

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

*Yeni Afriyeni, Mukhaiyar, Hamzah  
Postgraduate Program of State University of Padang*

**Abstrak:** *Pemahaman membaca siswa dalam mata pelajaran Bahasa Inggris di SDN 6 Pekanbaru belum memuaskan. Metode dan strategi pembelajaran yang digunakan selama ini belum dapat meningkatkan hasil membaca siswa. Untuk itu dilakukan upaya meningkatkan pemahaman membaca dengan menggunakan Intensive Reading Technique. Tujuan penelitian ini adalah untuk mengetahui: 1) apakah Intensive Reading Technique dapat meningkatkan hasil pemahaman membaca siswa, 2) Faktor apa sajakah yang meningkatkan pemahaman membaca siswa dengan menggunakan Intensive Reading Technique Kelas 5 D SDN 6 Pekanbaru. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) pada mata pelajaran Bahasa Inggris. Subjek penelitian adalah siswa kelas V D SDN 6 Pekanbaru. Penelitian ini terdiri dari 3 siklus, yang mana setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Instrumen penelitian berupa hasil test, lembar Data dianalisis dengan statistik deskriptif untuk melihat hasil pemahaman membaca siswa. Hasil penelitian menunjukkan bahwa penerapan Intensive Reading Technique dapat meningkatkan pemahaman membaca pada tiap indikatornya. observasi, dan wawancara. Data dianalisis dengan statistik deskriptif untuk melihat hasil pemahaman membaca siswa. Hasil penelitian menunjukkan bahwa penerapan Intensive Reading Technique dapat meningkatkan pemahaman membaca pada tiap indikatornya. Selanjutnya terdapat peningkatan rata-rata hasil belajar siswa dari 67 pada pre-test, 72 pada siklus 1, dan 77 pada siklus 2. Ada 3 faktor yang mempengaruhi hasil pemahaman membaca siswa: strategi pembelajaran, materi, dan evaluasi tes.*

**Key word:** *Reading comprehension, Intensive reading technique*

## INTRODUCTION

In learning English, reading is an important language skill where the personal language development will rely on it heavily. Learning reading means the students learn the other language skills incidentally. Furthermore learning reading should create a comprehension and understanding to the printed text. The core goal of reading is

comprehension of the text. Reading without understanding seems useless. Understanding the meaning for the chain of words, sentences, paragraphs which create a passage is the purpose of reading. The obtained meaning enables readers to learn what the author means. The students' comprehension enables them to interpret the message that the author means.

Furthermore, Uribe (2007: 19) mentions “reading comprehension is the process of understanding and constructing meaning from the text. Ultimately, the goal of all reading instruction is helping a reader comprehend the text”. Reading comprehension might seem like a simple concept. As supported by National Reading Panel, 2000 (in Brassel et.al 2010: 73-74) define that reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” Extracting meaning is to understand what an author has stated, explicitly or implicitly. Constructing meaning is to interpret what an author has said by bringing one’s capacities, abilities, knowledge, and experiences to bear on what he or she is reading. These personal characteristics also may affect the comprehension process.

The activities of reading always exist in learning context. Learning with reading is undeniable. Especially in learning English, reading absolutely exists. This shows that the role of teacher enables students to read effectively. Teaching reading must yield a good comprehension for the students. Good teaching enables students to learn to read which has a purpose of understanding the text and read to learn. Teacher plays a vital role to create students who have good ability to comprehend particular texts in teaching English. Teacher should find a way to facilitate students to comprehend and understand the text. The way can be method, technique or strategy in teaching English for four

language basic skills; listening, speaking, reading and writing.

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

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

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

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

case, they do not only tend to be passive in teaching and learning activities, but also feel bored to study English.

Harmer (1998: 70-71) states, there are some principles that teacher needs to know behind the teaching of reading. These principles are: engaging, understanding, predicting, matching the text to the topic. In the engaging students need to be engaged with what they are reading, students should be encouraged to respond to the content of a reading text, prediction is a major factor in reading, match the task to the topic, and good teacher exploit reading text to the full. In the understanding, the teacher explains to the students that reading is not only noticing the language use of the text. It is better to challenge them to understand the meaning and message of the text. In the prediction reader usually has an idea about what will be coming from the text. In the matching the task to the topic, teacher uses the interesting and appropriate questions, engaging and useful puzzles, etc. The common text can be very interesting with imaginative and challenging task. In short, good teacher exploit reading text to the full, teacher integrates reading text into interesting class sequences, using topic for discussion and further task, using the language for study and activation. Teacher knows what to do after letting students read the text with the meaningful activity.

However, the role of teacher extremely demanded as an educator, a motivator, and a facilitator, is most important thing to use the effective teaching so that the students will be trained as well, especially in understanding reading material. On the other hand, teacher is expected to be creative in teaching English in order to motivate and stimulate as

well as facilitate the students to use English in daily basis. Furthermore, the teaching and learning activities have done in class are very important factors to lead the students comprehend reading text. For this reason, teacher is supposed to create a good learning environment by using appropriate reading methods, strategies, techniques, and relevant materials for the remarkable progress of their students.

