CHAPTER I
INTRODUCTION

A. Background of The Research

Reading is one of the most important skills in learning. Most of class subjects will be based on reading assignment.[1] Reading also plays an important role in almost every course of study. Many students do their reading not only for understanding the material given by teachers, but also for understanding any text that they find in their daily activity.[2] It means that reading is the first step to study in many subjects for students. Students will read to learn many things in their reading, such as learn about new information and ideas.

Most of students have difficulties in reading English text. Kenneth Beare states that "reading is important part of learning English."[3]Reading is an important skill that students should have in learning English as foreign language. According to Harmer, reading is very beneficial for language acquisition and has positive effect on students' vocabulary knowledge, on their spelling and writing.[4] It is important because students always deal

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[1] Shelley O'Hara, *Improving your Study Skill*, Portable edition, (United State: Wiley Publishing, 1998) P 39

[2] Nafan Tarihoran, *Reading Basic Reading Skills 1*, (Loquen Press; Serang) p. 4

[3]Kenneth Beare, *Imroving Reading Skil*. Retrieved from http://esl.about.com/od/englishreadingskill.htm[April, 27th 2016]

[4]Jeremy Harmer. *The Practice of English language Teaching 3rd Edition Completely Revised and Update.* (Malaysia: Longman 2002) p. 36

with the texts that they have to understand. Reading is also gateway to get information and knowledge. With good reading skills, students will make great progress and attain great development in all academic areas. In order to achieve an understanding in reading, students should have ability in reading comprehension.

However, students at SMPN 1 Curug – Tangerang often meet difficulties in comprehending the text given. Most of students sometimes cannot construct the meaning from text that they read easily and quickly. They find a difficulty in comprehending text. It indicates that their reading comprehension needs to be improved. Comprehension is a process of construct meaning by interacting with text through combination of prior knowledge, information of the text and attitude of the reader toward the text.[5]Without comprehension, reading is simply following words on a page from left to right while reading text. The consequence is the words on the page become meaningless. By comprehending the text well, students will get the information clearly, have a broader perspective, and let them to think creatively and imaginatively.

Reading comprehension is the process by which we understand the text we read based on the background knowledge on a written text. According to Laura reading comprehension is an essential ability to understand what has been red to capture the

[5]Laura S Pardo. *What Every Teacher Needs to Know about Comprehension.* (International Reading association 2004) p 272

inferred meaning.[6]To comprehend the text, students may try to make sense of what they read by relating experiences and knowledge that are relevant to the ideas on the text. It is the purpose of reading. Based on the explanation above, that can be concluded that reading comprehension is the process of identifying topic, main idea, supporting ideas and writer's message based on background knowledge or experience in summary the implied of the text.

Based on my observation in SMPN 1 Curug, reading comprehension was one of the problems in learning English that the students had. Most of students sometimes obtain a low score on a test in reading test. They admit that they do not understand the passages; therefore they cannot find right answers to the questions. The students cannot understand the text because they do not know the meaning of vocabularies and they cannot find the mind idea. In addition, they lack motivation to read. This can be due to the assumption that reading is not their daily needs as students. They even think that reading is boring.

From the explanation above, the researcher can conclude most of students at SMPN 1 Curug – Tangerangdeal with some problems in comprehending text. They did not understand what the text about because they lack of vocabulary. They were uncomfortable with the language therefore they were easily frustrated when they found some difficult words. Furthermore, in

[6] Pardo. P 272

ability to apply reading strategy makes the students have a problem in comprehending text. Because of that, students read slowly word by word with the result is they are confused with the meaning of the text. William states "there are a series of problems that hinder children's reading comprehension: 1. Language problem, 2. Not comfortable enough yet with the language, 3. Word recognize problem".[7]

Generally, there are many ways and techniques in improving students' reading comprehension. Nevertheless, teachers are sometimes not aware of appropriate technique application in teaching learning process.[8] Improving students' reading comprehension can employ some techniques and strategies. However, in this research, the researcher is interested in teaching reading by using intensive reading strategy because she believes that it can be more effective to make students understand the text easily in reading comprehension.

In SMPN 1 Curug – Tangerang Intensive reading is not used yet. Patel and Jain state intensive reading is related to further progress in language learning under the teacher's guidance.[9]Long and Richard state intensive reading led by the teacher and focus

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[7]Williams, N. A. *The Importance of Reading Comprehension.* Retrieved from http://www.k12reader.com/the-importance-of-reading-comprehension [July, 17th 2016]

[8]David Wood, *How Children think and learn.* (Oxford, UK:Blackwell LDT : 1998) P 43

[9]Pater and Jain, *English Language Teaching: Methods, Tools, and Technique,* (New York: Sunrise Publisher and Distribution 2008) P. 117

in vocabulary and grammar points in short passage.[10] Intensive reading happen in class under teacher guidance and the text based on students' English level. Here, students focus on vocabulary and grammar in short passages. In class the students read the same short text that the teacher decided. Intensive reading is usually with difficult texts with many unknown words that require dictionary to find out difficult words. Here students should read slowly because the students can top few seconds to look for difficult word or try little hard to comprehend the difficult text.

Intensive reading is generally at a slower speed and requires a higher degree of understanding the text. Hedge states "the aim of intensive reading activities are main exposed to relatively short texts which are used either to exemplify specific aspects of lexical, meaning, syntactic and discourse system of the language or to provide the basis for targeted reading strategy practice".[11] In intensive reading the students focus on the text and learn the text deeply about the mean of the text and the grammar deeply. Here involves students reading in detail with specific learning aims and tasks. It means the readers take a text, and read it line by line and if they find difficult vocabularies they can open their dictionary about the text itself.

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[10]Maija MacLeod, "*Types of Reading",* Retrieved from http://fis.ucalgary.ca/Brian/611/readingtype.html [July, 16th 2016]

[11]I. S. P. Nation¸*Teaching ESL/EFL Reading and Writing.* (New york and London 2009) p 32

Teaching by using intensive reading is not a new issue in teaching language. According to Nasser Rashidi in his journal "*The Effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth"* most students were satisfied with their own reading comprehension.[12] 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. Brown states that intensive reading strategy can be effective to teach English the students' vocabulary and grammar.[13] 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.

Referring to explanation above, the researcher wants to make research about intensive reading and want to know about the final result in their reading comprehension. The researcher

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[12] Nasser Rashidi, *The Effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth"* Vol II, No 11, (March 2001)

[13] MacLeod, Retrieved from http://fis.ucalgary.ca/Brian/611/readingtype.html [July, 16th 2016]

wants to know how far the readers' enjoy their reading by using intensive reading strategy.

