

AN UNDERGRADUATE THESIS
THE INFLUENCE OF INTENSIVE READING
IN DESCRIPTIVE TEXTS ON READING COMPREHENSION
OF THE SEVENTH GRADE
AT SMP NEGERI 1 TERBANGGI BESAR

By :
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TARBIYAH AND TEACHER TRAINING FACULTY
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STATE ISLAMIC INSTITUTE OF METRO
1445 H/ 2023 M

**THE INFLUENCE OF INTENSIVE READING
IN DESCRIPTIVE TEXTS ON READING COMPREHENSION
OF THE SEVENTH GRADE
AT SMP NEGERI 1 TERBANGGI BESAR**

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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APPROVAL PAGE

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Assalamu'alaikum, Wr. Wb

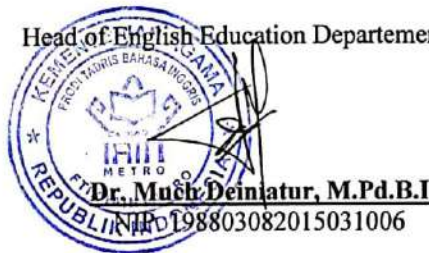
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE INFLUENCE OF INTENSIVE READING IN DESCRIPTIVE TEXTS ON READING COMPREHENSION OF THE SEVENTH GRADE AT SMP NEGERI 1 TERBANGGI BESAR. Written by Ervina Damayanti, student number 1901052013, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 15th 2023 at 10.00 - 12.00 a.m.

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The Dean of Tarbiyah and Teachers Training Faculty



**THE INFLUENCE OF INTENSIVE READING
IN DESCRIPTIVE TEXTS ON READING COMPREHENSION
OF THE SEVENTH GRADE AT SMP NEGERI 1 TERBANGGI BESAR**

ABSTRACT

**BY
ERVINA DAMAYANTI**

The aim of study of this research is to find out whether the intensive reading in descriptive texts can influence of reading comprehension at SMP Negeri 1 Terbanggi Besar. The subject of the research was 61 students, was divided into 2 classes consisting of classes VIII F as control class and VIII H as experimental class.

This present research is study quantitative research which was conducted in the form of quasi- experimental design carried. To select the participant, researcher used simple random sampling. The researcher gave multiple choice test to gather the data. There were pre-test and post-test. The formula that was used analyze the data was t-test. The purposes of pre-test and post-test are to determine differences in the ability to reading descriptive text before and given treatment. It can be seen that the result pre-test in the experimental class with an average score of 45 and in control class with an average score of 44,8. After pre-test doing the treatment and the result post-test in experimental class with an average score of 75,3 and in control class with an average score of 48,3.

Based on the data analysis result, it comes to the conclusion that if the probability or Sig. $> \alpha$ (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Based on the result, it could be said that Intensive Reading in the students' reading comprehension on descriptive text of the seven graders of SMP Negeri 1 Terbanggi Besar.

Keywords: *Quasi Experiment, Reading Comprehension, Intensive reading, Descriptive Text.*

**PENGARUH MEMBACA INTENSIF
PADA TEKS DESKRIPTIF TERHADAP PEMAHAMAN MEMBACA SISWA
DI KELAS VII SMP NEGERI 1 TERBANGGI BESAR**

ABSTRAK

Oleh:

ERVINA DAMAYANTI

Tujuan dari penelitian ini adalah untuk mengetahui apakah membaca intensif dalam teks deskriptif dapat mempengaruhi pemahaman membaca di SMP Negeri 1 Terbanggi Besar. Subjek penelitian adalah 61 siswa, yang terbagi menjadi 2 kelas yang terdiri dari kelas VIII F sebagai kelas kontrol dan kelas VIII H sebagai kelas eksperimen.

Penelitian ini merupakan penelitian kuantitatif yang dilakukan dalam bentuk desain kuasi eksperimen. Untuk memilih partisipan, peneliti menggunakan simple random sampling. Penulis memberikan tes pilihan ganda untuk mengumpulkan data, ada pre-test dan post-test. Rumus yang digunakan untuk menganalisis data adalah uji-t. Tujuan pre-tes dan pos-tes adalah untuk mengetahui perbedaan kemampuan menulis teks deskriptif sebelum dan diberi perlakuan. Terlihat bahwa hasil pre-test di kelas eksperimen dengan skor rata-rata 45 dan di kelas kontrol dengan skor rata-rata 44,8. Setelah dilakukan pre-test dilakukan treatment dan hasilnya post-test di kelas eksperimen dengan skor rata-rata 75,3 dan di kelas kontrol dengan skor rata-rata 48,3.

Berdasarkan hasil analisis diketahui bahwa jika probabilitas atau $\text{Sig.} > \alpha$ (0,05), maka hipotesis alternatif (H_a) diterima. Artinya ada pengaruh positif dan signifikan variabel X terhadap variabel Y. Dengan kata lain H_a diterima dan H_o ditolak. Berdasarkan hasil tersebut, dapat dikatakan bahwa Membaca Intensif dapat meningkatkan pemahaman membaca siswa pada teks deskriptif kelas VII SMP Negeri 1 Terbanggi Besar.

