

**IMPROVING STUDENTS' READING COMPREHENSION OF
DESCRIPTIVE TEXT BY USING INTENSIVE READING TECHNIQUE
AT GRADE VII A OF SMPN 5 KERINCI**

THESIS



APRINALMI

1103828

This thesis is to Obtain a Degree of Master in Education

Advisor

Co-Advisor

Prof. Dr. Anas Yasin, M.A

Prof. Dr. Hermawati Syarif, M.Hum.

**ENGLISH EDUCATION SECTION
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GRADUATE PROGRAM
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ABSTRACT

Aprinalmi. 2015. **IMPROVING STUDENTS READING COMPREHENSION BY USING INTENSIVE READING TECHNIQUE AT THE GRADE VII A OF SMP NEGERI 5 KERINCI IN ACADEMIC YEAR 2014/ 2015.** Thesis. Graduate Program – State University of Padang.

Students' reading comprehension of descriptive text in class VII A of SMP N 5 Kerinci in the academic year 2014/ 2015 was not satisfied. The purpose of this research was to find out; 1). Whether Intensive Reading Technique can improve students' reading comprehension better at grade VII A of SMPN. 5 Kerinci. 2). The factors which influence the changes of the student's reading comprehension by using Intensive Reading Technique. The researcher conducted two cycles of action. In collecting the data, the researcher used qualitative and quantitative technique. The qualitative data are got from observation, field note and interview. The qualitative data are supported by quantitative data that are the mean score of each student's tests. The result shows that Intensive Reading Technique could better improve students' reading comprehension on each indicator. Some factors that influenced the improvements of students were the teaching material, teaching media, teacher approach, class management and evaluation.

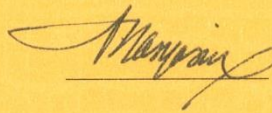

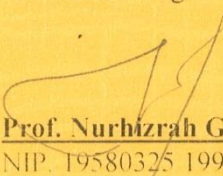
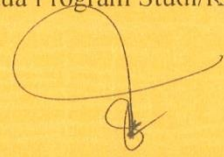
ABSTRAK

Aprinalmi. 2015. MENINGKATKAN PEMAHAMAN MEMBACA SISWA TENTANG TEKS DESKRIPTIF DENGAN MENGGUNAKAN TEKNIK MEMBACA INTENSIF DI KELAS VII A SMPN. 5 KERINCI TAHUN PELAJARAN 2014/2015. Thesis. Graduate Program – State University of Padang.

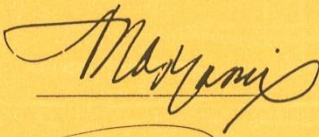

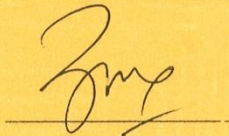
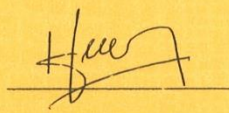
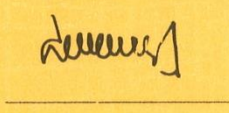
Desain riset yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Peserta penelitian adalah siswa kelas VII A SMP N 5 Kerinci di tahun akademik 2014 / 2015. Penelitian ini dilakukan pada bulan Maret tahun 2015. Maksud dari penelitian ini adalah untuk mengetahui; 1). Apakah Intensive Reading Technique dapat meningkatkan hasil belajar siswa lebih baik. 2). Faktor-faktor apa yang meningkatkan pemahaman membaca siswa dengan menggunakan Intensive Reading Technique di kelas VII A SMPN. 5 Kerinci. Peneliti menggunakan dua siklus tindakan. Dalam pengumpulan data, peneliti menggunakan teknik kualitatif dan kuantitatif. Data kualitatif yang diperoleh dari observasi, field note dan interview. Data kualitatif yang didukung oleh data kuantitatif yang nilai rata-rata dari masing-masing tes siswa. Hasil penelitian menunjukkan bahwa Intensive Reading Technique dapat meningkatkan pemahaman membaca siswa pada setiap indikator. Beberapa faktor yang mempengaruhi pengembangan siswa antara lain materi pembelajaran, media pembelajaran dan pendekatan guru dalam kelas, manajemen kelas, dan evaluasi.

