

**THE EFFECTIVENESS OF INTENSIVE READING ON  
STUDENTS' READING COMPREHENSION OF  
DESCRIPTIVE TEXT AT EIGHTH GRADE OF  
SMPN 18 KRUI IN THE ACADEMIC  
YEAR OF 2022/2023**

A Thesis

Submitted as a Partial Fulfilment of the Requirements for Bachelor  
Degree

By:

**ROSA PURNAMA  
NPM. 1811040274**

**Study Program : English Education**

**Advisor : Rohmatillah, M. Pd.**

**Co-Advisor : Septa Aryanika, M. Pd.**



**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
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## ABSTRACT

This research was conducted based on the result of the interview in preliminary research that held in SMPN 8 Krui. The researcher found that many students have low score in reading descriptive text. There were 43% of the students who got the score under 70 as the criteria of minimum mastery. The researcher tried to solve students' problem by Intensive Reading using Shared Reading Technique. The aimed of this research was to know whether there is any significant effect of using Intensive Reading on students' reading comprehension of descriptive text at eighth grade of SMPN 18 Krui in the academic year of 2022/2023.

This research was conducted by using quasi experimental design. The population of this research was all of eighth grade students in the second semester of SMPN 18 Krui in academic year of 2022/2023. There are two classes as the sample of this research that were selected by using cluster random sampling technique, they were VIII B and VIII C. The instrument that was used to collect the data in this research was multiple choice with 40 questions after doing the validation. After collecting the data, the researcher analyzed the data by using SPSS.

From the data analysis, the value of the significant generated sig (P value) =  $0.001 < \alpha = 0.05$ , which it means that  $H_0$  was rejected and  $H_a$  was accepted. Then, the result was supported by the result of effect size that was 0.99 which meant in moderate level. It can be concluded that the use of intensive reading was effective on students' reading comprehension of descriptive text at eighth grade of SMPN 18 Krui in the academic year of 2022/2023.

*Keyword: Intensive Reading, Reading Comprehension, Descriptive Text, Quasi Experimental Research*

## DECLARATION

Hereby, I state this thesis entitled “The Effectiveness of Intensive Reading on Students’ Reading Comprehension of Descriptive Text at Eighth Grade of SMPN 18 Krui in the Academic Year of 2022/2023” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, February 18<sup>th</sup> 2023  
Declared by,



Rosa Purnama  
NPM. 1811040274



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol. H. Endro Suratmin Sukarame Bandar Lampung, Tlp (0721) 703289

**APPROVAL**

**Title : THE EFFECTIVENESS OF INTENSIVE  
READING ON STUDENTS' READING  
COMPREHENSION OF DESCRIPTIVE  
TEXT AT EIGHTH GRADE OF SMPN 18  
KRUI IN THE ACADEMIC YEAR OF  
2022/2023**

**Student's Name : Rosa Purnama**

**Student's Number : 1811040274**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

Was tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, State Islamic University of  
Raden Intan Lampung

**Advisor,**

**Rohmatillah, M.Pd.**

**NIP. 19810508 2007102001**

**Co-Advisor,**

**Septa Aryanika, M.Pd.**

**NIP. -**

**The Chairperson of  
English Education Study Program**

**Dr. Moh. Muhassin, M.Hum.**

**NIP. 19770818 2008011012**



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat : Jl. Letkol. H. Endro Suratmin Sukarame Bandar Lampung, Tlp. (0721) 703289

**ADMISSION**

A thesis entitled: **“THE EFFECTIVENESS OF INTENSIVE READING ON STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXT AT EIGHTH GRADE OF SMPN 18 KRUI IN THE ACADEMIC YEAR OF 2022/2023 ”** by: **ROSA PURNAMA, NPM: 1811040274, Study Program: English Education**, was tested and defended in the examination session held on : **Friday, April 14<sup>th</sup> 2023.**

**Board of Examiners:**

**The Chairperson : Iwan Kurniawan, M.Pd.**

**The Secretary : M. Fikri Nugraha K, M.Pd.**

**The First Examiner : Nurul Puspita, M.Pd.**

**The Second Examiner : Rohmatillah, M.Pd.**

**Advisor : Septa Aryanika, M.Pd.**

**The Dean of  
Tarbiyah and Teacher Training Faculty**



**Prof. Dr. Hj. Niya Diana, M.Pd.**

**NPM: 196408231988032002**

## MOTTO

أَقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ﴿١٤﴾

“(It will be said), “Read your record. Sufficient is yourself against you this Day as accountant.”

(Q.S. Al Isra’: 14)<sup>1</sup>



---

<sup>1</sup> Departemen Agama Islam RI, Al-Qur'an dan Terjemahannya, (CV Pustaka Agung Harapan Surabaya, 2006), P. 293)

## DEDICATION

From deep of my heart, this thesis is dedication to everyone who cares and love me. I would like to dedicate this thesis to:

1. Allah SWT who always love and keeps me everywhere and every time.
2. My beloved parents, Mr. Ahmad Tohari and Mrs. Paulina who always pray for my success, advised me wisely, financed me, give me a lot of love, motivation, support and all of the best thing that they have. I love them so much.
3. My beloved brothers Nirwan Hamid, M.Pd.I., Riza Irawan, Salman Farisi, Makmur Sidik. All my sisters-in law and also my cute nieces and nephews.
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5. My big family who always give support for me.
6. My beloved lecturer and alma mater UIN Raden Intan Lampung.



## CURRICULUM VITAE

Rosa Purnama was born in Way Sindi on May 10<sup>th</sup>, 1999. She is the youngest of five siblings of Mr. Ahmad Tohari and Mrs. Paulina. She has four elder brothers named Nirwan Hamid, S. Pd., Riza Irawan (Awan), Salman Farisi and Makmur Sidik (Muy).

She began her elementary school at SD N 1 Way Sindi (SD Negeri 82 Krui now) in 2006 and graduated in 2012. In the same year, she continued her study at Junior High School of SMP N 1 Karya Penggawa (SMP Negeri 18 Krui now) and finished in 2015. After that, she extended her study at Senior High School of SMA Negeri 1 Krui and graduated in 2018. Then in the same year in 2018 she continued her study in State Islamic University (UIN) of Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.



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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, February 19<sup>th</sup>, 2023  
The Researcher,



Rosa Purnama  
NPM. 1811040274

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# CHAPTER 1

## INTRODUCTION

### A. Title Confirmation

As a first step to understand the title of the research and avoid misunderstanding, the writer thinks that need to explain the title of the research. The research entitles The Effectiveness of Intensive Reading on Students' Reading Comprehension of Descriptive Text at Eighth Grade of SMPN 18 Krui in the Academic Year of 2022/2023. As description of some terminologies contained the title of this research.

Reading is the process to analyze, coordinate, and interpret the variety of sources of information.<sup>1</sup> Reading is not an easy thing, because we need a focus when we read a text. Reading is not only seeing and mentioning every sentence of a text, but also in reading process we need analysis skill to get the information of the text that we read.

Reading comprehension is technique for improving students in extracting useful knowledge from the text.<sup>2</sup> In other word, reading comprehension is ability of the reader to understand the text and comprehend the mean of the text and understanding a text that is read or process of constructing meaning from the text.

Intensive reading is a type of reading and defines as reading at a low speed that demands a high level of comprehension.<sup>3</sup> It also involves interactive reading of a text that contains a large amount of new vocabulary and involves the learner reading in detail with specific learning objectives and tasks.

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<sup>1</sup> Scanlon et all, *Early Intervention for Reading Difficulties; The Interactive Strategies Approach* (New York : The Guilford Press, 2010), p. 11.

<sup>2</sup> Mayer, *Learning and Instruction*, (New Jersey: Person education, 2003), p. 34

<sup>3</sup> Grabe in Richards and Schmidt, *Dictionary of Language Teaching and Applied Linguistic*, (London: Pearson Education, 2002), p. 194

Descriptive text is a text that used to describe something like person, animal, place or things. Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things.<sup>4</sup> Descriptive text is drawing in words. It can make the reader know how the character, size, and everything about the object, so the reader can be imagine the object without see the picture or the object directly.

SMP N 18 Krui is a Junior High School located on Jl. Lintas Barat Bengkulu - Way Nukak, Karya Penggawa, Pesisir Barat Regency. This school has been accredited A with a major are science and social studies.

Based on that explanation, the title of this research is The Effectiveness of Intensive Reading on Students' Reading Comprehension of Descriptive Text at Eighth Grade of SMPN 18 Krui in the Academic Year of 2022/2023.

## **B. Background of the Problem**

English as a foreign language in Indonesia not as a second language because Indonesian people do not use English as a means of daily communication. Actually, not only as an international language, but also as one of the basic lessons in the learning curriculum. So, English teaches in schools, from junior high school to university.

There are four skills that must be trained to have competence in learning English, namely listening, reading, speaking, and writing. According to Grabe in Richard and Renadya, there are many ways that people engage in reading, and different reading tasks call for distinct combination in component skills.<sup>5</sup> It means that people can use many ways to increase their ability in reading, and different reading task also

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<sup>4</sup> Alawi, Thesis S1 degree, "*Improving Students' Ability in Writing Descriptive Text Using Clustering Technique*", (Jakarta: English Education Syarif Hidayatullah State Islamic University, 2011), p.19., <http://repository.uinjkt.ac.id/dspace/handle/123456789/505>, (accessed on 30th July 2022).