Kata Kunci: *Kuasi Experimen, Pemahaman Membaca, Membaca Intensif, Teks Deskriptif.*

STATEMENT OF RESEARCH ORIGINALITY

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Declan that this undergraduate thesis is originally the result of researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, November 20th,2023

The Researcher,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali pada bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 November 2023

Yang membuat pernyataan,



Ervina Damayanti
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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

*Indeed, Allāh will not change the condition of a people until they change what is
in themselves.*

(Q.S.Ar-Ra'ad: 11)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents (Mr. Ahmad Tharmidzi and Mrs. Jumriah). Both of them made everything possible so that I could reach the stage where this thesis was finally finished. Thank you for all the sacrifices, advice and good prayers that you never stop giving me. I am forever grateful for your existence as my parents.
2. My older sister Ani Praselia, my older brother Rudi Kurniawan, and my two younger brother Muhammad Yasin, Galih Ramadhan and also my brother-in-law Kurniawan Budi Susilo thank your prayers and support to me in completing this thesis.
3. My beloved supporters Dinda Solehah and Annisa Okta Rahmanita, thank you for your support and care of me.
4. My Beloved Almamater IAIN METRO
5. Last but not least, all member TREASURE especially Kim Junkyu and Watanabe Haruto, your songs are truly an extraordinary encouragement when I am at my lowest point. Thank you for all your words of encouragement on various occasions. You have been one of my biggest motivations and inspirations to persist until this point.

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In the name of Allah, the most gracious and most merciful. Praise be to Allah, the Lord of the worlds whom without His mercy and blessings, none of these would be possible. The researcher is very grateful for the chances. He has given the researcher blessing and mercies to accomplish this undergraduate thesis.

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2. Dr. Zuhairi, M.Pd., as the Dean of the Fakultas Tarbiyah dan Ilmu Keguruan
3. Dr. Much Deiniatur, M.Pd, BI., as the Head of the English Department as well as the research mentor who in the midst of his busy schedule has been willing to guide and provide a lot of direction for the writing of this thesis.
4. Dr. Umi Yawisah, M.Hum as the advisor who has given support and guidance for the researcher.
5. My beloved family, All my friends and Lecturer Examiner.

Hopefully this Undergraduate Thesis can be a meaningful benefit for the researcher especially and for our campus and all reader generally.

Metro, November 20th,2023

The Researcher,



Ervina Damayanti
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TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS	v
RATIFICATION PAGE	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Problem Identification	4
C. Problem Limitation	4
D. Problem Formulation	4
E. Objective and Benefits of Research	5
1. Objective of the Study	5
2. Benefits of the Study	5
F. Prior Research	6
CHAPTER II THEORETICAL REVIEW	8
A. The Concept of Reading	8
1. Definition of Reading	8
2. Definition of Reading Comprehension.....	9
3. Reading Principles	10

4. Indicator of Reading.....	12
B. The Concept of Intensive Reading	13
1. Definition of Intensive Reading.....	13
2. Types of Intensive Reading	14
3. The Process of Intensive Reading.....	14
4. Purpose of Intensive Reading	15
5. Things to pay to in Intensive Reading	16
C. The Concept of Descriptive text.....	17
1. Definition of Descriptive Text	17
2. Generic Structure of Descriptive Text.....	18
3. Purpose of Descriptive Text	18
4. Language Future of Descriptive Text.....	18
5. Tips to write Descriptive Text	19
D. Theoretical Framework and Paradigm.....	20
1. Theoretical Framework	20
2. Paradigm.....	21
E. Hypothesis.....	22
1. Hypothesis Formulation	22
2. Statistics Hypothesis	23
CHAPTER III RESEARCH METHODOLOGY.....	24
A. Research Design	24
B. The Operational Definition of Variable	25
1. Independent Variable	25
2. Dependent Variable.....	26
C. Population, Sample, and Sampling Technique.....	26
1. Population.....	26
2. Sample and Sampling Technique	27
D. Data Collection Technique.....	28
1. Test.....	28
2. Documentation.....	29
E. Research Instrument	30

1. Reading Test	30
2. Documentation Sheet	30
3. Measurement of Research Instruments	30
F. Data Analysis Technique	32
1. Test Requirements Analysis	32
2. Data Analysis Test	34
CHAPTER IV RESULT AND DISCUSSION	36
A. Research Result	36
1. Profile at SMP Negeri 1 Terbanggi Besar	36
a. The Historical Background	36
b. Students' Quantity	36
c. The Condition of Infrastructure Facilities	37
d. Location Sketch	38
2. The Description of Research Result	39
a. Analysis of Research Instrument Trial Results	39
b. Pre-Test Result	41
c. Treatment by Using Intensive Reading	43
d. Post-Test Result	43
e. Analysis Requirements Test Results	45
f. Testing of Hypotesis	46
B. Discussion	49
CHAPTER V CONCLUSION AND SUGGESTION	53
A. Conclusion	53
B. Suggestions	53
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1.1	Data Pre-Survey Result.....	3
Table 2.1	The Differences Descriptive and Report Text	19
Table 3.1	List of Population	27
Table 4.1	Total of Classroom at SMP Negeri 1 Terbanggi Besar	37
Table 4.2	The Validity Result	39
Table 4.3	The Reliability Result	40
Table 4.4	Classification Coefficient of Reliability	41
Table 4.5	The Normality Result.....	44
Table 4.6	The Homogeneity Result	44
Table 4.7	The SPSS Computation Result about the Influence of Intensive Reading on Reading Comprehension	46
Table 4.8	Critical Value of T-table	47
Table 4.9	The Result of the Effect of Intensive Reading on Descriptive Texts.....	49