Based on the statement above, the writer got the description to elect and definite The Effect of Intensive Reading Strategy on Students' Reading Comprehension.

B. **Limitation of The Problem**

This research focuses on intensive reading strategy and proves their reading comprehension through quasi experimental research with pre-test and post-test design. The result of this experiment cannot be generalized. The writer tries to find out the effectives using intensive reading as a strategy in teaching reading to increase students' reading comprehension. This research is only conducted in SMPN 1 Curug – Tangerang, the participant are the student at eight grade.

C. Statement of the Problem

Statement of the problem are as follows:

1. How are the students reading comprehension at eight grade of SMPN 1 Curug - Tangerang before and after use intensive reading strategy?
2. How is the effect of intensive reading strategy on students' reading comprehension in SMPN 1 Curug - Tangerang?

D. The objectives of the Study

The aim of study is as follow:

1. To know the significant effect before and after use intensive reading on students' reading comprehension.
2. To find out the effect of intensive reading strategy in teaching reading.

E. Significance of the Study

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

1. For the students, this research is expected not only to increase students' motivation in learning English, but also to increase their vocabulary mastery and their reading habit.
2. For the English teacher, the researcher is hoped to be the one of some alternative 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.

F. Organization of Writing

This paper is divided into five chapters. The chapter as follows:

Chapter I: Introduction provides the background of study. It will discuss reading comprehension becomes the focus of this research and the reason using intensive reading strategy is essential in teaching reading. The chapter also states the statement of the problems, the objectives of the study, significance of the study and the organization of writing.

Chapter II: theoretical framework, it consists of the description of theory, definition of reading, reasons for reading, purpose of reading, definition of comprehension, definition of reading comprehension, benefits of reading, definition of intensive, role teacher of intensive, how to choose the text for intensive reading, how to use intensive reading, the benefit of intensive reading, and the assessment of intensive reading.

Chapter III: A research methodology gives clear explanation about how the study will be conducted and analyzed. It consists of place of research, population and sample, research method, technique of data collection, and technique of data analysis.

Chapter IV: research findings and discussions report the findings of the research clearly. It will show the effect of the result of the intensive reading strategy on students reading comprehension.

Chapter V: consists of conclusion and suggestion contain the researcher's concluding based on the analysis in chapter four as answers towards the statements of problem and suggestion for

further researchers related to the use of intensive reading strategy in teaching reading.

CHAPTER II

THEORITICAL REVIEW

A. Reading Comprehension

1. Definition of Reading

Reading is one of the most important academic skills needed by students as a source of knowledge and enjoyment. Reading is also quite possibly, the most important skill a student must acquire in order to success in the school and in life. Moreover reading has been a highly emphasized skill in the English foreign learner context. Reading can be regarded as a process that involves, decoding, interpreting and comprehending written material.

Different people use the term of reading in some ways, because reading is a complex process, and this complexity accounts for the variety of its definition. Reading is one way to communicate between the writer and reader. As Day and Bamford define reading as a process of how a reader understands the written message and connect it to his prior knowledge.[14]A reader actively interacts with the reading material in the reading process. While Ruddell said that reading is the act of constructing

[14]Richard R. Day and Julian Baford, *Extensive Reading in the Second Language Classroom,* (New York: Cambridge University Press, 1998), P 12

meaning while transacting with text.[15]Thus, meaning does not only exist on the printed page but also in head of the reader, Finocchiaro and Bonomo said "Reading is bringing meaning to and getting meaning from printed or written material"[16]. Here the reader should interaction with the text not only in action with the text. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.[17] Because to mastering reading we not only learn the theory but also the practice what we have been read and apply it in real life as much as we can. The reader can get meaning from the author, the page or anywhere else. So, they make meaning from the interaction between prior knowledge and previous experience with the new information.

From the definition above, it seems that reading is a process when the reader makes meaning through the combination of prior knowledge and previous experience. He or She connects text information to what they already know. Information ideas are exchanged between writer and reader in the act of communication. The writer expresses his thoughts on paper with language using whatever skills and style she or he has developed personally. The reader tries to get meaning from printed page.

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[15]Martha Rapp Rudell, *Teaching Content Reading and Writing: Fifth Edition*, (New York: John Wiley and Sons, Inc.), p.30.

[16]Ilzamuddin Ma'mur, *Pijar-PijarPemikiranBahasadanBudaya*(Jakarta: Diadit Media, 2006) P. 7.

[17]Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago; America Library Association, 2007), p. 10.

> According to Tarihoran, Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.[18]

A purpose for reading is established for each lesson and each extension changes the purpose for reading, which then changes the readers' focus. Whenever possible, the lessons should include conferencing with individual and small groups of students.[19] Means purpose of reading can be reachable if the readers get the best way to understand the reading materials. Reading can be summarized as a process that involves vision and response to understand and comprehend reading material is aimed to obtain information and improve our knowledge. Then, reading is a work ideal society. People write first of all, when they feel the need to communicate his ideas in a more permanent form than the form of speech or speech. Danielle S. McNamara said that: "reading is an extraordinary achievement when one considers the number of levels and components that must be mastered".[20] From this opinion, we know that reading is an achievement and knowledge for us.

Unlike speaking, reading is not something that every individual learns to do. An enormous amount of time, money and

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[18]Tarihoran, p 1.

[19]Moreillonp.103.

[20]Daniele S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, Technology* (New Jersey: Lawrence Erlbaum Associates, 2007) p, 3.

effort is spent teaching reading in elementary and secondary schools around the world. In fact, it is probably true to say that more time is spent teaching reading than any other skill. It means that reading the important of English skill. According to Bartoli and Botel in Ilzamuddin's book:

> Reading is a process that involves the orchestration of the reader's prior experience and knowledge about the world and about the world an about the language. It involves such interrelated strategies as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension and reflecting.[21]

Reading is not just a means of comprehension but becoming aware of how writers express meaning and also becoming able to reconstruct those meanings for our own understanding. So, reading can add our knowledge because every word that is read to construct meaning to comprehend. With reading we get more knowledge or information. It means that reading is important to be learned.

2. Definition of Comprehension

Comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. In such contexts the word frequently doesn't appear alone, but in such combination as comprehension

[21]Ma'mur, P. 8.

skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process. [22]It means that comprehension may be regarded as relating aspects of the word around us- including what we read, to the knowledge.

According to Danielle, comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to near halt and deeper levels of comprehension are seriously compromised.[23] Comprehension is not only cognitive competence or understanding the knowledge but also ability to grasp something mentally. Because it is not easy to understand the difference between ideas and fact, beside the definition that show us that comprehension is the main modal in reading skill in order to understand the whole of the text.