<sup>5</sup> Grabe and Stoller, *Teaching and Researching Reading*, (New York: Routledge, 2011), p.12

need a different way to help the readers easier in comprehend the task.

Furthermore, Hannel in Hasan's Journal state that reading can enhance the lives and be a source of great pleasure. In reading activities, the students are not just obligate to be able to read what is written after reading material but also they should be able to capture the information or message in the reading material itself.<sup>6</sup> Reading, the reader can enhance their live. The reader also can does reading as a pleasure. In reading activity, the reader not just read the written text, but they should get the information from the reading material. Therefore, reading needs to be done every day considering there are so many benefits we can get from reading.

Moreover, Seravallo states that reading is something that one gets better at with practice. It is not surprising then, that for children to become better readers, they must read for long stretches of time, with just-right material, joyfully engage in their reading.<sup>7</sup> In other words, reading ability will improve when we do reading activity every day. There are severals aspects that we must concern to become better readers. We should read for several time and find the right material, and joyfully engaged in reading. With this, reading can be a great activity to do.

Reading is an important language skill whose main goal is comprehension. Reading activities are closely related to understanding. The purpose of reading is to understand the text that already read. Kusdemir and Bulut state that reading is an exposition that involves several steps, starting with seeing, then receiving basic information and perceptions and

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<sup>6</sup> Abdullah Hasan, *The Effect of DRA and DR-TA Methods on Students' Reading Comprehension for State Islamic Senior High School*, American Journal and Educational Research Vol.16 No.3 (2018), p.281

<sup>7</sup> Jennyfer Seravallo, *Teaching Reading In Small Group* (Porsmouth: Heinemann, 2010), p.20

producing understanding in the brain.<sup>8</sup> Furthermore, Uribe states in Afriyeni's that reading comprehension is the procedure of discovering and creating the meaning from the text.<sup>9</sup> It can be say that reading comprehension happens when the reader obtains and constructs the main idea of information on the text.

In Indonesia, reading teaches in integrated at the Junior High School to Senior High School level. The purpose of reading at the high school level is not only to get information but also to understand information from the text gives by the master. In the 2013 curriculum (K13) there are many types of texts teaches in high school, such as descriptive, relate, narrative, exposition, explanation, etc. Among these types of text, descriptive text will be the topic of this research. Descriptive text is a type of text that focuses on the characteristic features of a particular person, animal, or thing. Descriptive texts usually use neutral and objective language. Descriptive text reading comprehension involves developing language processing skills. The students must recognize many individualized structures in order to understand the text. In K13 students are expecting to analyze social function, text structure, and language feature in the form of descriptive text.<sup>10</sup> It means the students of Junior High School are expecting to be able to comprehend in analyse the descriptive text.

Moreover, many students become frustrate when they have difficulties in reading the target language. This can happen because the strategies use by teachers in teaching reading tend to be monotonous and not appropriate to teaching

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<sup>8</sup> Yasemin Kusdemir and Pinar Bulut, *The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation*, Journal of Education and Training Studies, vol. 6 (12), (Turkey: 2018), p. 97.

<sup>9</sup> Uribe in Yeni Afriyeni, Mukhaiyar, and Hamzah, *Improving Students' Reading Comprehension by Using Intensive Reading Technique At Grade V. D Of SDN 6 Pekanbaru*, Journal Language Teaching (ELT), Vol. 1(3), (Pekanbaru: 2013), p. 15.

<sup>10</sup> File kemendikbud, (<https://filekemendikbud.wordpress.com/>). Accessed on 10th April 2022 at 09.00 A.M.

reading comprehension. The teacher only gives instructions to students to read the text and then students answer comprehension question that have been provided in the book. As a result, students' reading comprehension skills are less than optimal. The lack of reading comprehension of students can be influenced by several factors. This can be caused by lack of student interest in the text they read, they have lack of vocabulary mastery, they do not have enough background knowledge about English text being discussing and they have lack of motivation in reading because the teacher's strategy is not appropriate in teaching reading. It happens to students in SMPN 18 Krui.

Based on preliminary research, the researcher finds some students have low score in reading comprehension. From three classes in eighth grade of SMPN 18 Krui there were 36 students of 83 students who passed based on standard of minimum mastery (KKM) and there were 47 students who got scores under the standard of minimum mastery (KKM). Therefore, the researcher assumes that most students in SMPN 18 Krui are still difficult in reading comprehension (see on Appendix 3).

Moreover, by interviewing the English teacher in SMPN 18 Krui, the researcher knows that there are some teachers' problems in teaching and learning in reading activity. In teaching reading process, the teacher does not use a specific strategy to focus on reading comprehension. The teacher only asks some students to read the text, then the teacher will correct what students read, after that she gives an example how to read the text correctly.<sup>11</sup>

Besides doing interview with the English teacher, the researcher also interviews several students. It finds that most of the students had assumption that English is hard lesson. They feel difficult to understand the text so the students

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<sup>11</sup>Hikmah Prihatiningsih, The English teacher in SMPN 18 Krui. *An Interview for Preliminary Research*, (June, 17th 2022), Unpublished

cannot get the information from the text.<sup>12</sup> It might be happened because they have lack of vocabulary mastery. Lack of vocabulary can make students sometimes lazy to read, it because they do not understand the meaning of text. Thus, the teacher does not use appropriate strategies to teach reading comprehension. In this case, we need to find the right strategy to change this situation.

Here, the researcher uses a way that can develop student's reading comprehension. Intensive reading is one of ways that can be use in teaching reading to develop student's reading comprehension skill. Intensive reading is an important aspect of any English as a foreign or second language in reading program. Intensive reading usually applies in the class under teacher guidance and uses texts based on students' level. This way, students ask to read some short texts with similar topic and focus on vocabulary and grammar in order to comprehend the whole text. Brown states that intensive reading strategy can be effective to teach English the students' vocabulary and grammar.<sup>13</sup> Intensive reading helps student in understanding passages and look for the mind idea better. This is because intensive reading helps to find out the difficult vocabulary. Here the students will study grammar and vocabulary intensively that is all the students need for comprehend the text well. Waring as states in Erfanpour claim that intensive reading is extremely beneficial for studying vocabulary and understanding how text is structured. Additionally, Stahl exposes that intensive reading activities and overall language proficiency are having connection.<sup>14</sup> Hence, intensive reading is one of ways to enhance students' reading comprehension. Intensive reading makes students

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<sup>12</sup> The Eighth Grade Students in SMPN 18 Krui. *An Interview for Preliminary Research*, (June, 17th 2022), Unpublished

<sup>13</sup> MacLeod, Retrieved from <http://fis.ucalgary.ca/Brian/611/readingtype.html> (July, 16th 2022)

<sup>14</sup> Mohammad Ali Erfanpour, *The Effect of Intensive and Extensive Reading Strategies on Reading Comprehension: A Case of Iranian High School Students, English for Specific Purposes World*, Vol. 14 (41), (Iran: 2013), p. 3.

concern on vocabulary and text structure which useful for comprehend the text particularly in descriptive text where consist great amounts of peculiar vocabularies, passive voice and simple present.

Fortunately, there are a few researchers who conduct research to solve those problems and their causes. The first, Yanti Panggabean (2018), the result of the research showed that there was a significant effect for the students in reading comprehension of using intensive reading strategy. It can be proved by the students' average score in teach using intensive reading is 85.9 while the average score in teach without using intensive reading is 61.18.<sup>15</sup> it means that intensive reading strategy works well to develop students' reading comprehension.

Intensive Reading is also effective to be implementing in teaching reading comprehension. It applies by Novia Pratiwi (2017) at SMK PAB 2 Helvetia, the result of research showed that there is significant effect of students' reading comprehension with this strategy. It proves by the scores between students' pre-test and post-test in experiment class and in control class. The mean score in experimental group of pre-test (62.25) which is classifies as poor but the mean score of post-test (91.75) which is classifies as good. While the mean score of pre-test control class (56.25) is classifies as poor and post-test (61.11) which is classifies as fairly poor. It means that the students' score in experimental group are higher than students' score in control class.<sup>16</sup>

Additionally, Rashidi and Piran from Shiraz University, Iran. The results of the research reveal that both intensive and extensive reading have an effect on students' vocabulary size and depth significantly and it improves students' vocabulary

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<sup>15</sup> Yanti Panggabean, *The Effect of Intensive Reading Strategy to the Students' on Reading Comprehension at Grade VIII MTs N Batangtoru*, Thesis at State Institute For Islamic Studies Padangsidempuan, Padangsidempuan, 2018, p. i.

<sup>16</sup> Muhammad Alfi, *Intensive Reading, Extensive Reading, Reading Comprehension*, Muhammadiyah University of Ponorogo, Ponorogo, 2017, p. x.

knowledge regarding the size and depth. Furthermore, intermediate level benefit more from intensive reading than extensive reading. Meanwhile, in the advanced level the students carry out more advantage of extensive reading than intensive reading. At the end, most students satisfy with their own reading comprehension.<sup>17</sup> They enjoyed reading short text and agreed that intensive reading strategies was useful strategy and can be applied in non-English subject. The result uncovered a drastic change in the students' vocabulary knowledge that they could recognize was much greater in number and their ability in comprehend the text.