LIST OF FIGURES

Figure 2.1 The Scheme of Paradigm.....	21
Figure 4.1 Students' Quantity at SMP Negeri 1 Terbanggi Besar	37
Figure 4.2 The Location Sketch at SMP Negeri 1 Terbanggi Besar	38
Figure 4.3 The Pre-Test Result of Control Class.....	41
Figure 4.4 The Pre-Test Result of Experimental Class	42
Figure 4.5 The Post-Test Result of Control Class	43
Figure 4.6 The Post-Test Result of Experimental Class	43

LIST OF APPENDICES

Appendices 1	Pra-Survey Permit	57
Appendices 2	Pra-Survey Replay	58
Appendices 3	Thesis Guidance Letter	59
Appendices 4	Letter of Assignment.....	60
Appendices 5	Research Permit	61
Appendices 6	Research Response Letter	62
Appendices 7	Thesis Guidance Consultation Card.....	63
Appendices 8	Syllabus	66
Appendices 9	Lesson Plans	68
Appendices 10	Pre-Test Questions	89
Appendices 11	Post-Test Questions	92
Appendices 12	Blue Print of Reading Test	95
Appendices 13	Documentation Sheet	96
Appendices 14	The Results of the answers Pre-test and Post-test	97
Appendices 15	The Pre-test Result of Control and Experimental.....	105
Appendices 16	The Post-test Result of Control and Experimental	107
Appendices 17	Documentation of Research Process.....	109
Appendices 18	Free Certificate of Head of Study Program.....	112
Appendices 19	Library Free Certificate.....	113
Appendices 20	Plagiarism Pass	114
Appendices 21	Curriculum Vitae	116

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages in the world. It has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover, English has been declared as a formal language on international communication for a long time ago. Indonesia is one of the countries that declared English as a foreign language, Muriel explain "Foreign language is one not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situation, or studied as a curricular requirement or elective in school, but with so immediate or necessary practical application".¹ The proof, it could be known of the education in Indonesia that English is learned by the students as one of subjects at school from Elementary school until University. Moreover, English has become a constant curriculum of each education.

Moreover, English instruction in Indonesia plays a very important role that is carried out in formal and non-formal institutions. English teaching includes four language ability consisting of listening, speaking, reading and writing. As part of the English process, reading is very useful. Reading is one of the language ability that should be taught besides the other ability.

¹ Muriel Saville, *Introduction Second Language Acquisition*, New York: Cambridge University. 2006, p.4.

However, reading comprehension is not easy to learn. Students face several difficulties during the reading process. The problems caused by poor linguistic and non-language influences include restricted English, weak mastery of English, difficulty in constructing simple ideas and supporting concepts. Moreover, reading difficulties due to weak non-linguistic aspects include poor reading encouragement, low interest in micro concepts in reading abilities, weak reading habits and low environmental support. 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 are asked to read some short texts with similar topic and focus on vocabulary and grammar in order to comprehend the whole text.

In line with the reading problems above, researcher have conducted a pre-survey at SMP Negeri 1 Terbanggi Besar, on May 15, 2023 to find out students' reading problems. Researcher have investigated that the seventh grade students have problems in reading comprehension, especially on reading in descriptive text. The results of the pre-survey are illustrated in the following table. Below the data of pre-survey :

Table 1.1

The Data of Pre-Survey Result of The Seventh Graders of SMP Negeri 1 Terbanggi Besar

No	Score	Frequency	Percentage	Explanation
1	< 70	50 Students	82%	Incomplete
2	≥ 70	11 Students	18%	Complete
Total		61 students	100%	

Source: The teacher's archive, taken on May 15, 2023.

The data above shows students reading ability get low score. There are only 11 from 61 students get good score, and 50 students get bellow of 70 as The Minimum Mastery Criteria (MMC). The students reading comprehension of SMP Negeri 1 Terbanggi Besar it can be inferred that the students reading comprehension is as still low.

Based on observation, in descriptive text the students are not able to read correctly, and they have low ability in reading subject, especially in descriptive text. In addition, the students are difficult to construct the descriptive text, because the students are less in vocabularies and grammatical. So, it needs that method is Intensive reading. Intensive reading can be an appropriate method to increase the student ability in membaca descriptive text. Therefore, the researcher would like to conduct a research on the title "The Influence of Intensive Reading in Descriptive Texts on Reading Comprehension of The Seventh Grade at SMP Negeri 1 Terbanggi Besar".

B. Problem Identification

Based on the background above, the problem can be identified as follows:

- a. The students have low ability in reading, especially reading in descriptive text.
- b. Most of students are less in vocabularies and grammatical in reading.
- c. Students lack reading comprehension.