3. Definition of Reading Comprehension

The ability to read a written language with good comprehension and a reasonable rate has long been organized to be important skill. "Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of

[22]Frank Smith, *Understanding Reading Sixth Edition* (New Jersey: Lawrence Associates, 2004) P. 12

[23]McNamara. P. 4

comprehension."[24] A general component is many definition of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately. The construction of a coherent representation of picture in the reader's mind of what the text is about.[25] Reading comprehension is an interaction between ability of prior knowledge reader on reading book. The readers will get information or knowledge of the text after they read. So they understand information of text.

Reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation. [26]The readers must relevant their knowledge, word decoding ability, text-based and situation model-based differencing skills, competency with a variety of reading strategies, metacognitive skills, and so on.

Reading comprehension is a process in which the reader has to decide linguistic symbol and reconstruct and reconstruct them up to a meaningful whole as intended by the writer. Comprehension includes recognizing and understanding a main idea and related detail. Meanwhile, according to Klingner reading comprehension is the process of constructing meaning by

[24] Smith, P. 6.
[25]Smith, P. 28.
[26] Smith, P. 111.

coordinating a number of complex processes that include word reading, word and world knowledge and fluency.[27]

This active engagement includes making use of prior knowledge. Brassel and Rasinki state "comprehension is the essential goal of reading and reading instruction."[28] Effective comprehension instruction goes beyond literal comprehension by challenging students to make deep inferences about text, to think critically about the material they read, and to creatively transform the texts they encounter into other forms and formats. Moreover, effective instruction in comprehension should be engaging for students and teacher.

4. Purpose of Reading

A purpose of reading is established for each lesson and each extension changes the purpose for reading, which then changes the reader's focus. It means the purpose of reading can be reachable if the readers get the best way to understand the reading material. Reading can be summarized as a process that involves vision and response to understand and comprehend reading material is aimed to obtain information and improve our knowledge.[29]

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[27] Klingner Janette. K. *Collaborative Strategic Reading: Strategies for Improving Comprehension.* (sopris west) 1996 P. 12

[28]Danni Brassell and Rasinski, *Comprehension that Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension.* (Huntington Beach : Corrine Burton) 2008 P 11

[29] Charlotte S. Huck and Barbara Z. Kiefer, *Children's Literature in The elementary school* (New york; Mcgraw-Hill, 2004), P 12.

And every individual has their own reason for read and their own needed. So here we focus on the importance of purpose in private reading and the range in different purposes for which individual, so here several reading based on Reading Basic Reading Skill 1. [30]There are own purpose for reading. Such as:

1. Reading for pleasure is reading a narrative, novel, comics and so on. Here the readers enjoy the 'sound' and the rhythm of literary text.
2. Reading for a general impression, such as: to gain an idea of the writer's viewpoints, to decide whether or not to read the text.
3. Reading for organizing reading and study, such as: to identify the important content of a text, to answer a specific question, to decide which section of a text to start studying.
4. Reading for learning content or procedure, such as: to gain an understanding of new concepts, to learn certain facts from a text and to follow instructions.

B. Intensive Reading

1. Definition of Intensive Reading

In reading comprehension there are many ways to improve reading skill. Intensive reading strategy is one of the effective ways that can be used in reading passage. This reading

[30]Naf'anTarihoran and MiftahulRachmat, *Reading Basic Reading Skill 1.*(Serang : Loquen Press, 2012) p. 6

activity is one of the ways to appear and develop reading ability critically.

Intensive reading is a kind of reading and defined as a reading at a low speed that demands a high degree of understanding. [31] It also involves that interactive reading of a text that contain great amount of new vocabulary and involves learners reading in detail with specific learning aims and tasks. Interactive readings acts as a multifaceted process that involves word recognition, comprehension, fluency and motivation requiring that students identify the words and understand them and accurately convey meaning in the reading experience.

Snow states that reading activity involves one or more purposes, some operations to process the text at hand, and the consequence of performing the activity.[32] Prior to reading, a reader has a purpose, which can be either externally imposed (completing a class assignment). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the readers read.

Moreover, "intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items" the text chosen implies difficulty for the reader based on

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[31]Richard, J. C and Schmidt, *Dictionary of Language Teaching and Applied Linguistics.* (pearsonn education, harlow England) 2002

[32]Catherine E. Snow, *Reading for Understanding: Toward Research and Development Program in Reading Comprehension.* (Santa Monica: Rand) 2002 p. 15

the content or the language. It consists of unfamiliar grammar or vocabulary. Patel and Jain state intensive reading is related to further progress in language learning under the teacher's guidance.[33]The teacher selects the texts to be studied, introduces, and reinforces certain reading strategies by means of whole-class instruction and student activity; students read the same text at the same page and complete several exercises that facilitate understanding. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will provide material for developing greater control of the language in speech and writing. Intensive reading material will be the basis for classroom activity. It will not only be read but also discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

Intensive reading usually use for study goal or students achievement. Intensive reading is therefore, regarded as an effective tool for improving reading comprehension.[34]In this reading the students should read the text to get knowledge or analysis. In intensive reading differ between vocabulary and sentences structure because in intensive reading teacher will give

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[33]Pater and Jain, *English Language Teaching: Methods, Tools, and Technique,* (New York: Sunrise Publisher and Distribution 2008) P. 117

[34]Pollard-Durodola, S.D., Gonzales, J.E., Simmons, D.C, Kwok, O, Taylor, A. B., David, M. J, ….& Simmons, L (2011) *The Effects of an Intensive Shared Book-Reading Intervention for Preschool Children at Risk for Vocabulary Delay*

the course book based on their ability. Because in intensive reading the text will give by the teacher so the students read it and then at the end of the teaching learning the teacher and the students would to analyze about the difficult vocabularies. Intensive reading always call student's attention to grammatical forms, discourse markers and other surface structure details for the purpose or understanding literal meaning, implications, and rhetorical. This reading is carried out to get specific information.

Patel and Jain state that there are four characteristics of intensive reading as follows:[35]

- This reading helps learner to develop active vocabulary
- Teacher plays main role in this reading
- Linguistics items are developed
- This reading aims at active use of language

Intensive reading is basically and essentially reading for information. Thus, through the act of intensive reading the students are surely hoped to find out something new in order to do something with the information they got from the reading text.

In order to get students to read enthusiastically in class we need to work to create interest in the topic and tasks. [36] to make students enthusiast in reading learning teacher have to give interest topic and give interest task because from those student can enjoy the text so if they didn't understand they want to know

[35]Pater and Jain, P. 119
[36]Harmer, P. 228

about the text further. Intensive reading is often done with the help or intervention of the teacher.