Based on those previous researches, the researcher concludes that all of previous researches show the great results of the used of intensive reading toward reading comprehension that have an effect to improve students' reading comprehension. By using intensive reading, the students will be more focus and enjoy time during reading activity. When the students read in intensive reading, the student will be more focus to identifying the information of the text.

There are some differences between the previous researches with the current research, the previous research will do at MTs N Batangtoru meanwhile the current research will conduct at SMPN 18 Krui. In previous research, the researcher does not use a specific genre of text to teach reading comprehension and in this current research use a specific genre that is descriptive text.

The researcher chooses to use intensive reading because she believes that intensive reading is an appropriate activity which can use to be a good way in improving students' reading comprehension of descriptive text. Thus, based on the explanation above, the researcher intends to conduct a research on "The Effectiveness of Intensive Reading on

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<sup>17</sup> Nasser Rashidi and Marjan Piran, *The Effect of Extensive and Intensive Reading on Iranian EFL learners' Vocabulary Size and Depth*, Journal of Language Teaching and Research, Vol. 2 (2), (Finland: 2011), p. 471.

Students' Reading Comprehension of Descriptive Text at Eighth Grade of SMPN 18 Krui in the academic year of 2022/2023"

### **C. Identification of the Problem and Limitation of the Problem**

Based on the background of the problem above, there were some problems as follows:

1. Students are hard to get the meaning of written text because of their lack of vocabulary
2. Students do not have enough background knowledge about English text being discussed.
3. Students have a lack of motivation in reading because the teacher's strategy is not appropriate in teaching reading comprehension.

The researcher limits the problem in this research by focusing only on the effectiveness of intensive reading on students' reading comprehension of descriptive text at eighth grade of SMPN 18 Krui in the academic year of 2022/2023. In this research, the researcher uses descriptive text in intensive reading because there are the material using descriptive text. Based on the syllabus at the first semester of the eighth grade of junior high school, the topic is about people, animals, things, and place. The researcher uses shared reading as a technique in applying intensive reading.

### **D. Formulation of the Problem**

Based on the limitation of the problem, the formula of this research is "Is there any significant effect of intensive reading on students' reading comprehension of descriptive text at eighth of SMPN 18 Krui in the academic year of 2022/2023?"

### **E. Objective of the Research**

Based on the formulation above, the purpose of this research is to find out whether there is a significant effect of

intensive reading on students' reading comprehension of descriptive text at eighth of SMPN 18 Krui in the academic year of 2022/2023.

#### **F. Significance of the Research**

Hopefully, the significances of this research can be useful for the students itself, the teacher and the next researcher as follows:

1. For the students, this research expects not only to increase students' motivation in learning English, but also to increase their reading comprehension and their reading habit.
2. For the English teacher, the researcher is hoped be the one of some alternatives in improving students' reading comprehension towards intensive reading.
3. For the other researcher, it is hoped that the research could be one of the references in conducting some research for better result.

#### **G. Relevant Research**

Some researchers conduct some relevant researches. First previous research conducts by Yanti Panggabean from State Institute for Islamic Studies Padang Sidimpunan. The research aims to examine the significant effect of intensive reading strategy on students' reading comprehension at grade VIII MTs N Batangtoru. She does experimental research using class control at grade VIII MTs N Batangtoru. Moreover, the implementation of intensive reading activity in the classroom gets a significance effect from students.<sup>18</sup>

The second previous research conducts by Yeni Afriyeni, Mukhaiyar and Hamzah from Postgraduate Program of State University of Padang. They use class-room action research as

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<sup>18</sup> Yanti Panggabean, *The Effect of Intensive Reading Strategy To the Students' on Reading Comprehension at Grade VIII MTs N Batangtoru*, Thesis at State Institute For Islamic Studies Padangsidimpunan, Padangsidimpunan, 2018, p. i.

their methodology. The research aims to find out whether the intensive reading technique can improve students' reading comprehension score at SDN 6 Pekanbaru. The result of this research showed that intensive reading technique could improve students' reading comprehension.<sup>19</sup>

The third previous research conducts by Nilam Ayu Diniarti from Syarif Hidayatullah State Islamic University. The research aims to obtain the empirical evidence of the effectiveness of intensive reading on students' reading comprehension of descriptive text at tenth grade of MA Jami'yah Islamiyyah. She does a quantitative method with quasi – experimental research as its design. Moreover, the implementation of intensive strategy in classroom got a positive effect from students.<sup>20</sup>

The fourth previous research conducts by Muhammad Alfi Fajri from Muhammadiyah University of Ponorogo. The research aims to investigate the effectiveness between intensive and extensive reading toward students' reading comprehension at 10<sup>th</sup> grade SMK Kesehatan Bina Karya Medika Ponorogo. He does a quasi-experimental method as its design. Moreover, the applying extensive reading is more effective than intensive reading towards students' reading comprehension.<sup>21</sup>

The fifth previous research conduct by Nasser Rashidi and Maran Piran from Shiraz University. The research aims to investigated the effect of Extensive and Intensive Reading on Iranians' EFL learners' vocabulary size and depth. The results

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<sup>19</sup> Yeni Afriyeni, Mukhaiyar and Hamzah, *Improving Students' Reading Comprehension by Using Intensive Reading Technique at Grade V.D of SDN 6 Pekanbaru*. Journal English Language teaching (ELT), Vol. 1(3). (Pekanbaru: 2013), pp. 14.

<sup>20</sup> Nilam Ayu, *The Effectiveness of Intensive Reading on Students' Reading Comprehension of Descriptive Text*, Syarif Hidayatullah State Islamic University, 2019, p. iv

<sup>21</sup> Muhammad Alfi, *Intensive Reading, Extensive Reading, Reading Comprehension*, Muhammadiyah University of Ponorogo, Ponorogo, 2017, p. x.

of the study showed that both Intensive Reading and Extensive Reading have an impact on learners' vocabulary size and depth significantly and that the students' vocabulary knowledge in terms of size and depth had increased.<sup>22</sup>

## H. Systematics of the Research

The systematic of this research is divide into five chapters and each chapter has many sub-chapters with detail as follow:

- Chapter I discusses about introduction, consists of background of the problem, identification and limitation of the problem, formulation of the problems, objective of the research, significance of the research, relevant research and systematics of the research.
- Chapter II contains about theories related to the topic of the research and the hypothesis related to the topic of the research
- Chapter III discusses about research methodology which are consists of the place and time of the research, research design, population, sample, data collection techniques, variable, instrument, validity and reliability, fulfilment of the assumption, and hypothesis testing.
- Chapter IV discusses about findings and discussion, in this chapter consists of data description and discuss the process until the result of the study is carried out.

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<sup>22</sup> Nasser Rashidi and Marjan Piran, *The Effect of Extensive and Intensive Reading on Iranian EFL learners' Vocabulary Size and Depth*, *Journal of Language Teaching and Research*, Vol. 2 (2), (Finland: 2011), p. 471.

Chapter V conclusion and recommendation contains the conclusion resulting from the discussion of the research and suggestions as the result of research and suggestion which is given to students, teacher by researcher.





## CHAPTER II

### FRAME OF THEORIES AND HYPOTHESIS

#### A. Reading Comprehension

##### 1. General Concept of Reading

Reading is one of skills that should be master by English learner. Some experts give their thought about reading definition. By reading the text, the reader can know and understand what the writer talking about. According to Zare and Othman, reading is cognitive activity in which the reader takes part in a conversation with the author through the text.<sup>1</sup> It means that reading is cognitive activity when the reader and the writes doing conversation through the text. By reading the text, the reader can know and understand what the writer talking about. Richard and Schmidt note reading as a process of discovering a text in written form to understand its contents.<sup>2</sup> It implies that when someone cannot get the meaning from the passage, he or she does not read even though he or she pronounces the words correctly. Reading means understanding the meaning of the reading passage not only read the words.

In line with the idea above, Scanlon et.al, state that reading is a complex process that requires the analysis, coordination, and interpretation of variety of source information.<sup>3</sup> It means that reading is a process when the reader can get understand the text well. The reader can understand information by doing analysis, coordination and interpretation of variety source information when they reading the text. It can help the reader easier to know and understand the information from the text during reading process. Nunan

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<sup>1</sup> Pezhman Zare and Moomala Othman, *The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learner*, International Journal of Humanities and Social Science Vol.3 No.13 (July 2013) p. 188

<sup>2</sup> Jack C. Richards and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistic*, (London: Pearson Education, 2002), p. 443

<sup>3</sup> Donna M. Scanlon, Kimberly R. Anderson and Joan M. Sweeney, *Early Intervention for Reading Difficulties* (London: Guilford Press, 2010), p.11

mentions that reading is a process of creating meaning by merging idea from the text with reader prior knowledge.<sup>4</sup> It can be said that reading is not a simple activity. The process of reading starts when the readers look at a text then cultivate it in the brain which involve background knowledge to draw a meaning. The prior knowledge of readers plays a great role to help the reader familiar with the text to get its meaning.