C. Problem Limitation

Based on the problem identification above, the researcher focuses and limits the problem on the students who have low ability in reading, especially reading in descriptive text and most of students are less in vocabularies and grammatical in reading. So, the researcher uses *The Influence of Intensive Reading in Descriptive Texts on Reading Comprehension of The Seventh Grade at SMP Negeri 1 Terbanggi Besar*.

D. Problem Formulation

Based on the problem above, the researcher formulated the problem as follows:

“Is there any positive and significant influence of Intensive Reading on the students reading descriptive texts of the seventh grade students at SMP Negeri 1 Terbanggi Besar?”.

E. Objective And Benefit Of The Study

1. Objective of the study

In relation to the problem formulated above this research is intended to examine whether there is a positive and significant influence of Intensive reading on the students' reading descriptive texts.

2. Benefits of the study

a. For the Students

The results of the research are expected to be a positive contribution for students to improve their comprehension to read descriptive text by using the Intensive reading in learning English in class.

b. For the Teachers

The results of the research is is suggested that teachers be more creative in motivating students in learning English and incorporate the Intensive Reading as a method reference in the teaching process, especially in reading descriptive texts to involve students to be active in learning.

c. For other Researcher

This research can be used as a consideration source for the next researcher who wants to investigate the similar problem about the effect of using Intensive Reading on students readingg descriptive text at the seventh grade of SMP Negeri 1 Terbanggi Besar.

F. Prior Research

Literature review is used as a comparison against existing research, both on the excess or shortage that existed before. The formulation in the study of literature fully excavated from material written by experts in the field related to the research.

1. The thesis entitled *“Fostering Fifth Graders’ Reading Comprehension through the use of Intensive Reading in Physical Science” (A Classroom Action Research of the Fifth Grade Students of class at a private bilingual institution of Bogota)*”. Written by Gonzalez and Paola.² (Universidad Distrital Francisco Jose De Caldas). The different between Gonzalez and Paola research and this research are: Gonzalez and Paola using Qualitative Research methods, with the objective that reading in science should be seen as dynamic process that incorporates learners’ strategies in order to develop conceptual understanding. While this research used Quantitative Research methods to improve students’ reading comprehension in descriptive texts.
2. The thesis entitled *“The Effectiveness of Intensive Reading on Students’ Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade Students of Madrasah Jam’iyyah Islamiyyah in Academic Year 2019/2020)”*”. Written by Diniarti.³ (Bachelor Program of English Language Education of UIN Syarif Hidayatullah Jakarta, 2019.

² Bogoya Gonzalez and Alethia Paola, “Fostering Fifth Graders’ reading Comprehension through the use of Intensive Reading in Physical Science”, *Universidad Distrital Francisco Jose` de Caldas* 13, no 1 (2019-2023).1

³ Nilam Ayu Diniarti, *“The Effectiveness of Intensive Reading on Students’ Reading Comprehension of descriptive Text”*, Madrasah Aliyah Jam’iyyah Islamiyyah, (2019-2023).

The similarities between these two studies lie in the research method, namely using quantitative research methods. While the difference between these two studies lies in the research sources, because the data sources of this research are various scientific references and 32 students in one class while the research sample is 35 students of class X MIA as an experimental class and 32 students of class X IIS 2 as control class.

3. The thesis entitled "*An Analysis of Students' Reading Comprehension in Descriptive Text (A Classroom Action Research of the Eight Grade of MTS Negeri 3 Merangin in the Academic Year of 2020/2021)*". Written by Sundari, Hartanti and Liana.⁴ (Bachelor Program of English Language Education of Merangin University, 2020. This research has similarities and differences with this research. The similarities include research topics, among others, because the third topic of this research is reading comprehension in descriptive text. The difference between these three studies lies in the research method, research sources and research objectives. This is due to first research methodology is a mixed-method approach that utilizes both qualitative and quantitative methods, then the second and third studies used quantitative research methods, and also this research used quantitative methods. The source of this research data is 43 students, the researcher used simple total sampling to take the sample, to collect data, the researcher used a test, the test was multiple choice questions, while the sample of this study were students of class VII.

⁴ Ayun Sundari, Hera Hartati and Mita Liana, "*An Analysis of Students' Reading Comprehension in Descriptive Text at the Eight Grade of MTS Negeri 3 Merangin*", *STKIP YPM Bangko* 5, no 5 (2022)

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading

1. Definition of Reading

Reading is the name given to a set of actions that are primarily cognitive: lexical processing, orthography and phonology mapping, sentence parsing, conceptual integration, etc. today we know much more about both of these than we did ten years ago, yet it remains unclear whether or how they can be connected to perceptual operations.⁵ It means that reading is a way of searching for and getting meaning from lexical item set. Reading is a development of perception because they are not only looking for symbols and meanings, they also read lexically process, decision making, and conceptual assimilation.

A secret to learning, a way of opening doors to knowledge, is reading. Reading is considered as an important skill for studied. Reading occurs when someone gets an idea from the text. Reading is complicated process to get an idea of the printed part that is influenced by reader's prior knowledge. The reading process involves interaction between readers and text from their eyes to their brains. Reading is one of the most important language skills that must be possessed growing inside and

⁵ Kenedy Alan et al., *Reading as a Perceptual Process*,(Oxford: Elsevier Science,2000),5.

outside the classroom, that's also one of them the most common way to get information.