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

### **Method**

The type of this research is classroom action research because it discusses about problems that found in the classroom. It is aimed at developing innovative instructional strategy that can help enhance the success in students’ learning. In classroom action research, the teachers assess the effectiveness of their teaching activities and plan the improvement based on the result of the assessment. Classroom action research is an effective medium in improving the quality of English teacher. Kemmis and Mc Taggart (2000;564) state that classroom action research activities involve repeated cycles, each consisting of plan, action, observation, and

discourse system of the language, or to provide the basis for targeted reading strategy practice.”

Furthermore, Torgessen et al (2007: 6-7) state there are some targets of instruction and methods used for instruction by the teacher to elementary grade such as phonics/ words analysis, fluency, vocabulary, and reading comprehension.

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

reflection. The result of one cycle is used to determine the need for the following cycle, until the problems solved by the technique. It means that classroom action research is a part of activities of professional teachers in the classroom. The teachers improve the quality of their instructional performance by teaching and learning to solve their classroom problems.

According to Zainil (2008;1), “classroom action research is a research conducted in the classroom by a teacher and a collaborator in order to improve teaching learning process”. The collaborator helps the researcher in teaching and learning process. Mills (2005) defines “classroom action research is a

systematic acquiring done by teachers to gather information about the subsequently improve the way of their particular schools operate how they teach and how well the students learn”.

Regarding about classroom action research Johnson (2005:211) states that “classroom action research can be as a process of studying in a real school or class situation to improve the quality of action or instruction”. Class room action research is the practical problem solving that occur in the classroom.

## Finding and Discussion

### 1. *The Extent to which Intensive Reading Improve the Students' Reading Comprehension*

The improvement of students' reading comprehension can be also seen in each indicator of pre-test, cycle one and cycle two. The graph below describes the progress of students' reading comprehension for each cycle.

**The Improvement of Each Indicator of Students' Reading Comprehension in Pre-Test, Cycle One and Cycle Two**

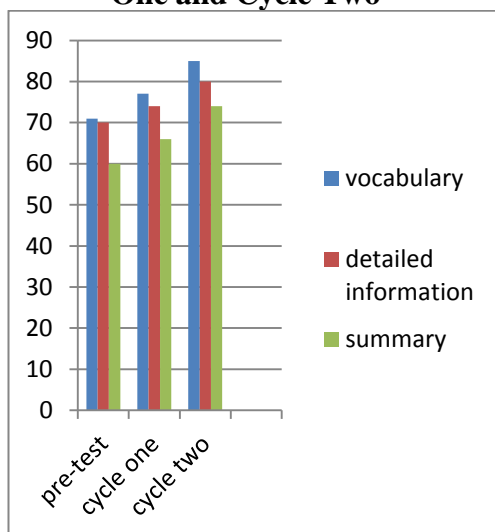


Figure above shows that the progress of reading comprehension indicators got from pre-test, test in cycle one and test in cycle two. The students made the progress for each indicator. In other word, the entire indicator made the progress.

### 1. Vocabulary

The writer puts the vocabulary to ask the meaning about word, common words, proper nouns, technical; words, geographical words, synonym and antonym. The graph above describes the ability description of the students to catch the meaning of vocabulary of the text from reading comprehension test. In pre-test students average score was 71. In cycle one, the score was 77, it means that there was increase 6 points. And then, in cycle two, it was increased 7 points, 85. It shows that there was always increase for vocabulary score. There was significant increase for this indicator. There is a step in reading intensively to find unknown vocabulary. It made the score for this increase. Vocabulary was also the best score among the three indicators.

### 2. Detailed Information

The writer puts ideas to give information about *who, what, when, where, why, how* and *how many* about things, events or person that happens in the text. The graph shows the description of the ability of students in detailed information. It was found that in pre-test, the score was 70. It was increased becoming 74 in cycle one. And then it was increased 6 points to cycle two becoming 80.

The improvement shows the significant progress of students in finding detailed information. The

data also increased from pre-test to cycle one to cycle two.

### 3. Summarizing

Summarizing is indicator to ask about the conclusion of the text, what happen first, what happen at the end. The score for pre-test was 60. Then it was increased 6 points becoming 66. After that, the students could improve it again becoming 74. It means that the increasing is 8 points.

Summarizing took the lowest score among the indicators. In cycle one; this indicators had not been successful yet. It was still 66, where the passing level is 73. In cycle two, the score just took place one points above the passing level, 74. It seemed that the students still had difficulty in finding the conclusion of the text. Fortunately, it could be reached in cycle two. It also indicated that the students were in problem to find the fact which was not stated in the text.

The class ran well in cycle two. Most of them were under control. In the previous cycle, the class was very noisy. As same tone in cycle two, the class was also noisy; however, it was under control. The class was noisy caused by the activeness of students. It was different with what happened in cycle one where the students made noisy caused by talking to their mates.

Some of the inactive students became positive in cycle two. They seemed to be not afraid of having mistake in brainstorming and discussion. They also had the braveness to ask the unknown words to the researcher. This made most of them be happy in following the class activities since the topic of the

reading text was interesting for most of the students.