2. Role Teacher Of Intensive Reading

In intensive reading teacher is very important because teacher has big deal in make intensive reading going on as well. So here there are four role teachers in intensive reading. [37]However, there are further roles we need to adopt when asking students to read intensively, they are:

1. Organizer: we need to tell students exactly what their reading purpose is, and give them clear instruction about how to achieve it, and how long they to do this.[38] Before the students read the text, teacher has to tell them clear instruction and if teacher said "you have six minutes for this" we should not change that time. Make sure teacher use the fix time.
2. Observer: when we ask students to read on their own we need to give them space to do so.[39] Its mean teacher have to restraining herself from interrupting that reading, even though the temptation may be to add more information or instruction.
3. Feedback organizer: when our students have completed the task, we can lead a feedback session to check that they

[37]Harmer, P 213
[38]Harmer, P.213
[39] Harmer, P.213

have completed the task successfully.[40] We can start by having them compare their answers with the right answer that will be mention by the teacher and its can be compare in pair or in the group. When we ask students to give answers we should always ask them to say where in the text they found the information for their answers. It is will help them study detail and help them in the future if they find the similar text.

4. Prompter:[41] here we can prompt them to notice about the language feature in the text, we may also, as controllers, direct them to certain features of text construction, clarifying ambiguities, and making them aware of issue of text with the real life.

3. How to Use Intensive Reading in the Class

Before teaching and learning process in the class teacher and student have to deal with this rules approximately, teacher and students have clarity about what to do before, during and after reading; pre-reading activities are decisive to facilitate comprehension. These activities include surveying the text which mean the teacher make sure that the text is enough for the students, making prediction which mean here the teacher asked the students what they want to know further about the text that teacher gave, asking questions include make prediction and

[40] Harmer, P.213
[41] Harmer, P.213

introducing key vocabulary here usually teacher gave new idiom that students couldn't find it at dictionary.

While-reading activities include first reading, a quick read-through the entire text to develop a sense of its main point and to confirm initial predictions made during pre-reading the text, read the text intensively through a careful and focused second reading looking closely at language, and considering the structure of the text. Here students should looking for unfamiliar vocabularies that they don't know.

The last is post-reading activity also offer the best opportunities for teacher assessment of student progress, as they make the internal reading process and it is out comes more transparent.

In intensive reading teacher are encouraging students to read for general understand, without worrying about the meaning of every single word.[42] One way of reaching a compromise is to strike some kind of a bargain with a class. Here we divided the students based on their ability in English language. Whereby they will do more or less what we ask of them provided that we do more or less what they ask of us. Thus we may encourage students to read for general understanding without understanding every word on a first or second read-through. But then, depending on what else is going to be done, we can give them a chance to

[42] Harmer, p. 214

ask questions about individual words and or give them a chance to look them up.

A word of caution needs to be added here. If students ask for the meaning of all the words they do not know. And given some of the problems inherent in the explaining of different word meanings – the majority of a lesson may be taken up in this way. We need, therefore, to limit the amount of time spent on vocabulary checking in the following ways:[43]

1. Time limit: we can give students time limit, teacher can say: five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches or question to the teacher.
2. Word/phrase limit: we can say that we only answer question about five or eight words or phrase.
3. Meaning consensus: we can get students to work together to search for and find word meanings. To start the procedure individual students write down there to five words from the text they most want to know the meaning of. When they have each done this, they share their list with another student and come up with a new joint list of only five words. This means they will probably have to discuss which words to leave out. Two pairs join to make new groups of four and once again they have to pool their lists and end up with only five words. The group depends on the numbers of class. So finally students can look for meanings of their words in dictionaries and or

[43]Harmer P. 214.

> we can answer questions about the words which the groups have decided on.

This process works for two reasons. In the first place students may well be able to tell each other about some of the words which individual students did not know. More importantly, perhaps, is the fact that by the time we are asked for meanings, the students really do want to know them because the intervening process has encouraged them to invest some time in the meaning search. 'Understand every word' has been changed into a cooperative learning task in its own right.

In responding to a natural curious for vocabulary meaning both teachers and students will have to compromise.

4. The Benefit of Intensive Reading

Here these are several benefits in intensive reading. The benefits of intensive reading based on Nasser Rashidi on his journal are:[44] First it provides a base to study structure, vocabularies and idioms. The more experience students have with reading, the greater their ability will be to grasp the meaning of the text and understand the way the author tells it. This helps them to become successful readers.

The second is it provides a base for students to develop a greater control of language. Another of reading is to encourage

[44]Nasser Rashidi, *"The Effect of Extensive and Intensive Reading on Iranian EFL Learners' Vocabulary Size and Depth",* Vol II, No. II, (March, 2011) 471 – 482.

critical thinking in more natural way than worksheet exercise do. Making inferences, comparing, summarizing, and finding the main idea are general recognized as component of critical thinking.[45] Critical thinking is needed for students in developing their thinking through anything around them. It is also needed to make students become curious in knowing lesson.

The third benefit is provides for check on the degree of comprehension for individual students. Because here students' will get same text in a class that will show them where is the good reader and low reader, its can show from how their answer the question that teacher given to them.

The last is reading develops student's imagination. Reading develops children's imagination and helps them consider people experiences or idea in new ways.[46] By reading, students will create a picture in their mind according to the text they read. It is a different process if they watch TV. When they watch TV, the picture in their mind is the same as the picture on the screen. It is different thing when students read a book. One or other possibly interpret the story differently. It is because every student has his or her own background knowledge and concept in seeing things.

[45]Charlotte P 12.
[46]Charlotte and Kiefer, P. 7.

5. The Assessments of Intensive Reading

Assessment of intensive reading will take the form of reading tests and quizzes. The most common systems of questioning are multiple choice and free response. Mackay, in his book *Reading in a Second Language,* reminds teachers that the most important objective in the reading class should not be the testing of the students to see if they have understood.[47] Teacher should instead, be spending most of the time training the student to understand what they read.

According to Nation, intensive reading work on reading text can focus on the following aspects:

1. Pronominal question are questions beginning with who, what, when, how, why etc. The questions can ask based on the text that the student read.
2. Yes/ no question and alternative questions only need short answers here the student read the text then answer the question based on they read.
3. True/ false sentence are similar with yes/no questions. As with yes/ no questions the learners have a 50 percent chance of guessing correctly. The learners look at each sentence and decide if it is true of false according to the passage. The learners answer by writing true or false, or by copying the sentences that are true and not copying the

[47]John Munby, 'Teaching Intensive Reading Skill' in Mackay, Ronald, Barkman, B & Jordan, R. R. (EDS) "*Reading in a Second Language"* Rowley, Mass: Newbury House Publishers Inc.

false sentences. The learners may also be asked to rewrite the false sentences making changes so that they are now true.