Moreover, Lems et.al, states that reading is an interactive process that takes place between the text and readers' processing strategies and background knowledge.<sup>5</sup> It means that reading is an interactive process which the readers' processing strategies and their own background knowledge have important role when read the text. The readers' processing strategi can determine how the reading process occurs. The readers' background knowledge also gives a big effect when doing reading activity. By combining information from a text with their background knowledge and also using appropriate strategies, it can help the readers easier to build the meaning.

From the explanation above, the researcher concludes that reading is cognitive activity when the reader and the writer doing conversation through the text. When reading activity, the reader thinking and understanding information from the text by doing analysis, coordination and interpretation of variety source information to get the meaning behind the text. Reading process also needs information of the text and the reader background knowledge to build the meaning. Both can help us while reading. From that we can be able to comprehend the text easily. We need to read as much as possible. Because of reading can make us know many more information and increase our knowledge.

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<sup>4</sup> David Nunan, *Practical English Language Teaching*, (Singapore: Mc Graw Hill, 2003), p. 68.

<sup>5</sup> Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to English Language Learners* (New York: Guilford, 2010), p. 33

## 2. Understanding of Reading Comprehension

According to Klingner et.al. in Napitupulu, reading comprehension is a multi-component, highly complex process, that involves many interaction between readers and what they brings to the text (previous knowledge, strategy use and skill) as well as variable related to the text its self (interest in text, understanding of text type).<sup>6</sup> It means reading comprehension is the interaction between the reader and the text and the reader also relate information from text with previous experience and knowledge. The knowledge of students and the appropriate strategies, can affect when the process of reading comprehension occurs. Students' interest in the text also needs to be considered, reading will be a fun activity if the text appropriate with the students' interest.

Moreover, Simarmata states that reading comprehension is the ability to read text, process it and understand its meaning.<sup>7</sup> It means, reading comprehension is the ability of the reader in the process of understanding a text to get information and main ideas from the text.

When reading skill obtains, it can be used as an instrument to get the information, analyzing and interpreting the text. Reading comprehension is a way of reader to understand the text. Fahriany explains that reading comprehension is a way to gain information from context then combine some elements to construct new comprehensive. The process involves reader's background knowledge to comprehend the text in order to interpret the meaning.<sup>8</sup> In the process of comprehend the text, prior knowledge of reader play a great role. It helps the reader to catch the meaning in the text comprehensively. In addition, Paris and Stahl note

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<sup>6</sup> Merlin Helentina Napitulu, *Improving Materials on Reading Comprehension*, Jurnal Mantik Pustaka, Vol.2 No.1 (June, 1st 2022), p.102

<sup>7</sup> R. John Pieter Simarmata, *Reading Comprehension Skills with Semantic Mapping and K.W.L. Strategies*, (Medan, 2014), p. 1

<sup>8</sup> Fahriany, "Reading comprehension (A theory Analysis)," The paper was presented on International Conference on Education in Muslim Society, FITK UIN Syarif Hidayatullah Jakarta, Tangerang, 11-12 November 2015, p. 10.

that reading comprehension is known as complex process. It needs complicated interaction of various component process that integrated information from the text that the student is reading with their fundamental knowledge and experience.<sup>9</sup> It can say that reading comprehension engages two participants, the reader and the writer. Comprehending process means interpret the writer idea in the written text using the basis knowledge and experience.

According to Brown in Ifrianti's Journal that there are some criteria that commonly use in students' reading comprehension, they are:<sup>10</sup>

- a. Main idea (topic sentence)
- b. Expression/ Idiom/ Phrase in context
- c. Inference (implied detail)
- d. Grammatical feature
- e. Detail (scanning for specifically stated detail)
- f. Excluding facts not written (unstated detail)
- g. Supporting idea
- h. Vocabulary in context.

Based on thus criteria, it has different in each criterion, here Devita explains in her research some of the criteria above with the example of the text.<sup>11</sup>

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<sup>9</sup> Scott G. Paris and Steven A. Stahl, *Children's Reading Comprehension and Assessment*, (New Jersey: Lawrence Erlbaum Associates, 2005). p. 71.

<sup>10</sup> Brown in Syofnidah Ifrianti, *Increasing Student Reading Comprehension by Using Jigsaw Strategy*, Journal English Education, Vol.5 No.1 (July 6th 2022), p.151

<sup>11</sup> Devita Virdani, *The Influence of Using Sustained Silent Reading Strategy Towards Students' Reading Comprehension on Descriptive Text at The First Semester of the Eighth Grade of Mts Muhammadiyah Bandar Lampung in Academic Year 2019/2020*, Thesis at Raden Intan State Islamic University, Bandar Lampung, 2019, p. 15-16.

### **My Favorite Blanket**

I have a favorite blanket. I use it every night to cover my body so I can have a comfortable sleep. I get this blanket from my friend. She gave it to me as a present because I help her to create a website for her online shop. I really like the design and also the material of this blanket.

My favorite blanket is made of a material called "fleece". The material can be described as an artificial wool with a very soft texture on the surface. It is also compact, so it is not too thick but it is also not thin. The material is able to prevent the cold to penetrate through it so it can keep me warm at night. The dominant colour is blue. There is a cartoon picture of a red car on it. The size of the blanket is 150 x 200 cm. The edges of the blanket are sealed with blue fabric with the size of 1 cm.

Main idea is an idea/notion that the subject of paragraph development. The main idea is containing in the main sentence. For example, from the text main idea in third paragraph is “my favorite blanket is made of a material called “fleece” ”.

Then, the expression/ idiom/ phrase in context. Expression is the act of saying or showing how you feel using word or action. For example, like, happy, sad, disappointed and others.

Idiom is a word or phrase which means something different from its literal meaning. For example, “there is no room to swing a cat” it means there is not a lot of space. Phrase is a group of words that express a single idea, but do

not usually from a complete sentence. For example, the phrase is “The well-known”.

Inference is same as conclusion or implied detail of text. For example, from the first paragraph of the text, it can be concluded that “the writer really like the design and also the material of this blanket”.

Grammatical feature is about the grammar of the text likes the kind of the text or tense that used in text. The descriptive text uses simple present tense because it uses verb1. For example “I get this blanket from my friend”.

Next, detail (scanning for a specifically stated detail). Detail is a small part of something. For example, “The edges of the blanket are sealed with blue fabric with the size of 1 cm”.

Excluding facts not written (unstated detail) is the fact or details that are not written on the text. For example, “I love this blanket very much”.

Supporting idea is a sentence that supports the main idea. For example, “ The material can be described as an artificial wool with a very soft texture on the surface”.

The last criterion is vocabulary. Vocabulary is all about the words-word in a language. For example; blanket, present, website, wool and others.

Based on explanation above, the researcher concluded that reading comprehension is interaction between the reader and the writer through the text. Reading comprehension also a process to know and understand information of the text. In reading comprehension, the readers need to relate the information from the text with prior experience and their knowledge. Reading comprehension has several criteria to measure the students’ ability to read and understand the meaning of the text such as, finding main idea, expression/ idiom/ phrase, inference, grammatical feature, a specifically state detail of the passage, excluding facts of written and difficulty vocabularies from context provide.

### 3. Purpose of Reading

A plenty of text forms indicate that there are many reasons to read. When someone starts to read, he or she has many initial decisions to make in order to decide their reading purpose. There are many kinds of reading purpose. Grabe and Stoller classify reading purposes under seven main headings which explain with four big points as follows:<sup>12</sup>

- a. Reading to search for simple information and reading to skim

This is general reading ability. It uses frequently in reading task. In reading to search, we usually scan the text for specific piece of information. For example, people scan the telephone directory to seek essential information either an address or a phone number. Skimming is also including in this type. It combines the strategies for guessing the location of important information in the text and basic reading comprehension skill to build the general idea in the text.

- b. Reading to learn from the text

This usually takes place in academic and professional areas when a person requires learning a great number of information from a text. It needs abilities to: 1) Memorize main idea along with various details that elaborate the main and supporting details in the text. 2) Acknowledge and create rhetorical frames that arrange the information in the text. 3) Connect the text to the reader's prior knowledge.

- c. Reading to integrate information, write, and critique text

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<sup>12</sup> William Grabe and Fredricka L. Stoller. *Teaching and Researching Reading (2nd edition)*, (New York: Routledge, 2013). p. 6-8.

Reading to integrate information needs significant assessment of the information being read so that the reader can determine what information to integrate and how to integrate it for reader's purpose. Meanwhile reading to write and critique text need abilities to compose, select, and critique information from the text.

d. Reading for general comprehension

This purpose is the most fundamental for reading, underlying, and supporting most other purposes for reading. It is more complicating than commonly opinion. The word 'general' does not imply 'simple' or 'easy'. For fluent reader, it needs very fast and automatic processing of words, stable skills in shaping a general idea representation of main ideas, and competent coordination of many processes under very short period of time constraints. Fluent reader is commonly taking for granted these abilities because they usually appear automatically.

In summary, purposes of reading are commonly divided into four principal sections. They are reading to search for simple information and reading to skim, reading to learn from the text, reading to integrate information, write, and critique the text, and reading for general comprehension. It is important to set purposes of reading to prevent the reader from overwhelming by giving them a specific reason for reading.