## 2. The Factors that cause the improvements of students' reading comprehension

Aside having the result of students' improvement on reading comprehension from the test which was held at the end of each cycle, the researcher also found the improvement due to the factors during the two cycles of the research. Related to the observation, field notes and interview from cycle one and cycle two, it can identified that some factors that improved the students' reading comprehension as follows:

### a) Teaching Strategy

The teaching strategy gave good influence in reading comprehension. The researcher used intensive reading technique which could improve students' reading comprehension. The students told that using intensive reading technique made them easily to understand the reading text. The researcher interviewed one of the students about the using of teaching strategy. The result of interview is as follow:

*Teacher* : "Are you interested in studying English, especially in reading comprehension using Intensive Reading?"

*Student 1* : Yes, I like it very much

*Teacher* : Why are interested in?

*Student 1* : Because it easy to understand and answer the question after I read the passage and I will know the words from the passage for I underline the unfamiliar words.

*Teacher* : Why are you interested student 2?

*Student 2 : I like it because we must identify first the difficult words and find the synonym and the meaning of words. Therefore I can understand easily the contain of the story*

*Teacher : Why are you interested in student 3?*

*Student 3 : I enjoy reading because Mrs. Yeni gives me opportunity to read the passage loudly. So, I think I can get more new words and more comprehensive.*

Based on the students' comments from their interview, it seems that the students can understand the passage more easily and they get new words from the implementation of Intensive Reading to comprehend the passage. It can be concluded that intensive reading helps the students how to comprehend and identify new words from the passage.

#### **b) Material**

The material chosen should be contextualized where it is based on the curriculum. Then, the material should stimulus interaction. It means that the students should be interested in the material. After that, the material should be able to stimulate their creativity to learn strategies. Finally, the material must be authenticity in which it should be update and based what happens nowadays. The result of interview can be seen as follow:

*Teacher : What do you think about the material given?*

*Student 9 : I really like reading the story about neighbor. I have to be kind to my neighbor and we should help each other.*

*Teacher : What about you student 15?*

*Student 15 : The topic is about Ocean. You know miss I like going to beach and swim in the sea. After I read the text, I know names of animals in the sea such as " Crabs", " shark", "Lobster", "squid", dolphin", "sea hose" etc.*

*Teacher : What about you student 10?*

*Student 10 : It is very interesting Miss. The topic is about "Holiday". I like holiday. I and my family usually get holiday to my grandparents' hometown. In my grandparents' hometown I can swim, fish, and play with my cousin.*

According to the some students' opinion above, they like and understand the topic. Furthermore, they connect their comprehension from their background knowledge. It means that their prior knowledge is able to help them to comprehend the text properly. So, the material is interesting them because it is appropriate to their life.

#### **c) Evaluation**

In this research, the researcher used workbook and evaluation sheet in learning. These were useful and helpful for them. They are used to achieve better learning of output in classroom. They were used to evaluate students' learning achievement. The result of interview can be seen as follow:

*Teacher : Do you think that the using workbook and task sheet were useful in learning and to improve your reading comprehension?*

*Student 7 : yes miss, we did many tasks but I could understand and could answer the questions as well. Miss has given the key how to answer the questions of WH- questions.*

*Teacher : What about you student 13?*

*Student 13 : On the whole, I could do well the exercises that you have given. I sometimes read the workbook at home and answered by myself.*

*Teacher : What about you student 24?*

*Student 24 : It made me easier to understand in reading comprehension, because we did many times for assignment. Then, I liked this workbook because it provided many exercises and I could answer the questions below the passage.*

It was said that the students' answer the exercises although there are many assignments had been given. Then, most of the passages in the workbook have some exercises below the passage. So, the students can do and answer the exercises, which are provided from workbook.

There are some factors that intensive reading technique used in reading comprehension. First, this technique is good for beginners. The researcher teaches for elementary school where they can be considered as the beginners in second language learning. Second, it is good technique if we want to apply for shorter text in reading. Usually, the reading text for elementary school is relatively short and containing one main idea. Third, this technique gives more opportunities for the students to read the passage. In this technique, the students are asked to read the text more than once. Last, the steps in intensive reading technique bring the students to do some activity in order to be able to answer the questions in reading comprehension task like finding unknown vocabulary.

## **Conclusion**

Reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In this process, the students interact dynamically with the text as they to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge as well as schematic knowledge. Most of the reading teachers have tried to apply the effective strategies and techniques to support the success of teaching and learning reading comprehension. One of the effective techniques to teach reading comprehension is called intensive reading technique. In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic system of the language, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of language input with few or possibly no specific tasks to perform on this material.

## **Suggestion**

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

1. The researcher as the teacher should continue using intensive reading technique in teaching reading.
2. The teacher should be more creative in using intensive reading in order to improve the process of teaching and learning activities for the sake of better result.



3. The teacher who has the same situation and condition can use intensive reading in teaching reading.
4. Another researcher can use this research findings as relevant research.

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