4. Multiple choice sentences are easy to mark. The learners have only a 25 percent chance of guessing correctly. They can choose right answer after read the text because the question will be based on content of the text.
5. Sentence completion. The learners complete sentences by filling the empty spaces to show that they understand the reading passage. The sentences come after the reading passages. There are four different types of sentence completion.[48]
   a. The sentences are exact copies of sentences in the passage.
   b. The missing words can be found in the passage.
   c. The sentences are not exactly the same as the sentences in the passage although they talk about the same idea.
   d. The missing words are not in the passages so the learners must use their knowledge of vocabulary to fill the empty spaces.
6. Information transfer. The learners complete an information transfer diagram based on the information of the text.

[48] Nation, 33

7. Translation. The learners must translate the passage into another language.
8. Précis. After the learners read the passage they write a short composition about one quarter of the length of the passages containing all the main idea that are in the passages.

CHAPTER III

RESERCH METHODOLOGY

A. Research Method

This study was conducted to find out the effect of intensive reading strategy on students' reading comprehension. This study was conducted through a quantitative research. In this research the researcher used quasi experimental. According to Sugiyono, quasi experimental design means that the researcher does not have maximum control in doing the experiment.[49]The design used in this research is quasi-experimental design which uses experimental and control groups. Experimental group receives a treatment, while control group does not receive any treatment.[50]

Quasi experimental design divided into two they are nonequivalent control group design and the time series design.[51] According to Hanafi, nonequivalent control group design means that there are two groups in the study; experimental group and control group, in which both of the groups are the same level of knowledge but used different treatment or maybe there will be no

[49]Sugiyono.*MetodePenelitianPendidikan; PendekatanKuantitatif, Kualitatifdan R&D.* Bandung: Alfabeta 2008. P 48

[50]Abdul Halim Hanafi, *Metodologi Penelitian Bahasa*, Jakarta: Diadit Media Press 2011 p. 175

[51] Hanafi, p. 175

treatment used.[52] This type of research has pre-test and post-test, experiment and control groups but no random assignment of subject. In other word, the subject in this research had already been grouped when this research was conducted.

In this research, both of the groups were given pre-test which was conducted in the beginning of the study. The pre-test was conducted in order to diagnose students' current ability in introducing someone else before the treatment applied. Then, post-test was given in the end of study in order to find out the effectiveness of treatment. The effectiveness is measured by the significance different of their reading score. The result of pre-test and post-test was used to investigate whether or not there was any difference between the experimental group and control group. Furthermore, the formulation of this research can be presented in the table below:

Table 3.1

Quasi experiment (Non-equivalence control group design)

Group	Pre-test	Treatment	Post-test
Experimental Group (A)	O_1	X_1, X_2, X_3, X_4	0_2
Control Group (B)	O_1	----------	0_2

[52]Hanafi, 175

Note:

0_1 : pre-test of experimental and control groups

X : treatment of the experimental group

0_2 : post-test of experimental and control group

The treatment was conducted was conducted four times in the experimental class where the teaching reading was delivered using intensive reading strategy. Meanwhile, the control group was taught using conventional way. Pre-test and post-test were given to both experimental and control class.

B. Place Of Research

The location of research is in SMPN 1 Curug - Tangerang located in Jl. Sukabakti II Kec Curug KabTangerang Banten.

The researcher used SMPN 1 Curug-Tangerang because the school has problem in students' reading comprehension. So, it can be assumed that taking sample from this school appropriate with the researcher's need.

C. Population And Sample

Population is all cases, situation, or individuals who share one or more characteristics.[53]Population Gay states that "population is the group of interest to the researcher, the group to

[53]David Nunan, *Research Methods in Language Learning* (USA : Cambridge University Press, 1992) P. 231.

which she/he would like to the result of the study to be generalization."

According to Hanafi, a sample is the group which is involved. While the population is the larger group or it can be said as the whole member of the group. [54]

The population in this research has taken from all VIII students of SMPN 1 Curug - Tangerang. In this research the population was the eight (second) grade students of SMPN 1 Curug - Tangerang in 2016/2017 academic years. There are 259 students who are divided into nine classes but here the writer just take two classes for being the sample, the classes are:

a. Class VIII h : 30 students
b. Class VIII i : 30 students
   Total : 60 students

The writer collects the sample from two classes. There are class VIII H as the experimental class and VIII I class as the control group. In this study, the researcher used purposive sampling to obtain the sample. According to Arikunto, purposive sampling is the process of selecting sample by taking subject that

[54]Hanafi p.101

is not based on the level or area but it is taken based on the specific purpose.[55]

D. Variable

There are two variables in this study, including independent and dependent variables. According to Hanafi, "independent variable is the variable which will influence the dependent variables; independent variable is the variable which will influence dependent variable."[56] Hanafi stated variable is an attribute of a person or of an object which varies from person to person or from object to object.[57] Meanwhile, dependent variable is the variable that will be affected by independent variable. Furthermore, change variables are called independent variables. It means because the variable supposed to be responsible for bring about change in a phenomena or situation. Then, dependent variables are outcome or effect of the change brought about by changes in an independent variable. Therefore, according to the explanation above, independent variable in this study is intensive reading strategy. On the other hand, dependent variable in this study refers to the students' reading comprehension.

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[55] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendkatan Praktik. Edisi Revisi* (Jakarta:Rineka Cipta) 2010 p.183

[56]Hamafi p. 53

[57]Hanafi. P. 51

E. Technique of Data Collection

Data is the important thing in research. According to Martin, "data refers to the kind of information researchers obtain on the subjects of their research".[58]In collecting the data, there were two kinds of instrument were used there are pre-test and post-test.

To obtain the data for this research, the researcher takes the data by using test as an instrument. "Test is a method of measuring a person's ability, knowledge, or performance in given domain."[59] The researcher used test including pre-test and post-test to measure students' reading ability before and after giving treatment by using text.

Tests are given to the respondents in the purpose to take respond needed by researcher. To know students' reading ability, the test consists of pretest and post-test.

- Pre-Test

  Pretest was conducted in the beginning of the research before the treatment. In addition, pre-test was given to analyze students' reading comprehension. It was given to the experimental group and control group to collect

[58]Martin. J, *The Basic Educational Research.* Lincoln, Neb: Buros Institute of mental Measurements of University of Nebraska. P 22

[59]Daugles Brown, *Language Assessment Principles and Classroom Practices,* (America: Library of Congress Cataloging-in-Publication Data, 2004), P 3

the data whether those groups had the same ability or not. Pre-test was done by giving 15 items of multiple choices and 10 essays. It all there are 25 items. Pre-test was implemented to 33 students as the sample.