PERSETUJUAN AKHIR TESIS

Mahasiswa : *Aprinalmi*
NIM. : 1103828

| Nama | Tanda Tangan | Tanggal |
|---|---|---------------|
| <u>Prof. Dr. H. Anas Yasin, M.A.</u> Pembimbing I |  | <u>9/2-17</u> |
| <u>Prof. Dr. Hermawati Syarif, M.Hum.</u> Pembimbing II |  | <u>9/2-17</u> |
| Direktur Program Pascasarjana Universitas Negeri Padang  | Ketua Program Studi/Konsentrasi  | |
| <u>Prof. Nurhizrah Gistituati, M.Ed., Ed.D.</u> NIP. 19580325 199403 2 001 | <u>Prof. Yenni Rozimela, M.Ed., Ph.D.</u> NIP. 19620919 198703 2 002 | |

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

| No. | Nama | Tanda Tangan |
|-----|---|---|
| 1 | <u>Prof. Dr. H. Anas Yasin, M.A.</u> (Ketua) |  |
| 2 | <u>Prof. Dr. Hermawati Syarif, M.Hum.</u> (Sekretaris) |  |
| 3 | <u>Prof. Dr. M. Zaim, M.Hum</u> (Anggota) |  |
| 4 | <u>Dr. Hamzah, M.A., M.M.</u> (Anggota) |  |
| 5 | <u>Prof. Dr. Gusril, M.Pd.</u> (Anggota) |  |

Mahasiswa

Mahasiswa : **APRINALMI**

NIM. : 1103828

Tanggal Ujian : 23 - 3 - 2016

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, thesis dengan judul *“Improving Students’ Reading Comprehension of Descriptive Text by Using Intensive Reading Technique at Grade VII A of SMPN 5 Kerinci”*, adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di Perguruan Tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain kecuali arahan tim pembimbing (Prof. Dr. Anas Yasin, M.A dan Prof. Dr. Hermawati Syarif, M.Hum).
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Saya yang menyatakan

APRINALMI
1103828

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The witer realizes that this thesis is still far from being perfect. Writer accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and english education.

Kerinci, 30 November 2015

APRINALMI

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the activities that have target to understand the information of the text. Reading comprehension is very important to learn at the school. Because reading comprehension is the critical factor responsible for the success of students' education. Reading supports students to create the ability to learn and master some information. Reading comprehension has the important role as a foundation for mastering other English skills, like listening, speaking and writing. By reading, students can get much informations and enrich their vocabularies. By having reading comprehension, students can improve their reading abilities, English abilities and also knowledge.

The purpose of teaching reading at the junior high school based on the Curriculum 2006 (KTSP) is making the students able to understand the social function, text structure, language component, generic structure and meaning of simple short descriptive text. However, the purpose of the teaching reading itself is not always realized well since there are several problems found in the teaching and learning process in the classroom.

The students have to make connections with what is being read to their own lives and experiences. If a student does not have more experiences, the understanding of descriptive text will be a very difficult task for him/her. So that, reading comprehension is often called activating prior knowledge. Some students do not have this prior knowledge. Some students have it but they lack the skill needed to activate it.

Based on the researcher's observation in the field, the main phenomena in teaching reading of short descriptive text appeared to students Grade VII A of SMPN. 5 Kerinci is the teacher usually taught them through Three Phase Technique where the teacher began the teaching process by explaining the reading text, asking them to read the reading text and asking them to answer the exercises in the text book or LKS. Those activities 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 and they also felt bored with reading text.

The teacher has responsibility and holds an important role to make students able to understand the reading comprehension well. Unfortunately, the fact shows that many teachers do not develop teaching strategy that can increase student reading comprehension. The result of reading test done, there were almost 75% of 21 students had got grade less for reading comprehension. Furthermore, the direct observation has previously been done in the classroom of VII A. But when the teacher reviewed the lesson by giving the students some questions concerning in reading comprehension of descriptive text, only few of them could answer those questions and the others tended to keep silent in their table. Consequently, their English grade was poor. It could be seen from the result of the semester test more than 60% could not reach 70 point, the minimum score for passing the *Kriteria Ketuntasan Minimal* (KKM) of English subject.

When the students at Grade VII A of SMPN 5 Kerinci had to study reading comprehension of descriptive text, they had many problems about vocabularies because they had lack of vocabularies to understand the text. They could not identify and describe the text well, they also could not conclude the text. So that, there were many students when the English learning process begun, they often talked with their friends in the

classroom. Many of them felt stressed because of limited vocabularies. There were some students who often took permission going out when the English Learning process starting.

Teaching reading comprehension without variation is not acceptable nowadays. In fact, the English competency of Junior High School states that the objective of English learning is accepted the students be able to read aloud of some short texts, understand inferred information and also can find factual information of the texts. But, the students could not read fluently, understood and found factual in the texts. In the field, teachers have applied certain technique in teaching reading but they could not improve the students' reading comprehension. however, teaching English in the researcher's classroom was not able to provide the students with reading comprehension yet.

Related to this condition, the reseacher tried to improve the English teaching at Grade VII A of SMPN 5 Kerinci, in order to give more focus to teach reading comprehension of descriptive text in undestanding and finding factual information of the text by using Intensive Reading technique. This technique is suitable for KTSP that has oriented to genre based approach. Reading comprehension of descriptive text can improve their vocabularies and reinforce skills related to generic structure and the grammar form.

The reason why the researcher intended to use Intensive Reading technique to be the problem solving of students in reading comprehension because using this technique will be accepted to make the students interested in learning English. It gives a way to make teaching reading comprehensively and effectively. In addition, it can also help the students to improve their reading comprehension of descriptive text.

