaru.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

According to the result of the research conducted in two cycles and after observing and analyzing the implementation of intensive reading technique and its process of teaching and learning. It can be concluded that using intensive reading technique improves students' reading comprehension at grade VD SDN 6 Pekanbaru. The improvement of students' reading comprehension can be seen from the pre-test and each test in two cycles and process of teaching and learning which were collected from the data observation checklist and field notes.

Based on the finding and discussion of this research, it can be concluded that:

1. The use of intensive reading technique can improve students' reading comprehension at grade VD of SDN 6 Pekanbaru. It can be seen from the research findings that the students are able to recognize the names of things based upon reading topic and recognize words repeated from their previous learning. In term of detail information, the students can identify the answer of WH-questions. In term of summary, the students can conclude based upon their reading which the can tell about topic, main idea, and from the author' purpose.
2. The factors that cause the improvement of students' reading comprehension through intensive reading technique:

a. Teaching Strategy

Teaching strategy could solve the problem in reading comprehension. The technique used before treatment did not help the students. The intensive reading technique made the improvement of reading comprehension. In this technique, the students had more opportunity read more than conventional technique.

b. Material

Material had important role in succeeding of reading comprehension. The chosen text influenced the interesting students in learning. If the material had not been interesting for them, they would not have studied well. The researcher chose the text which was update and interested by them.

c. Evaluation

The using media like reading sheet and workbook influenced the fluent of learning process. The students were also satisfied using this media as the tool for evaluation. The students did the evaluation many times. It made them be accustomed to answer the reading text.

B. Implications

Learning reading comprehension through intensive reading technique brings positive impact to solve the problem in reading. Basically, the research has positive implication both the teacher and the school itself in order to improve grade VD students of SDN 6 Pekanbaru in reading comprehension. Furthermore,

it can be as the motivation for all the teachers to use this technique in reading comprehension problem. In this research, intensive reading technique could improve the students' comprehension and influenced some factors of reading comprehension in terms of vocabulary that they can develop word recognition skills through systematic practice, detail or factual information, and summary. Then, the English teachers as guidance can engage more students how to read intensively. It can be implied that intensive reading is very useful technique in teaching reading.

C. Suggestions

Based on the findings and conclusion of this research, the researcher proposes some suggestions. They are:

1. The researcher as a teacher should continue using intensive reading technique in teaching reading.
2. The researcher as a teacher should be more creative in using intensive reading in order to improve the process of teaching and learning activities for the sake of better result.
3. The teacher who has the same situation and condition can use intensive reading in teaching reading.
4. Another researcher can use this research findings as relevant research.

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