- Post test

  The procedure of pre-test and post-test was the same. Pre-test was done in the beginning of the study. In contrast, post-test was given after the whole treatments had been done. In addition, post-test was aimed to analyze whether or not the treatments effectiveness the sample in the experimental group.

The assessment format score of multiple choices was 4 for right answer and 0 for false answer. And for essay could be presented in the table below:

Table 3.2

Essay's Score

Score	Explanation
1	non-systematic
2	a little systematic
3	systematic but less complete
4	Systematic, complete and clear.

F. Data Procedure Collection

- **The Variable of The Research**

1. Intensive Reading

   Intensive reading is defined as a strategy in teaching reading comprehension of the eight grade students of SMPN 1 Curug – Tangerang which the students are assigned to read a reading text to focus intensively and directly to get an optimal outcome. The students read the text continuous until they understand the meaning of the text and they are able to answer the question. Here the students' could use their dictionary to find out the difficult vocabulary. And then they should know what tenses was used in the text. At the end of reading activity the teacher would give them the assignment based on what they read to measure how far they understood the text. In this reading activity, the students improve their reading comprehension.

2. Reading Comprehension

   Reading comprehension is the students' ability to understand the meaning, find the main idea or purpose and to catch information from the passage. Furthermore, reading comprehension is defined s the skill of the subject under study in understanding English reading text as suggested by English teaching syllabus of SMPN 1 Curug – Tangerang.

G. Technique of Data Analysis

After collecting data, the writer analyzed and finally concludes. Analysis which often using in comparison analysis is "t test", in this research the researcher takes technique of comparison be variant because has two variables, and used t-test for analyze the data. Before analyze the data the researcher do quantification of the data from the result of the test is qualified. The researcher used step as follow:

1. The result of post-test in VIII H (experiment class) is named variable X_1
2. The result of post-test in VIII I (control class) is named variable X_2

After getting data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test formula with the degree of significance 5% and 1%. The data is analyzed by statistic. The formula as follow:

1. Investigating student's worksheet gives describe score in table.
2. Make Ho and Hαhypothesis in sentences:
   - Ho: there is no significant effectiveness between intensive reading and students' reading comprehension.

- Hα: there is significant effectiveness between intensive reading and students' reading comprehension

3. Make Ho and Hα in hypothesis
4. Count the X_1^2 and X_2^2 score.
5. Count the result from average and square from two samples.
6. Analyzing the result by using calculation of the t-test as follow:

$$t_{\text{hitung}} = \frac{M_1 - M_2}{\sqrt{\left(\frac{JK_1 + JK_2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$JK_1 = \sum x_1^2 - \frac{(\sum X_1)^2}{N_1}$$

$$JK_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}$$

M_1 = the average score of experimental class

M_2 = the average score of control clas

X_1 = Sum of the squared deviation score of control class

X_2 = sum of the squared deviation score of experimental class

N_1= the numbers of experimental class

N_2 = the number of control class

2 = consonant number

7. Examine the fault α 5% or 1% from:

$Df = N_1 + N_2 - 2$

8. Compare t test and t table:
   - $T_0 > T_t$ means there is effect and $H\alpha$ is accepted, Ho rejected
   - $T_0 < T_t$ means there is no effect and $H\alpha$ is rejected, Ho accepted.

CHAPTER IV

THE RESULT OF STUDY

A. **Description of The Data**

In this chapter, the researcher described the data that gotten from the students of SMP Negri Curug 1 Tangerang and the population of this research is 259 students from eight grade students of SMPN 1 Curug - Tangerang in 2016/2017 academic years. In this research, she took 60 students as the sample. The researcher divided them into two groups, 30 students as experimental class from VIII.8 and 30 students as control class from VIII.9.

Each of the test, pre-test and post-test consists of 15 multiple choices and 10 essays. The researcher got the score as follow:

1. The Score Of Pre-Test And Post-Test Of Experiment Class

The score they got in these test would be described in following table:

Table 4.1

The Score of Pre-test and Post-test in Experiment Class

No	Name	Pre-test	Post-test
1	AAN	62	80
2	BE	50	88

3	CJT	64	88
4	CAZZ	48	72
5	DNR	64	80
6	DVM	52	72
7	FS	56	76
8	FNI	56	74
9	HF	68	72
10	IMG	68	92
11	L	64	72
12	MAP	56	76
13	MSS	64	72
14	MR	64	92
15	MIR	44	74
16	MRF	52	74
17	MIZ	48	60
18	NZA	36	64
19	N	60	76
20	NAL	54	80
21	OH	44	68
22	RA	52	60
23	RB	52	74
24	RA	60	84
25	RS	62	72
26	SS	42	74
27	SN	64	84
28	SA	48	76
29	YPP	56	72
30	YNA	62	96
		$\sum X = 1672$	$\sum X = 2294$

	M = 55,73	M = 76,46

Mean of Pre-test:

$X = \frac{\sum X}{N} = \frac{1672}{30} = 55, 73$

Mean of Post-test:

$X_1 = \frac{\sum X_1}{N_1} = \frac{2294}{30} = 76, 46$

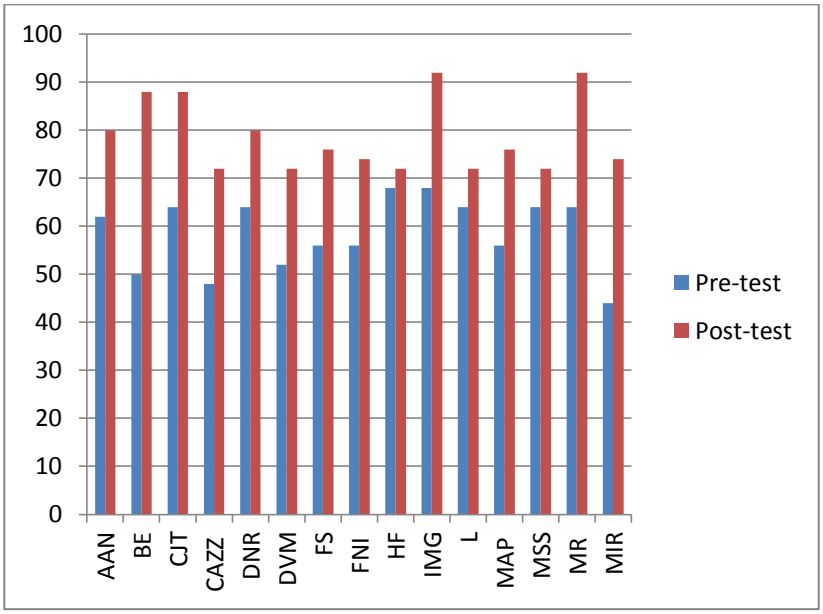
The table 1 above showed the results of the students' pre-test score and post-test score at experiment class. The data showed at pre-test the maximum score is 68 and the minimum score was 36. 2 students who got the maximum and 1 student who got the minimum score at pre-test in experimental class.