#### 4. Stages of Reading

Teaching reading is processed by which individuals are taught to desire meaning from the text.<sup>13</sup> Based on the statement teaching reading not only teaching how to read the text, but students are taught to use critical thinking to capture what text tries to inform. It means the reading section

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<sup>13</sup> S.Elizabeth Pang, *Teaching reading* (Chicago : Internal Academy of Education.Series 12 2003), p.15.

important in learning to guide students into the topic of the learning process so the learning section will be success.

All aspects of the learning process cannot be separated from the teaching process, learning is process to get knowledge. Teaching reading is useful for other purpose too: any exposure to English (provide students understand it more or less) is a good thing for language students.<sup>14</sup> A reading activity can improve students' abilities such as vocabulary, pronunciation, grammar. It means teaching reading is one of the important aspects that can increase students' skill in English subject.

There are some principles in teaching reading. Those principles can guide the teacher in teaching reading. The principles are:<sup>15</sup>

a. Reading is not passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things (and if students do not do these things) then we only just scratch the surface of the text and we quickly forget it.

b. Students need to engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text (not actively interested in what they are doing) are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

c. Students should be encouraged to respond to the content of a reading text, not just to the language

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<sup>14</sup> Jeremy Harmer, *How To Teach English (An Introduction to The Practice of English Language Teaching)*, (London: Longman,2001), p.68

<sup>15</sup> Ibid, p. 70-71

Of course, it is important to study reading texts for the way they language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic thus provoking personal engagement with it and the language

d. Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actual read. Book covers give us a hint of what is in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint (the book cover, the headline, the word (processed page) our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students 'hints' so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks (the right kind of questions, engaging and useful puzzles etc). The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

f. Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions etc. It does not make sense just to get students to read it and then drop it to move on to

something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for *Study* and later *Activation*.

Teaching reading is not a vacuum activity. Students must enjoy during the reading process. As we know the advantages of reading, so we must pay attention to how to increase reading text in the classroom. Teaching reading needs more than only read the text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:<sup>16</sup>

a. Pre-reading activity

This activity is designed to prepare the students for the actual reading of the selected materials. In other words, the teacher helps the students anticipate the text they will read. In the pre-teaching activity, the teachers introduce the topic by brainstorming through media, and pictures.

b. Whilst-reading activity

This activity is the core activity in the teaching-learning process. Whilst-reading activity, the teacher distributes the text to the students. Ask the students to read the text, after that the teacher will give explanations about the text and ask the students to do assignment based on the text.

c. Post-reading activity

It is an activity in teaching reading to comprehend the text. In post teaching activity, the teacher asks the students to retell about the text and make a summary of the text.

It can be concluded that the teacher teaches reading by the plan in the class. Teaching reading is using pre-reading

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<sup>16</sup> Ibid, 70-71

activity, whilst-reading activity, and post-reading activity. Based on the explanation above, it can be inferred that the teacher should know the process of teaching reading by encouraging the students to read as much as possible. The teacher also should make a plan to be easy in the process of teaching reading in the class. It can make the students are interesting, more active and the students usually are easier to comprehend the text in the learning process, especially in reading.

## **B. Descriptive Text**

In English Text, there are many types of the text and each text has difference in purpose, characteristics and generic structure such as narrative, descriptive, report, procedure and any others. But the researcher only focuses on descriptive text.

### **1. Concept of Descriptive Text**

Descriptive text is one of reading types. Fulwiler in his book states that describing means delivering a verbal statement; revealing a mental image or impression with words.<sup>17</sup> Gerot and Wignel, as states in Noprianto that descriptive text is a text to describe to the readers or hearers about certain thing, such as, person, animal, place, and or event. Moreover, Noprianto explains the procedure of describing is carry out though arranging the feature vividly, begins with naming, classifying, and elaborating their characteristics, behaviour, function and so on in order to ease the reader visualize what the writer is writing about.<sup>18</sup>

Furthermore, Pardiyono in Faliyanti's Journal states that descriptive text is a type of written text. Which has specific function to give description about an object (human or non-

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<sup>17</sup> Toby Fulwiler, *College Writing: A Personal Approach to Academic Writing Third Edition*, (New Hampshire: Boynton/Cook Publisher, 2002), p.87.

<sup>18</sup> Gerot and Wignel in Eko Noprianto, *Student's Descriptive Text Writing in SFL Perspective, Indonesian Journal of English Language Teaching and Applied Linguistic, Vol. 2 (1)*, (Bandung:2017), p. 67.

human).<sup>19</sup> In other word, descriptive text can describe every object in the world that is still alive or not.

A descriptive text aims to create a visualization of a person, place, or thing so that the reader can see, hear, taste, smell and feel the object. The purpose is to make it real enough for readers to adventure it for themselves.<sup>20</sup> Descriptive text consist of two structures, identification and description. Identification part introduces and identifies certain object for instance a person, a thing, a place, and animal or an event. Description part consists of description about the object on the basis of characteristics, appearances, personality, and habits or qualities.<sup>21</sup>

Based on the explanation, the researcher conclude that descriptive text is a text which describe a particular thing which is alive things or not, such as person, place, animals, shape, or things.

## **2. Generic Structure of Descriptive Text**

According to Emilia, descriptive text containing two organization, Identification (name, location, and specific information about the place) and Description (quality and characteristics of the place being described).<sup>22</sup> It means that descriptive text has two organization, identification and description. First, we should to identification the object that we want to describe, then we describe the quality and characteristic of the object.

Thus, Emilia states that descriptive text hast two parts of generic structures. They are:

### **a. Identification**

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<sup>19</sup> Eva Faliyanti, The Correlation between Students' Vocabulary Mastery and Their Interest in English Toward Reading Comprehension in descriptive Text at the Second Semester of Muhammadiyah University of Metro Academic Year 2014/2015, *Premise Journal* Vol.4 No.1 (April 2015), p.4

<sup>20</sup> Fulwiler, loc. cit.

<sup>21</sup> Noprianto, loc. cit.

<sup>22</sup> Emi Emilia, *Pendekatan Berbasis Teks: Dalam Pengajaran Bahasa Inggris*, (Bandung: Kiblat Buku Utama, 2016), p.94

Identification is a general opening statement in the first paragraph which identifies phenomenon to be describes.

b. Description

Description is series of paragraph about the subject which describes parts, qualities, characteristics.<sup>23</sup>

Based on the explanations, the researcher concluded that descriptive text has two generic structures, which are identification to introduction the object and description to describe characteristics, parts and qualities the object. By knowing generic structure, the students can easily to get information when they read descriptive the text.

### 3. Language Features of Descriptive Text

Language features also know with grammatical features. It is the important part in descriptive text and language feature as a characteristic of descriptive text.

According to Sudarwati and Grace, there are seven language features of descriptive text, they are:

a. The use of “to be” and “to have”

Example: The hotel has 235 bedrooms.

The hotel rate is too expensive

b. The use of relating verbs

Example: The temple consists of five terraces.

The museum houses hundreds of Greek statues

c. The use of opinion and fact adjective

Example: The temples is magnificent. (Opinion)

The temple has a rectangular shape.  
(Fact)

d. The use of degrees of comparison

Example: Bogor has the same weather as Ungaran.

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<sup>23</sup> *Ibid.*

The weather in Jakarta is hotter than that in Bandung.

- e. The use of participle phrases

Example: Situated between East London and West London, the river flows into the sea.

The house standing at the foot of the hill belongs to the royal family.

- f. The use of compound adjectives

Example: The five-bedroom bungalow has been rented since last year.

Passengers are not allowed to smoke in the non-smoking compartment.

- g. The use of adverbial phrases of time and place

Example: The city has changed a lot since the 17th century. (Adverbial phrases of time).

London is situated in the Southeastern England. (Adverbial phrases of place).<sup>24</sup>

#### 4. Example of Descriptive Text

Here is the example of descriptive text.

**Table 2. 1**  
*The Example of Descriptive Text*

<b>Bongo the Orangutan</b>	
Identification	There is orangutan in the Bandung Zoo. People call her Bongo. She come a dense forest on the island of Kalimantan.
Description	She has physical features similiar to human. Bongo has brownish fur, and

<sup>24</sup> *Ibid.*, p. 95

	walks with two feet. Bongo is almost as big as human. She is a mammal, that means she gives birth to her children and breast feeds them.
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From the table above, we can see that the first paragraph of descriptive text is identification. Then, the second paragraph is description characteristic the object.

The analysis of language feature from the example of descriptive text "Bongo the Orangutan" are:

- a. The use of "to be" and "to have"

Example: There is orangutan in the Bandung Zoo.

She has physical features similar to human.