2. Definition of Reading Comprehension

According to McNamara reading comprehension is not the ability of how fast reader can find information in the text but how effective their comprehension to comprehend the text. Thus comprehension requires needs thinking to understand the text that the read.⁶ Reading Comprehension refers to the ability to understand the ideas and the relationship between ideas conveyed in a text. moreover, comprehension is how the reader comprehend the meaning around the text. Reading Comprehension is a complex matter, the process of generating meaning from text by involving prior knowledge to understand text. Students need to be active in processing what they read. Process skills demand that students have automatic reading skills and fluency, required vocabulary, and background knowledge appropriate to the text.

Reading Comprehension ability is one of the most important language skills that must be developed internally and externally class, it is also one of the most common ways to get it information. Readers use a number of special skills when reading and their success in understanding the content of what they are reading view largery depends on this particular skill. Objective teaching reading comprehension skills in

⁶ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (New Jersey: Erlbaum Associates, inc., Publishers, 2007)

schools is good for teaching children to become active readers independently and for introduce them to the enjoyment of affective science reading allows.

Reading comprehension is understanding the content of the reading written text to get information by activating reader priors knowledge. Reading cannot be separated from understanding because the purpose or result of reading activity is to understand what has been read. Reading without understanding what has been read is useless. Students not only read a collection of words in a sentence but also must be able to understand it text to get the message and information of what they are have read.

3. Reading Principles

- a) Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do must encourage them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with students.

- b) Students need to be engaged with what they are reading.

Outside of normal class hours, when students read a lot, they must engage in pleasurable reading – that is, we must try to help they get as much pleasure from it as possible. But during lessons too, we will do my best to ensure that engage with the topic of the reading text and the activities they are asked to do when faced with it.

- c) Encourage students to respond to the content of a text (and explore their feelings about it) not just concentrate on its construction.

Of course, it is important for students to study reading texts in class to know things like how to use language, numbers paragraphs they contain and how many times they use relative clauses. But the meaning, the text message, is just as important as this. As consequently, we must give students the opportunity to respond to the message road. It is very important that they should be allowed to show theirs feelings about the topic – thus provoking personal involvement with it and language. With extensive reading this is even more important.

- d) Prediction is a major factor in reading.

When we read a text in our own language, we often have a good idea about the content before we actually start reading.

- e) Match the task to the topic when using intensive reading texts.

After the decision has been taken what text is the student reading will read (based on their level, the topic of the text and its linguistics and activation potential), we need to choose good reading assignment – the right ones types of questions, appropriate activities before during and after reading, and useful study exploits, etc.

- f) Good teachers exploit reading texts to the full.

Each reading text is full of sentences, word, ideas, descriptions, etc. it doesn't make sense, in class, only to have students read it and

then leave it and move on to something else. Good teachers integrate reading texts into a series of interesting lessons, using topics for discussion and further task, using language for learning and then activation (or from course, activation and then learn) and use a variety of activities to bring text for life. Where students have done extensive reading, we should use any opportunity that arises to provoke it useful feedback.⁷

4. Indicator of Reading

The indicators of reading that are assessed are as follows:

- 1) Accuracy in voicing written words: Students pronounce written words clearly and fluently
- 2) Reasonable pronunciation: Students pronounce writing well and correctly
- 3) Reasonable intonation: Students pronounce words and sentences correctly good and right
- 4) Fluency: Students read all the passages fluently
- 5) Clarity of voice: Students read clearly and loudly so that all students can hear it.

⁷ Jeremy Harmer, How to Teach English, 2010, 101-102

B. The Concept of Intensive Reading

1. Definition of Intensive Reading

The importance of intensive reading is the main key in a reading activity, because it emphasizes detailed aspects of finding information. emphasizes that intensive reading is a type of reading that requires readers to read with intense concentration. This type of reading always has a specific purpose. The goal is to achieve specific information from the text being read. Can be compared to extensive reading, where the reader reads for pleasure and pleasure.⁸

Intensive reading is reading for a higher level of comprehension and retention over a long period of time. intensive reading requires short reading but also requires a deep and detailed understanding of the reading material. Tarigan divides intensive activities into two parts. First, content review reading, which is a comprehension activity carried out after finding interesting reading material when reading at school so that it encourages us to know the content of the reading in depth.⁹

In addition, the teaching of reading in the Indonesian middle schools still is oriented to intensive reading. tends to involve students in activities to obtain detailed meaning, to increase reading skills, and to develop vocabulary and grammar knowledge¹⁰. intensive reading is

⁸ Lalremruati, *Graphic Novels as Substitutions of Traditional Books to Improve. (India's Higher Education Authority UGC Approved)*. 2019, 2.

⁹ Tarigan, Hendry Guntur, *Reading as a Language Skill*. Bandung: Angkasa Bandung Publishers, 2008, p.35.

¹⁰ Dedi Irwansyah, *The C-BIM Model in Improving Reading, Writing, and Critical Thinking Skills: Outcome and Perception*, (INOVISH JOURNAL, Vol.5, No.2, July 2021)

analogous to intensive listening, which requires high concentration. What is included in intensive reading is content study reading and language study reading. Read language study includes reading language and reading literature. Content review reading includes close reading, comprehension, critical reading, ideas and creative reading.