The data showed at post-test the maximum score is 96 and the minimum score was 60. 1 student who got the maximum and 1 student who got the minimum score in post-test at experimental class.

The researcher described the students' score of pre-test and post-test at experiment class by the graphic as follow:

Graphic 4.1

Score Pre-test and post-test an experimental Class



Based on the explanation above it is showed the graphic above about the comparison between score of pre-test and post-test at experiment class. According the graphic above the score of post-test is better than the score of pre-test, that is 76, 46 > 55, 73.

2. The Score of Pre-test and Post-test of Control Class

The students in VIII i class as control class, the score they got in these test would described in following table:

Table 4.2

The Score of Pre-test and Post-test of Control Class

No	Name	Pre-test	post-test
1	ABP	52	60

2	ARD	48	56
3	ARZ	56	72
4	A	48	56
5	CD	42	52
6	DAP	62	68
7	DNA	48	64
8	DL	52	64
9	DTN	60	74
10	FNA	60	60
11	HS	44	44
12	HRA	52	64
13	IK	50	56
14	LFA	52	60
15	LM	58	72
16	MMA	64	56
17	MLH	60	60
18	MI	64	74
19	MR	58	60
20	NNA	62	62
21	NY	54	56
22	PH	66	70
23	RA	64	64
24	RP	50	54
25	REA	70	70
26	RF	60	64
27	SK	44	68
28	SM	60	64

29	SA	56	56
30	UH	60	64
		$\sum X = 1676$	$\sum X = 1864$
		M=55.86	M=62.13

Mean of Pre-test:

$X = \frac{\sum X}{N} = \frac{1676}{30} = 55, 86$

Mean of Post-test:

$X_1 = \frac{\sum X_1}{N_1} = \frac{1864}{30} = 62, 13$

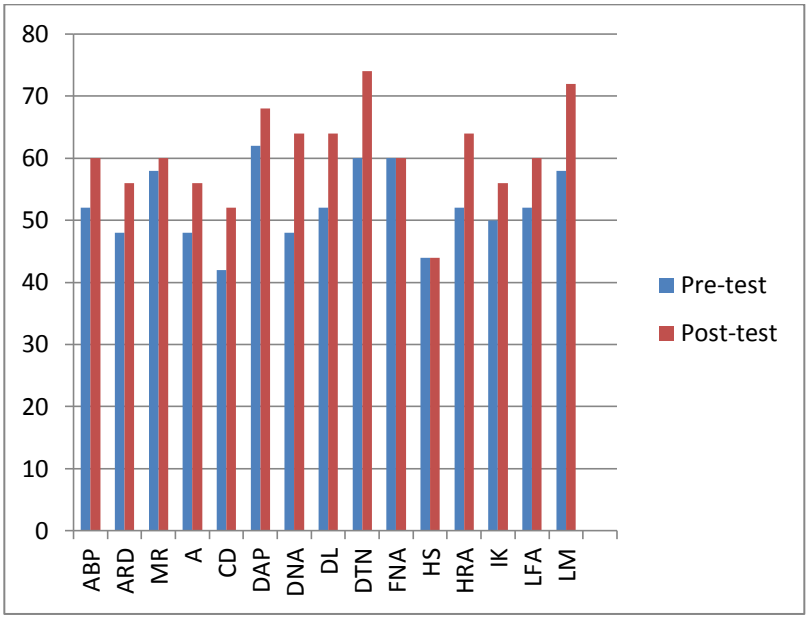
The table 2 above showed the results of the students' pre-test score and post-test score at controlled class. The data showed at pre-test the maximum score is 70 and the minimum score was 44. 1 student who got the maximum score and 1 student who got the minimum score at pre-test in controlled class.

The data showed at post-test the maximum score is 74 and the minimum score was 44. 1 student who got the maximum and 1 student who got the minimum score at post-test in controlled class.

The researcher described the score of pre-test and post-test at the control class by the graphic as follow:

Graphic 4.2

Score Pre-test and Post-test at Control Class



The graphic above showed about the comparison between score of pre-test and post-test at the control class. According to the graphic above there is no significant score between pre-test and post-test.

B. **Data Analysis**

After getting the data from pre-test and post-test score of two classes, then the researcher analyzed it by using t-test, the result calculation of post-test at the experiment class and control class would described in the following table:

Table 4.3

The Result Calculation of Post-test at Experiment Class (X_1^2) and at Control Class (X_2^2)

No	Score		X_1	X_1	X_1^2	X_2^2
	X_1	X_2				
1	80	60	3.54	-2.13	12.5316	4.5369
2	88	56	11.54	-6.13	133.1716	37.5769
3	88	72	11.54	9.87	133.1716	97.4169
4	72	56	-4.46	-6.13	19.8916	37.5769
5	80	52	3.54	-10.13	12.5316	102.6169
6	72	68	-4.46	5.87	19.8916	34.4569
7	76	64	-0.46	1.87	0.2116	3.4969
8	74	64	-2.46	1.87	6.0516	3.4969
9	72	74	-4.46	11.87	19.8916	140.8969
10	92	60	15.54	-2.12	241.4916	4.5369
11	72	44	-4.46	-18.13	19.8916	328.6969
12	76	64	-046	1.87	0.2116	3.4969
13	72	56	-4.46	-6.13	19.8916	37.5769
14	92	60	15.54	-2.13	241.4916	4.5369
15	74	72	-2.46	9.87	6.0516	97.4169
16	74	56	-2.46	-6.13	6.0516	37.5769
17	60	60	-16.46	-2.13	270.9316	4.5369
18	64	74	-12.45	11.87	155.2516	140.8969
19	76	60	-0,46	-2.13	0.2116	4.5369
20	80	62	3.54	-0.13	12.5316	0.0169
21	68	56	-8.46	-6.13	71.5716	37.5769
22	60	70	-16.46	7.87	270.9316	61.9369
23	74	64	-2.46	1.87	6.0516	3.4969
24	84	54	7.54	-8.13	56.8516	66.0969
25	72	70	-4,46	7.87	19.8916	61.9369
26	74	64	-2,46	1.87	6.0516	3.4969
27	84	68	7.54	5.87	56.8516	34.4569
28	76	64	-0.46	1.87	0.2116	3.4969
29	72	56	-4.46	-6.13	19.8916	37.5769