- b. The use of opinion and fact adjective

Example: Bongo is almost as big as human. (Opinion Adjective)

Bongo has brownish fur, and walks with two feet. (Fact adjective)

## 5. Students' Reading Comprehension in Descriptive Text

Reading is part of the education process, as explained by the Minister of Education <sup>25</sup> in Regulation of Minister Education Number 68 of 2013 concerning the Basic Framework and Curriculum Structure which states that the education is a process that gives students the opportunity to develop students' potential. The statement explained that reading is part of the educational process of developing self-potential. Reading comprehension is the process of addressing words, sentences and texts that are connected to one another. Readers often understand the contents and purpose of texts, they use background knowledge, vocabulary, grammatical knowledge, and experiences that are interrelated with the text

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<sup>25</sup> Minister of Education. *Permendikbud Nomor 68 Tahun 2013 tentang KD dan Struktur Kurikulum SMP/MI*. Jakarta: Menteri Pendidikan dan Kebudayaan Republik Indonesia. 2013

being read.<sup>26</sup> According to Rahim reading comprehension is a process of social constructivity that is building new word meanings based on prior knowledge.<sup>27</sup> Based on some of opinions, it can be concluded that the ability to read is the ability obtained by students during the learning process. With students skilled in reading, they will carry out a production process that can produce new knowledge, experience and attitudes. Like a company that produces something through the process of reading, activities aim to process reading in order to obtain information.

For reading comprehension assessment reading characterization provides, the national reading framework explains that reading comprehension is an active and complex process involving: a) understanding written texts, b) developing and interpreting meanings, and c) using meanings that fit the type of text, poses, and the situation<sup>28</sup>. Then, the factors that influence the ability to read comprehension according to Thama are physiological, intellectual, environmental, socio-economic, and psychological factors.<sup>29</sup>

Based on the English syllabus of eighth grade in the first semester of curriculum 2013, students are expected to be able to comprehend descriptive text. Descriptive text is a text which describes what a person, place, animal or a thing is like. The generic structures of descriptive text are identification and description. In comprehending this kind of text, the students are expected to be able to reach the literal comprehension, inferential comprehension, understand the text structure and also be able to describe animal, things and person. In literal comprehension, students get the specific information or the

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<sup>26</sup> Elizabeth S. Pang, A. M. 2003. *Teaching Reading. Switzerland: The International Academy of Education (IAE)*. 2003.

<sup>27</sup> Rahim, F. *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara. 2008

<sup>28</sup> Afflerbach, P. *Essential Reading on Assessment*, (USA: International Reading Association, 2010), p.

<sup>29</sup> Thama, A. D. *Kemampuan Membaca Pemahaman Siswa Kelas VII SMP Negeri 01 Kerkap Berdasarkan Taksonomi Barret*, (Bengkulu: Universitas Bengkulu, Fakultas Keguruan dan Pendidikan Bahasa dan Sastra Indonesia, 2014), p.

answer of the question in the text that they read. Whereas, inferential comprehension lets students find out the main idea or define vocabulary in context. In other words, inferential comprehension allows students to make inference by themselves according to the text. Besides, the students also have to identify the text organization.

### C. Intensive Reading

#### 1. Understanding of Intensive Reading

In reading skill there are many ways to develop the skill. Intensive reading is one of the ways that can use to improve reading skill as well as the language component. Richards and Schmidt explain that intensive reading is a kind of reading and defines as a reading at a low speed that demands a greater degree of understanding than extensive reading.<sup>30</sup> It means reading intensively entangle learner reading in detail with specific learning purposes and tasks. It also involves that interactive reading of a text that contain plentiful of new vocabulary. This kind of reading insists learner to read word by word in order to understand them and accurately convey meaning in the reading experience.

Furthermore, intensive reading occasionally calls “Narrow Reading” entangles students reading selections by the same author or various texts about the same topic. When this is applying, the chances for students to encounter the similar words and grammatical structures repeatedly are great. Intensive reading also gives students many chances to comprehend the meanings of the text.<sup>31</sup> Likewise, Nation states that intensive reading can be a tool to enhance learners’ knowledge of language feature, their control of reading strategies and also their comprehension skill.<sup>32</sup>

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<sup>30</sup> Richards and Schmidt, *op. cit.*, p. 194.

<sup>31</sup> Maija in Siti Fatimah Zahroh, *Improving Students’ Reading Comprehension Through Make a Match Technique in Descriptive Text in the First Semester At Eighth Grade SMP N 1 Sendangagung In Academic Year 2019/2020*, Thesis at UIN Raden Intan Lampung, 2019, p. 9

<sup>32</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 25.

In addition, Patel and Jain describe “intensive reading is related to further progress in language learning under the teacher’s guidance.”<sup>33</sup> It implies that teacher plays a great role in intensive reading. As Yoshiro states that applying intensive reading means the teacher slowly leads students through a text, enlightens new words and phrases, studies the grammatical form, and builds understanding for every sentence.<sup>34</sup> This means teacher should prepare many texts or passages about the same topic or by the same author where require students to read them intensively then discuss it together later on.

Based on the explanation about intensive reading above, it can be summarized that intensive reading is one of ways of reading which aims to understand the text and to learn language features through an intentional focus on the items in the text where occurs under teacher guidance.

## 2. Focuses in Intensive Reading

Intensive reading engages learners to read in detail with a certain learning purposes and tasks through a conscious focus on the elements on the passage. Intensive reading can focus on some aspects. Nation mentions eight aspects which become intensive reading focus. These are the following aspects of intensive reading focus.

The first is comprehension. Intensive reading can concern at understanding a certain text. The second is regular and irregular sound-spelling relations. This can undertake by teaching of phonics, spelling rules, and reading aloud. The third is vocabulary. The concern of learner can be directed to useful words, and underlying meaning and use of words can be clarified.

The fourth focus in intensive reading is grammar. Intensive reading can describe and analyze complex

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<sup>33</sup> M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique*, (New York: Sunrise Publisher and Distribution, 2008), p. 117.

<sup>34</sup> Yoshihiro Omura, *Bridging the Gap between Extensive Reading and Intensive Reading: Vocabulary Acquisition*, World Congress Proceeding, 1, 2012, p. 37.

grammatical characteristic. The fifth is the Cohesion. Learners can train to interpret what pronouns indicate in the text, what the conjunction relation between sentences are, and how variant words are used to refer the same idea. The sixth is information structure. Particular text consists of particular types of information. Learners can practice to identify various types of information.

The seventh is genre feature. Communicative effect of a text is assisting by vocabulary, grammatical features, cohesive features and information. Intensive reading can aim on how the text accomplish its communicative goal through these features and what this communicative intention is. The last is strategies. Intensive reading can apply to aid learner expand beneficial reading strategies. Learner can practice the steps in guessing from context, using dictionary, simplifying difficult sentences and taking notes.

The outcome of this teaching assists learner to learn particular feature or to provide them information of these so that they aware them in future reading and also have better opportunities of learning them later. Language-focused learning for reading can happen using intensive reading with teacher and it also can happen by practicing with a text.<sup>35</sup>

### **3. Roles of the Teacher in Intensive Reading**

In intensive reading teacher is very important. The teacher has a big role in applying intensive reading. Harmer mentions four roles of teacher in intensive reading. These roles are necessary to follow when asking students to read intensively, they are:<sup>36</sup>

- a. Organizer: the teacher needs to inform the students exactly aims of their reading and provide them clear instruction about how to achieve it, and how long they to do this. Before the students read the text, teacher has to tell them clear instruction and if teacher said

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<sup>35</sup> Nation, op. cit., p. 27.

<sup>36</sup> Jeremy Harmer, *The Practice of English language Teaching 4th Edition*, (Cambridge: Pearson 2006), p. 286.

“you have six minutes for this” we should not change that time. Make sure teacher use the fix time.

- b. Observer: the teacher requests students to read on their own and let them space to do so. It implies that the teacher has to hold back herself from disturbing that reading, even though there is a desire to add more information or instruction.
- c. Feedback Organizer: the teacher may provide feedback to students when they have completed the task to check if they have completed the task successfully or not. The feedback may begin by having them compare their answers with the right answer that will mention by the teacher later on and it can do in pair or in the group. The teacher should keep in mind to ask students to say where in the text they found the information for their answers. It will help them in the future to study the detail and if they find the similar text.
- d. Prompter: the teacher can prompt students to pay attention about the language feature in the text, the teacher may also, as controllers, guide them to particular features of text—structure, explaining ambiguities, and raising awareness of issue of text that they never meet before.

There are four roles of teacher in intensive reading which are organizer, observer, feedback organizer and prompter. These roles are crucial to gain learners’ attention and make leaner more enthusiast in reading class.

#### **4. Characteristic of Intensive Reading**

Intensive reading is reading passage. This reading aims to help learners to get the knowledge or analysis form a short text. Patel and Jain mention few characteristics of intensive reading. They are as follows: (1) this reading support learner to promote active vocabulary; (2) teacher is important; (3) linguistics issues are expanding; (4) this reading purpose to active use of language; (5) intensive reading involves reading

aloud, (6) speech habit is underlining and accent, stress, intonation and rhythm can be fix.<sup>37</sup>

Additionally, Maija MacLeod mentions some intensive reading characteristics. They are: (1) commonly occurs on the classroom; (2) students is engage greatly in looking inside the text; (3) linguistic or semantic details of reading are emphasize; (4) students concentrate on surface structure details such as grammar and discourse markers; (5) students identify essential vocabulary; (6) students allow to draw pictures to help them (such as in problem solving); (7) texts are read mindfully, closely, and rapidly; (8) the purpose is to develop more language understanding rather than merely practice the skill of reading; (9) seen more habitually than extensive reading in classroom.<sup>38</sup>

Shortly, the characteristics of intensive reading are ideally occur in the classroom, focuses on language feature such as grammar and vocabulary to get comprehension, and also teacher plays a great role in this activity. However, this activity is expect to help learners to comprehend the text in detail.