2. Types of Intensive Reading

Intensive reading, namely reading content studies and reading language studies, then reading content studies consists of types of close reading, reading, critical reading comprehension, and idea reading. Next, reading language studies consists of reading language and reading literature. The skill of reading silently does not strictly follow systematics,¹¹ but is based on the level of importance to be mastered. Read carefully is an elaboration of intensive reading where the activities carried out require high precision, then reading comprehension where this reading is intended to obtain the information obtained, then reading Critical reading is the highest level of reading, the last is reading ideas to find the main ideas contained. Reading language studies is intended to analyze aspects of language and literary values.

3. The Process of Intensive Reading

Good reading is reading with a good mental and reasoning attitude, good physical attitude, good material, lots of varied material and types

¹¹ Ibid, p.38

that suit the reader's goals and interests.¹² Intensive reading requires some understanding in order to get the goal or the desired information, there are three processes that occur when we read intensively, namely understanding meaning, understanding interpretation, and critical understanding. Understanding the meaning means that when reading, what we need is an understanding of the reading in order to receive the desired information. Next is understanding interpretation, that is, when we read we will give an impression of the reading, such as the expected reactions if we read the information. Lastly is critical understanding where we must have critical thinking in order to absorb the required information quickly and accurately.

4. Purpose of Intensive Reading

The main purpose of intensive reading is first to gain understanding obtained from the text being read, someone who reads must have a goal, namely to understand the information they want to obtain. Furthermore, the goal of someone who reads intensively is to be able to discover structured text patterns, if someone has knowledge of text structure, of course if they read intensively they will immediately know the structure of the text they are reading. Next, we can also do intensive reading can find out the author's intention and purpose in creating the reading text not only explicitly but also implicitly. The final goal is that

¹² Saddhono, Kundharu, and St. Y Slamet. *Improve Language Skills Indonesia*. (Bandung: Karya Putra Darwati, 2012, 99).

intensive reading is a linguistic means to achieve goals. Linguistics is studied in several points such as learning about language, sentences, phrases, etc. This is a means of analyzing existing linguistic structures.¹³

5. Things to Pay Attention to in Intensive Reading

In essence, the most important thing in reading is that there are three things that must be considered, namely, reading carefully, self-preparation, and considering references.¹⁴ In intensive reading, there are three things that must be considered, namely, reading carefully, self-preparation, and consideration reference. The first is to read carefully. This is intended to ensure that there are no misunderstandings in the information you want to convey or incomplete information obtained due to not reading carefully. Because often when someone is reading a book or reference, they don't if you are ever careful, the result is that the information you read is not obtained optimally, because reading is included in intensive reading, so you really need to read carefully so that the information is obtained correctly. The next factor is that self-preparation is important because reading without thorough self-preparation will result in many shortcomings. It is possible that we have to be mentally prepared to receive the information that is available. If we are not ready, the information we will get will not be optimal. The last one is consider references, in reading we need lots of references in order to understand the reading correctly.

¹³ Ibid, p.40

¹⁴ Ibid,p.102

C. The Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is text that says what someone or something is like. Its purpose is to describe and express a particular person, place or thing.

In a broad sense, the description is interpreted as in the following sentence: Description is about sensory experience – how something looks, sounds, feels. Most of it is about visual experience, but description also deals with other types of perception¹⁵.

So, if we conclude from Kane's explanation above, descriptive text is a meaningful text that describes experiences related to the senses, such as shapes, sounds, tastes. Most descriptive texts are about visual experiences, but actually experiences besides the sense of sight, we can also use them to make descriptive texts.

But specifically, a descriptive text is, "..... Is a text that says what someone or something is like. Its purpose is to describe and express a particular person, place or thing."

So, it can be said that descriptive text is a text that explains what a person or an object is like, what shape, characteristics, quantity and so on. The purpose of descriptive text is clear, namely to describe, represent or express a person or object, both abstract and concrete.

¹⁵ Kane, Definition Of Descriptive text. 2000, p.352

2. Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

- a) Identification : (contains about the introduction of a person, place, animal or object will be described.)
- b) Description : contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describes.

3. Purpose of Descriptive Text

- a) To describe person, thing or place in specific
- b) To describe a particular person, thing or place.

4. Language Feature of Descriptive Text

- a) Specific participant : has a certain object, is not common and unique (only one). For example: Bandengan Beach, my house, Borobudur temple, uncle Jim
- b) The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
- c) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d) Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.....¹⁶

¹⁶ Rudi Hartono, Genre of texts, (Semarang: English Department Faculty of Language and Art Semarang State University, 2005).

Table 2.1
The Differences Between Descriptive and Report Text

The Different	Descriptive Text	Report Text
The object	Talk about one specific thing	Talk about one general thing
The resources	Based on the objective fact of the thing	Based on the careful observation
The example (title)	My beautiful cat (describe the cat's writer)	The cat (describe cat in general)

5. Tips to write descriptive text :

1. Make sure to choose a meaningful person, place, or thing.
2. Introduce the person, place, or thing you are describing.
3. Engage your reader's sense of sight.
4. Describe smells and tastes if you can.
5. Describe how the moment or item feels.
6. Describe how your subject sounds.
7. Make unique observations.
8. Include some figurative language.
9. Wrap it up.¹⁷

¹⁷ Mark Andersons and Kathy Andersons, Text Type in English 1-2. Australia: MacMillanEducation, 2003.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

A research must have a theoretical framework as a concept for basic in research. Theoretical framework in this research is a systematic thought to write some problems that to give the tentative proposition toward the problems.