30	96	64	19.54	1.87	381.8116	3.4969
∑	2294	1864			2221.468	1439.467

After that the researcher calculated them based on t-test formula:

1. The average score of experiment class:

   $X_1 = \frac{\sum X_1}{N_1} = \frac{2294}{30} = 76, 46$

2. The average score of control class:

   $X_2 = \frac{\sum X_1}{N_1} = \frac{1864}{30} = 62, 13$

3. Sum of the squared deviation score of experimental class:

   $\sum X_1^2 = 2221.468$

4. Sum of the squared deviation score of control class:

   $\sum X_2^2 = 1439.467$

5. Determining t-table (t_t) by using formula:

   $Df = N_1 + N_2 - 2 = 30 = 30 - 2 = 28$

Because the value of 58 is unavailable in the t-table, the researcher used the closer to 58 that is 60 as degree of freedom (df).

$$t_{\text{hitung}} = \frac{M_1 - M_2}{\sqrt{\left(\frac{JK_1 + JK_2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 . N_2}\right)}}$$

$$t_o = \frac{76,46 - 62,13}{\sqrt{\left(\frac{2221.468 + 1439.467}{30 + 30 - 2}\right)\left(\frac{30 + 30}{30.30}\right)}}$$

$$t_0 = \frac{14,33}{\sqrt{\left(\frac{3660,935}{58}\right)\left(\frac{60}{900}\right)}}$$

$$t_o = \frac{14,33}{\sqrt{(63,11)(0,06)}}$$

$$t_o = \frac{14,33}{\sqrt{3,78}} = \frac{14,33}{1,94} = 7,38$$

From the result of the calculation above, it is obtained that the value of t_o (t observation) is 7, 38 . After found the data, the researcher compared it with t_t (t table) both in degree significance 5% and 1%.

C. **Hypotesis Testing (t-test)**

Data obtained from both pre-test and post-test are analyzed and calculated by using t-test formula. The data obtained from experiment class and control class are calculated with the assumption as follow:

If $t_o < t_t$: the alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted. It means there is no significant effect of using intensive reading strategy on students' reading comprehension.

If $t_o > t_t$: the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means there is significant effect of using intensive reading strategy on students' reading comprehension.

From the result of the calculation above, it is obtained that the value of t_o (t observation) is 7, 38 and the degree freedom (df) is 58. There is no degree of freedom for 58, so the researcher used the closer df from 58 is 60. In degree of significance 5% from t table is 2, 00. In degree of significance 1% from t table is 2,66.

After got the data, the researcher compared it with t_t (t table) both in degree significance 5% and 1%. Therefore, $t_o : t_t$ = 67, 38 > 2, 00 in degree of significance 5% and $t_o : t_t$ = 7, 38 > 2,66 in degree of significance 1%. Since t_o score obtained from the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means there is significant effect of using intensive reading strategy on students' reading comprehension

D. **Data Interpretation**

The objective of this research is to find out the effectiveness of intensive reading strategy on students reading comprehension at eight grade of SMPN 1 Curug – Tangerang.

In addition, the implementation of intensive reading strategy has given changes toward students reading comprehension, as follows: students' vocabularies mastery was increased, they could look for main idea, understand the main text, understand the grammatical well and they have received a new motivation by intensive reading strategy. It was proved from

the result score post-test after intensive reading strategy was implemented.

According on the data analysis in the previous part, in can be seen in the class VIII A as experimental class, the highest score of pre-test is 68 and the lowest score is 36. The highest score of post-test is 96 and the lowest score is 60. The mean of pre-test score obtained by students in this class is 55,73 and the mean of post-test is 76,46. The mean of pre-test and post-test score has good enough improvement it seen 76, 46 > 55, 73. The improvement caused by the experimental class learnt reading comprehension by using intensive reading strategy that not used yet before.

In class VIII I as control class, the highest score of pre-test is 66 and the lowest score is 44. The highest score of post-test is 72 and the lowest score is 44. The mean of pre-test and post-test in this class is 55, 86 and 62, 13. There is not good improvement of the result in this class, it seen from the mean that is 55, 86 and 62, 13 which improved 6, 27 score. It caused in control class did not learn by using intensive reading strategy.

Based on the calculation above there was improvement students' achievement. The way could be seen after comparing the score of pre-test (before using intensive reading strategy) and post-test (after using intensive reading strategy) in class VIII H as experiment class and VIII I as control class. It means that there is

significant effective on students reading comprehension using intensive reading strategy.

Here students looked enthusiast and satisfied with their reading. They looked confident with their own reading and they believe that reading has positive effect for their previous experiences.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of data and hypothesis testing, it can be conclude that:

1. Students' reading comprehension at eight grade of SMPN 1 Curug – Tangerang before using intensive reading is low. It can be seen from the result of pre-test computation, it indicates that the average of pre-test score in experimental class is 55,73 and in controlled class is 55, 86. So, after the researcher gave treatments in experimental class that teaching reading comprehension using intensive reading strategy is effective rather than traditional method. It can be seen from the result of computation in post-test. It indicates that the average score of experimental group (m) mean is 76, 46 it is higher than the controlled group (m) mean which is 62, 13. The data above show that there is significant difference between the experimental class and controlled class.
2. Using intensive reading strategy is effective in students' reading comprehension. It can be seen from the result of post-test was higher than students pre-

test. The students' lowest score of post-test at experimental class was 60 and the highest score was 96. The result of lowest of post-test at control class was 44, the highest was 72. After the date, the result of t observation was 7, 38. Then, researcher compared it with t_t (t table) both in degree significance 5% and 1%. Therefore, t_o : t_t = 7,38 > 2, 00 in degree of significance 5% and t_o : t_t = 7, 38 > 2,66 in degree of significance 1%. it means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that intensive reading strategy is effective on students' reading comprehension.

B. Suggestion

Based on the conclusion, the writer would like to give some suggestion, as follows:

1. **English Teacher:**
   a. An English teacher should use some teaching technique that appropriate with the material they want to deliver to the students.
   b. An English teacher should motivate the students to develop their reading habit.

2. **Students:**
   a. It is better for students to develop reading habit because every subject starts from reading text.
   b. It is important for students to learn about reading. Not only add so many new vocabularies but also enhance their knowledge about English language and fix the grammar structure.
3. **Researcher**
   a. For the other researchers, it is better to conduct the same research by integrating with other language skills and the result of the research can be used as a contribution of opinion that can be taken as references for another investigation in the same area in different context.
   b. It is hoped that other researcher would do better research in the future.

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