### **5. Advantages of Intensive Reading**

Intensive reading is basically and essentially reading for detail information and for gain language component. Through intensive reading the students are surely hoping to find out something new in order to do something with the information and knowledge which they get from the reading text. Intensive reading has some advantages.

First, intensive reading delivers a foundation to learn structure, vocabulary and idioms.<sup>39</sup> Intensive reading can use to advance explicit and deliberate vocabulary. There is a good opportunity that learner may have come across the same vocabulary when they involve in intensive reading. It is

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<sup>37</sup> M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique*, (New York: Sunrise Publisher and Distribution, 2008), p. 119.

<sup>38</sup> MacLeod, loc. cit.

<sup>39</sup> MacLeod, loc. cit.

believing that intensive reading is beneficial for studying vocabulary and realizing the way text constructs.

Second, intensive reading delivers a foundation for learner to establish an outstanding control of language.<sup>40</sup> Intensive reading is requiring by the teacher to optimize learning the three stages of pre-, during and post-reading to improve language preparation, retention and activation strategies. Last, intensive reading delivers for a review on the degree of comprehension for individual.<sup>41</sup> Intensive reading is considering as a beneficial instrument for enhancing reading comprehension.

Thus, it means intensive reading supports the learner to learn language feature such as grammar and vocabulary. Moreover, the benefits of intensive reading include improving learner' reading comprehension through understanding each word and sentence structure. It also develops learner' critical thinking as students have to answer all required question after reading.

## **6. Teaching Reading Using Intensive Reading**

Intensive reading can apply in teaching reading in the classroom. Intensive reading is considering as an effective instrument for enhancing vocabulary and reading comprehension. Harmer explains two ways to teach reading using intensive reading. They are the vocabulary question and letting students in.<sup>42</sup>

### **a. The vocabulary questions**

A general paradox in reading learning is that while teachers in supporting learner to read for general understanding, without paying attention on the meaning of every single word, the students at the same time desperate to know what each individual word means. Consequently, the teacher can offer learner an opportunity to ask questions about

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<sup>40</sup> *Ibid*,

<sup>41</sup> *Ibid*,

<sup>42</sup> Harmer, op, cit., p. 286-287.

individual word and/or give learner opportunity to look them up. Therefore, to border the duration spent on vocabulary checking the teacher can do the following ways, they are: time limit, word/phrase limit, meaning consensus.

b. Letting students in

Commonly, the teacher asks learner to complete an exercise founded on the coursebook for comprehension task. On the other hand, learner prefer to engage in a text if they involve their own emotion and knowledge to the task, rather than only answer to someone else's idea of what they should find out. One of ways to let students in is to permit them to make their own comprehension task. The teacher can persuade them to complete a chart with things they know or don't know (or would like to know) about the text. This activity delivers an ideal lead-in since learners will engage, will activate their schemata, and will be motivated to read.

**Table 2.2**

*Intensive Reading Chart*

Things I/we know	Things I/we are not sure	Things I/we would like to know

#### **D. Shared Reading Technique**

##### **1. Concept of Shared Reading**

Shared Reading is where the teacher works with the students to model, fluent, expressive reading, the use of effective reading technique and to encourage response to texts. It can be a vehicle for both teaching children to read (decode) and for teaching students about reading including comprehension. Fountas and Pinnell in P-Child states Shared Reading is an interactive reading experience that occurs when

students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader<sup>43</sup>. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. In Shared Reading, students participate in reading, learn critical concepts of how print works, get the feel of learning, and begin to perceive themselves as readers.

According to Holdaway in Frey and Fisher states that shared reading is the practice of reading collaboratively with students.<sup>44</sup> Unlike reading aloud, where only the teacher can see the text, an important feature of shared reading is students can follow along silently as the teacher reads aloud. In shared reading, there is a lesson specifically related to a comprehension strategy, text feature, or reading behavior. Morrow in Dewi states the teacher reads the text aloud after stating a focus, and then re-reads the text, asking questions specific to the focus of choice (and may ask students to join).<sup>45</sup> The focus may include things like: analysis, predictions, drawing inferences, grammar and punctuation, vocabulary development, questioning, literacy elements, critical thinking, phrasing, fluency, intonation, character and plot development.

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<sup>43</sup> P-Child. *Shared Reading An Instructional Strategy for Teachers Grades K-3*. 2012. Retrieved from <https://www.ocps.net/cs/services/cs/currareas/read/IR/bestpractices/SZ/Shared.Reading>

<sup>44</sup> Frey, N., & Fisher, D. *Read-Aloud & Shared Readings: Not Just for Elementary Anymore*. 2003. Retrieved from [http://ptgmedia.pearsoncmg.com/images/0131113488/samplechapter/0131113488\\_ch03.pdf](http://ptgmedia.pearsoncmg.com/images/0131113488/samplechapter/0131113488_ch03.pdf)

<sup>45</sup> Dewi, D. S. *The Influence of Shared Reading Method and Reading Anxiety Upon Student's Reading Competence of the Tenth Grade Students of SMKN 3 Surakarta in the academic year of 2011/2012*. Sebelas Maret University: Unpublished Thesis. 2012

Hyland in Al-Sarhi and Region adds that shared reading provides social opportunities for young learners.<sup>46</sup> This is because they gain confidence, share knowledge, and work cooperatively. Shared reading can also motivate learners and promote a positive attitude toward reading. It can also draw learners' attention to text and provide a model of correct reading behaviors in English.

Shared reading provides the teacher with the opportunity to model effective reading; promote listening comprehension; teach vocabulary; reinforce concepts about books, print and letter-sound relationships; and build background knowledge on a range of subjects. In shared reading the teacher guides the whole class in reading enlarged text that all the children can see. Shared reading involves active participation and considerable interaction on the part of students and teacher. It is both enjoyable and motivating for children.

Furthermore, Yin-ying et al. mention that shared reading is an important step in developing reading skills because it is a bridge between reading aloud to students and independent reading by the students.<sup>47</sup> During the reading process, the students are encouraged to predict what happened on the next page, such kind of predicting activities stimulates imagination. In fact, prediction is an important skill that we need for many kinds of reading in our daily life. So, through shared reading, we don't just teach our students what to read, but also how to read.

In order to help the students to learn and comprehend the story easily, repeated reading was conducted in the shared reading. It was mainly in form of reading aloud with the teacher in class and silent reading by themselves. Repeated reading or reread is promoting fluency. Mahon in Yin-Ying et al. agreed that repeated reading in one of the most effective

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<sup>46</sup> Al-Sarhi, A. S., & Region, B. N. *Teaching Vocabulary Through Shared Reading*. 2005. Retrieved from <http://id.scribd.com/doc/91945039/Teaching-Vocabulary-Using-Shared-Reading-and-Flashcards>

<sup>47</sup> Yin-Ying, F et al. *Teaching English through Shared Reding*. 2012. Retrieved from <http://www.wynps.edu.hk/WYNPS/doc/reading>

ways to improve children's fluency in reading when they are given the opportunities to read the same text several times.<sup>48</sup> It is also a device in tackling the learning differences in the classroom.

Shared Reading is an instructional technique. With this instructional technique, students have an opportunity to gradually assume more responsibility for the reading as their skill level and confidence increase. The text is always chosen by the teacher and must be visible to the students. Gill defines shared reading is a powerful technique for teaching reading skills and strategies. Enlarged texts provide opportunities for the development of fluency through choral reading, as well as lesson on word identification and more.<sup>49</sup>

From the statements above, it can be concluded that shared reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. Shared reading is a powerful technique for teaching reading skills and strategies. It is a collaborative literacy learning activity. Its provide instruction that gives students the opportunity to experience and enjoy authentic texts and to practice the skills and strategies necessary for fluency and comprehension.

## **2. Procedure of Shared Reading Technique**

Swatz, Shook, and Klein state that the procedures of shared reading are as follows:<sup>50</sup>

- a. Identify an instructional purpose and choose a reading that supports the objective.

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<sup>48</sup> Ibid

<sup>49</sup> Gill, S. R., & Islam, C. *Shared Reading Goes High Tech. The Reading Teacher*. 2011. 65(3),224-227. doi: 10.1002/TRTR01028

<sup>50</sup> Swartz, S. L., Shook, R. E., & Klein, A. F. *Shared Reading, Reading with Children*. 2002. Retrieved from <http://stanswartz.com/Shared%20Rdg%20excerpt>

- b. Arrange seating in such a way that each child can see the text.
- c. The teacher introduces the shared reading. This introduction includes a conversation about the content of the story, the vocabulary, and any concepts or skills that the teacher thinks will make the shared reading more successful.
- d. The teacher and the children read the shared reading together. With beginning readers, the teacher points to each word as it is read. With more proficient readers, the teacher might point to each line of text as it is read. The teacher should use a strong voice throughout the reading. Remember to act as a model and read with fluency and expression
- e. Reread the shared reading. Remind the children to read along. Continue to point to each word or line of text. Use a pointer so that you do not obstruct the text. In a subsequent reading, a child might be asked to act as the pointer.
- f. Have a discussion about the text. Talk about the meaning of the text or the author's intent.
- g. Make one or two teaching points. Too many teaching points will usually cause confusion.
- h. Select shared reading from various genres.
- i. Revisit the shared readings. Children enjoy rereading familiar material. This allows them to demonstrate proficiency and relate the prior reading to other works in progress.
- j. Extend the shared reading to other activities. The children should be encouraged to read shared readings independently or small groups.