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Intensive Reading and the dependent variable (Y) is Reading Comprehension.

Reading is one of four basic ability that important that must be mastery by the students. students find reading boring and many students who don't understand the importance of reading books, this is because reading involves content, sentences, paragraphs, grammar and vocabulary. The problems faced in the class are students have difficulties to reading and understand the meaning from reading texts and use the grammar. One of problem in reading learning is difficult to concentrate.

In this research, the researcher uses Intensive Reading to teaching descriptive paragraph that focus students reading descriptive text at the seventh grade of SMP Negeri 1 Terbanggi Besar. The researcher assumes that better using Intesive reading in teaching reading descriptive text because the students will be more interest and enjoyable in learning process.

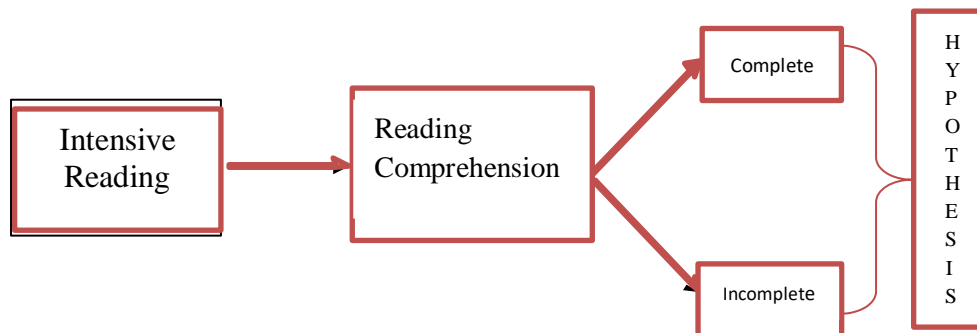
Base on description above, the researcher assumed that there is any effect of Intensive Reading on students reading descriptive text at the seventh grade of SMP Negeri 1 Terbanggi Besar.

2. Paradigm

Paradigm is simple scheme, but contain with main element of the research that point out of the research indication and the relationship each other. Based on the theoretical framework above, the researcher describes the paradigm as following:

Figure 2.1

The Scheme of Paradigm



Below the figure above, the researcher concludes that if the grade of the students' Intensive Reading is good, the grade of reading descriptive text is also good. So, there is positive and significant effect of using Intensive Reading to enhance students' writing descriptive text. But, if the grade of the students' Intensive Reading is bad, the grade of the writing descriptive text is also bad. So, there is no positive and significant effect of using Intensive Reading to enhance students Reading descriptive text.

E. Hypothesis

1. Hypothesis Formulation

“Hypothesis is usually considered as the principal instrument in research.”¹⁸ It can be understood that hypothesis as a statement about the condition of the parameter of the research with a sample.

Daniel Muijs explain “a hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation”.¹⁹

Furthermore, Donal Ary defines the “hypothesis presents the researcher’s expectations about the relationship between variables within question”.²⁰ In other opinion, hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.²¹ It used in experiment in which writer compare group.

Based on the quotation above, it can be understood that hypotheses may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon.

¹⁸ Kothari, C.R. *Research Methodology*. New Delhi: New Age International (P) Limited, Publishers. 2004, p.184

¹⁹ Daniel Muijs. *Doing Quantitative Research in Education with spss*, New Delhi, London: Thousand Oaks, 2004, p.8

²⁰ Donal Ary, *Introduction to Research in Education*, New Yorks, holth. Rinchart and Wiston 1979, p.81

²¹ John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Education: University of Nebraska–Lincoln (4th ed), 2012, p.111

The researcher formulates the hypotheses as follows:

a) Alternative Hypothesis (H_a)

There is positive and significant effect of using Intensive Reading on reading comprehension in descriptive text at the seventh grade of SMP Negeri 1 Terbanggi Besar.

b) Null Hypothesis (H_0)

There is not any positive and significant effect of using Intensive Reading on Reading Comprehension in descriptive text at the seventh grade of SMP Negeri 1 Terbanggi Besar.

2. Statistics Hypothesis

Based on the explanation above, the researcher make a conclude that hypothesis are

- a. If $t_{observed} > F_{table}$, H_a is accepted and H_0 is rejected.
- b. If $t_{observed} < F_{table}$, H_a is rejected and H_0 is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

C. R. Kothari said that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.²² The researcher uses the quantitative approach for conducting this research. According to Daniel Muijs defines quantitative research as the explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).²³

The research is conducted by using experimental design. The model of the experimental design of this study is quasi-experimental research. Quasi-experimental research is the researcher assigned intact groups, the experimental and control group using pre-test and post-test to both groups.²⁴ This research use two groups, experimental and controlled group and these groups are chosen by using simple random sampling. The experimental group doing pre-test, receive the treatment, and doing the post- test, therefore the controlled group doing pre-test and post-test only with conventional method in the class. The treatment is conducted after pre-test. The pre-test is intended

²² Ibid, p.31

²³ Ibid, p.1

²⁴ Brunce W. Tuckman, *Conducting Educational Research* (Harcourt Brace College,1999).

to find out the students' reading before the treatment. Meanwhile, the post-test is intended to find out the students' reading after the treatment given. This research is intended to investigate whether there is any positive and significant influence of Intensive Reading on Reading Comprehension of the seventh grade.