Furthermore, the problems found at grade VII A of SMPN 5 Kerinci were caused by improperly technique. Teaching technique must be used by the teacher in teaching reading

comprehension of descriptive text. The researcher applied Intensive Reading technique to solve those problems in teaching reading comprehension.

The target used for the passing grade was 75% of 21 student for each indicator. It means that the researcher had to improve the students' score more than 45% of 21 students. It is needed more than 15 students in the class VII A of SMPN. 5 Kerinci passing of the test.

Based on the background of the problem, the researcher conducted an action research: "improving students' reading comprehension of descriptive texts by using Intensive Reading Technique at grade VII A of SMPN 5 Kerinci".

B. Identification of the Problem

Based on the background of the problem, the researcher identifies some problems that were found in teaching reading comprehension of descriptive texts at grade VII A of SMPN 5 Kerinci. First, the students' reading comprehension was still poor. They had limited vocabulary so that they could not identify factual information from the text and could not identify words in the text. Second, teaching reading of descriptive texts in the classroom was not interesting because of inappropriate teaching technique.

C. Focus of the Problem

After identifying the problem during teaching learning process in the classroom, the researcher focused the problems to the seventh grade students of SMPN 5 Kerinci at first semester of Academic Year 2014/2015. The researcher focused on the improving reading comprehension of descriptive texts by using Intensive Reading Technique.

D. Statement of the Problem

The statement of the problem is that the students still have low reading comprehension of descriptive texts at grade VII A of SMPN. 5 Kerinci. Here, the researcher hopes to solve the problem immediately is by applying Intensive Reading Technique in teaching reading of descriptive texts at grade VII A of SMPN 5 Kerinci.

E. Research Questions

This research was done to answer the research question as follow:

1. To what extent can Intensive Reading Technique improve the students' reading comprehension of descriptive texts at grade VII A of SMPN 5 Kerinci?
2. What factors influence the changes of the students' reading comprehension of descriptive text by using Intensive Reading Technique at grade VII A of SMPN 5 Kerinci?

F. Purpose of the Research

The purposes of the research is to identify the effectiveness of Intensive Reading Technique in improving reading comprehension of descriptive text, they are:

1. to find out how using Intensive Reading Technique improves students' reading comprehension of descriptive texts at grade VII A of SMPN 5 Kerinci.
2. to find out the factors that influence the changes of students' reading comprehension of descriptive texts by using Intensive Reading Technique at grade VII A students of SMPN. 5 Kerinci.

G. Significance of the Research.

This research is expected to give valuable contribution to both theoretical and practical values. Theoretically, the result of this research gave significance theories of teaching reading comprehension for the English teachers. This research can be helpful for English teachers to practice their methods or technique and can overcome the problems that they are encountered in teaching reading comprehension of descriptive text. Since this research is carried out at Grade VII A students of SMPN 5 Kerinci, it is hoped that it can overcome the teachers' problem in motivating the students to read English. Practically, it was beneficial for helping teacher to improve his/her teaching quality by changing the method or strategy of teaching. In other words, this research can be worth for the teaching of reading comprehension of descriptive text at Grade VII A of SMPN. 5 Kerinci. Finally, this research can be useful for students who learn English, especially reading comprehension of descriptive texts by using Intensive Reading technique since this research is far from the perfect. Other researchers may conduct the same research in different aspect in the future.

H. Definition of the Key Terms

To avoid misunderstanding of the terms used in this research, the key terms are defined as follow:

1. Reading comprehension of descriptive texts is one of competence standard at grade VII A of SMPN 5 Kerinci to understand or construct meaning from the text and to find information in the text. In this research, reading comprehension refers to the

students identify the 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 detaillyto certify everything in the text of foreign language at the various levels of word, sentence, paragraph, and whole texts used by the teacher at grade VII A of SMPN 5 Kerinci.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusions

According to the result of the result 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 VII A of SMPN. 5 Kerinci. The improvement of students' reading comprehension can be seen from the pre-test and each test in two cycle and process in 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 VII A of SMPN. 5 Kerinci. It can be seen from the research findings that the students are able to recognize words repeated from their previous learning. In term of identification and description, the students can identify the answer of WH-questions. In term of summary, the students can conclude based upon their reading which they can tell the topic, main idea, and the author's 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 was 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 choose the descriptive text which was update and interested for 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. Implication

Learning reading comprehension through intensive reading technique brings positive impact to solve the problem in reading. Basically, the research has positive implication both the researcher and the school itself in order to improve reading comprehension at grade VII A of SMPN. 5 Kerinci. 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 skill through systematic practice, detail or factual information, and summary. Then, the English teachers as guidances can engage more students how to read

intensively. It can be implied that intensive reading is very useful technique in teaching reading of the descriptive text in the classroom.

C. Suggestion

Based on the finding 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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