From the explanation above, the researcher takes the following stages to conduct shared reading technique:

- a. Pre-reading

- 1) Identify an instructional purpose and choose a reading that supports the objective.
- 2) Divide students into some groups, consist of 2-3 students.
- 3) Providing the students with a copy of the text to share with other members of the group.
- 4) The teacher tells students that they will read a short functional text about descriptive text (social functions, text structure and linguistic element)
- 5) Explaining the purpose of descriptive to the students.
- 6) Introducing the text, discussing its picture and illustrations to activating prior knowledge and asking questions.
- 7) Asking to the students to make predictions what the text might be about based on the title, picture, and illustration gave by the teacher.

b. During-reading

- 1) Providing a model for students by reading the text with fluency and expression as naturally as possible.
- 2) Asking about unfamiliar words in the text and introduces the vocabulary in every paragraph.
- 3) Asking questions about the text.
- 4) Asking to the students to join in and participate in the reading.
- 5) Invite the students to predict what will happen next.
- 6) Asking to students to confirm their predictions by asking “Were you right/correct?”
- 7) After reading, the teacher take students back to the point of making predictions.
- 8) Asking how the students knew they were right or how they knew if their prediction was not quite correct.
- 9) Providing the students with individual copies of the text after the shared reading to allow them to re-read the text independently.
- 10) Asking students discuss finding the main idea (topic), expression/phrase in context, inference, grammatical

features, detail, excluding fact not written, supporting ideas and vocabulary from the text given.

- c. Post-reading
  - 1) Checking the students' answers.
  - 2) The teacher and students discuss mistakes made by students and provide further explanations about students answers such as how to find the main idea (topic), expression/phrase in context, inference, grammatical features, detail, excluding fact not written, supporting ideas and vocabulary.
  - 3) Asking students to answer multiple choice questions related to descriptive text.
  - 4) Collecting students' answer sheets

### 3. Advantages and Disadvantages of Shared Reading

According to Fountas and Pinnel states the benefits of Shared Reading are as follows:<sup>51</sup>

- a. Allows students to enjoy materials that they may not be able to read on their own.
- b. Students act as though they are reading.
- c. Assists students in learning where to look and/or focus their attention.
- d. Supports students as they gain awareness of symbols and print conventions, while constructing meaning from text read.
- e. Assists students in making connections between background knowledge and new information.
- f. Focuses on and helps develop concepts about print and phonemic connections
- g. Helps in teaching frequently used vocabulary.
- h. Encourages prediction in reading.
- i. Helps students develop a sense of story and increases comprehension.

Kalyani points out the disadvantages of shared reading as follows:<sup>52</sup>

- a. The students may be left behind. When the whole class is reading a big book together, without a particular student being called on to read, there is the danger of students being left behind. If a student does not understand what is going on or not focusing on the shared reading, she may not actually benefit from the activity.
- b. Student may become frustrated if she is trying to participate for example, to produce the next phrase - but cannot keep up with quicker students.
- c. It could rise the students anxiety level could rise, as a result, the shared reading experience could be a negative one rather than a positive learning one.

## **E. Reading Aloud**

Reading aloud is one of the most strategies that can help the teacher in teaching learning process, especially in reading comprehension. In this study, the researcher uses Reading Aloud strategy as control class to compare with Intensive Reading strategy as experimental class.

### **1. Understanding of Reading Aloud**

Panova in Ilona says that reading a text aloud is important of maintaining and perfecting the pronouncing skills of the learner.<sup>53</sup> It means that reading aloud is activity when students do reading activity with loud voice. Reading aloud can help students to improve their ability in reading and speaking. With reading aloud student can emphasizes students to read with clear pronunciations on every word spoken by students.

Reading aloud is possible to master the sound system of a foreign language and it strengthens the phonetic ability to re-

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<sup>52</sup> Kalyani, A. *What Are the Advantages and Disadvantages of Shared Reading*. 2011. Retrieved from [http://www.ehow.com/info\\_8452224\\_advantages-disadvantages-shared-reading.html](http://www.ehow.com/info_8452224_advantages-disadvantages-shared-reading.html)

<sup>53</sup> Huszti Ilona, "The Use of Learner Reading Aloud in The English Lesson: A Look At The Micro and Macro Levels of Oral Reading", p.32

code signals at the letter level, as well as the level of word, sentence and text.<sup>54</sup> It means that reading aloud can help students to master the sound system of a foreign language, especially in English. Furthermore, Gibson and Bolos in Alshehri have also said that reading aloud indicates the relationship between the printed word meanings.<sup>55</sup> It means that reading aloud is strategy in teaching reading that can help student to comprehend and understand the meaning of text.

Based on the statements, it can be concluded that reading aloud is the strategy in teaching reading where the students read the text with loud voice and clear pronunciation. With reading aloud strategy the students can easily to comprehend and understand the meaning of the text.

## 2. Procedure of Reading Aloud

According to Teacher Safe School and Kailani in Alshehri, there are some steps in teaching and learning using reading aloud strategy, as follows:<sup>56</sup>

- a. The teacher should choose a story or a book that will be interesting to the students.
- b. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.
- c. The teacher should relate the story/book to the students' previous knowledge by asking them some question pertaining the story/book.
- d. The students should read the story/book once with interruption.
- e. The teacher should read the text more than once because reading the same text several times will help the students comprehend.

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<sup>54</sup> *Ibid.*

<sup>55</sup> Mohammed Alshehri, *Improving Reading Comprehension for Saudi Students by Using The Reading Aloud Strategy*, (State University of New York at Fredonia: Dec.2014) p.12

<sup>56</sup> *Ibid.* p.14

- f. After the first uninterrupted reading, the students can interrupt the rereading to get an explanation of the words.
- g. The teacher should ask some question to assess the students' comprehension, while the reader is rereading the story/book.
- h. At the end of class, the teacher will ask the student to do reflective discussion about the story or book.
- i. The teacher will assess the students' understanding of the new words by asking them some question about the meaning of the text.

From the explanation above, the researcher takes the following stages to conduct reading aloud technique:

- a. Pre-reading
  - 1) The teacher conveys material about descriptive text (social functions, text structure and linguistic element)
  - 2) The teacher gives students the opportunity to ask questions to see if they understand.
- b. During-reading
  - 1) The teacher shows a picture of animal.
  - 2) The teacher asks students to mention the characteristics of pictures with adjectives.
  - 3) The teacher provides an example of how to read a descriptive text and highlights words which are keywords for understanding the text.
  - 4) Students are given several questions related to the reading text.
  - 5) The teacher appoints students to read the descriptive text individually without stopping.
  - 6) The teacher re-read the text to show how to read the descriptive text has been given.
  - 7) Students are asked to re-read the text to improve reading comprehension.
- c. Post-reading
  - 1) The teacher gives assignment to students about descriptive text.

- 2) Students are asked to answer the multiple-choice questions related to descriptive text.
- 3) Students collect the answer sheets to the teacher.
- 4) Students and teacher discuss the answers that have been done by students.

### 3. Advantages and Disadvantages of Reading Aloud

Reading aloud has advantages and disadvantages that can help to improve ability in reading comprehension. Reading aloud has five advantages in teaching reading, they are:<sup>57</sup>

- a. Practice pronunciation
- b. Improve oral English
- c. Get deeper understanding
- d. Strengthen the knowledge
- e. Improve the classroom atmosphere

Disadvantages or weaknesses in learning reading by using reading aloud strategy are:<sup>58</sup>

- a. Students will feel bored if the reading material is still monotonous.
- b. Students in lower grades still cannot understand what they read.
- c. The formation of a habit to receive lessons must be by reading, the affective power is not working.
- d. Not all teachers are able to provide interesting reading material.
- e. If the adjacent classes are noisy or learning to sing, the presentation by reading method cannot be efficient.
- f. Lesson plans do not match the desired time.

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<sup>57</sup> Liangguang Huang, "Reading Aloud in Foreign Language Teaching", *Asian Social Science*, 6:4 (Zhenjiang, April. 2010), p.149

<sup>58</sup> Riadi, Muchlisin. (2020). *Strategi Reading Aloud (Pengertian, Tujuan, Prinsip dan Langkah Pelaksanaan)*. Diakses pada 10/6/2022, dari <https://www.kajianpustaka.com/2020/09/strategi-reading-aloud.html>

**F. Hypothesis**

$H_0$ : there is no significant effect of using intensive reading on students' reading comprehension of descriptive text at eighth grade of SMPN 18 Krui.

$H_a$ : there is a significant effect of using intensive reading on students' reading comprehension of descriptive text at eighth grade of SMPN 18 Krui.



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