B. The Operational Definition of Variable

The operational of variables as follows:

1. Independent Variable

Independent variables variables that considered to influence a causes or changes in other variables. Characteristic independent variable has manipulated by the researcher to explain the observed relational phenomena. The independent variable (X) of this research is Intensive Reading.

Independent variable indicators include:

- a. Students are able to read with natural pronunciation and intonation
- b. Students are able to pronounce the words in the appropriate verses.
- c. Students are able to understand the stories they hear or read, can ask or answer questions and can retell them.
- d. Students are able to express feelings with simple sentences regarding the various traits, habits and character of the perpetrators in the reading or story they listen to.

2. Dependent Variable

Dependent variable is variable that depends on the independent variable. In this research, dependent variable is Reading Comprehension. Reading Comprehension is a complex matter, the process of generating meaning from text by involving prior knowledge to understand text.

The dependent variable of this research is Reading Comprehension. The indicators are as follows:

- a. Students are able to determine the main idea.
- b. Students are able to identify detailed information (supporting detail).
- c. Students are able to determine inference (implied meaning).
- d. Students are able to identify references
- e. Students are able to determine synonyms and antonyms of words (vocabulary)

C. Population, Sample and Sampling Technique

1. Population

According by Creswell population is a group of individuals who have the same characteristic.²⁵ populations of this study were all students of class VII SMP Negeri 1 terbanggi Besar in the academic year 2022/2023. The total population is 256 students divided into eight classes.

²⁵ Ibid, p 142.

Table 3.1
List of the Population

NO	CLASS	STUDENTS
1	VII A	32
2	VII B	32
3	VII C	33
4	VII D	33
5	VII E	32
6	VII F	31
7	VII G	33
8	VII H	30
	AVERAGE	256

2. Sample and Sampling Technique

According by Creswell sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.²⁶ then researchers can use samples taken from a representative population.

Singh states that sampling technique is a indispensable technique of behavioral research, the research work cannot be undertaken without use of sampling.²⁷ The sampling technique which will be used by the writer in this research is Simple Random Sampling.

The sampling technique was used by the researcher is Simple Random Sampling. Then in this study the entire population of class VII, totaling 256 students, was divided into 8 classes consisting of classes VII A to VII H. In order that each member of the population in this research

²⁶ Ibid, p 142.

²⁷ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, New Delhi: New Age International, 2006,p. 81

has an opportunity to become a sample, the writer used class VII F as control class and class VII H as experimental class.

D. Data Collection Technique

1. Test

According to Yogesh In educational research achievement tests are most commonly used.²⁸ Therefore in this research, test will be used as data collecting method to increase dependent variables. The researcher will use reading test to influence reading comprehension in descriptive texts by intensive reading use pre-test as data collecting method.

a. Pre-test

Geoffrey said that pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable).²⁹ Pre-test will be given to the experimental class and controlled class before giving a treatment to measure students' writing ability. The experimental and control class acquire the same pre-test. To measure the students' reading comprehension, by multiple choice test. The type of test used is the descriptive text test.

b. Post-test

Post-test is conducted to assess the effectiveness of the independent variable. After giving the treatment, the researcher will

²⁸ Ibid, p. 209

²⁹ Marczyk, Geoffrey, *Essentials of Research Design and Methodology*. John Wiley. Hoboken. New Jersey. 2005, p.187

give the post-test both to the experimental and control class to find out the result of the treatment whether the use of intensive reading is influence or not to reading comprehension students in reading. To measure the students reading, by reading test. The type of test used is the descriptive text test.

2. Documentation

According Richie documentation will help the uses of the research to understand the boundaries of deviance in the tern of any wider conclusion that can be drawn.³⁰ The researcher uses this method to get the data about:

- a. The brief history of SMP Negeri 1 Terbanggi Besar.
- b. The condition of teacher and official employers at SMP Negeri 1 Terbanggi Besar.
- c. Students' Quantity at SMP Negeri 1 Terbanggi Besar.
- d. The Condition of Infrastructure Facilities at SMP Negeri 1 Terbanggi Besar.
- e. Location Sketch at SMP Negeri 1 Terbanggi Besar

³⁰ Jane Ritchie and Jane Lewis, *Qualitative Research Prattice*, (Witshine: Great Britian The Cromwell Press (Ltd),2003),p.278

E. Research Instrument

Instruments research tools used in every method and technique. Furthermore, research instruments include:

1. Reading Test

The instrument which was used in test in this research, in included the pre-test and post-test. to find out students' reading, the researcher gave a question that total 10 questions in the form of multiple choice, So, the researcher gets the result by the test. labels used for class VII SMP Negeri 1 terbanggi besar.

2. Documentation Sheet

Documentation sheet refers to archived data that helps researcher gather the data need. The researcher uses documents related to object research such list of student names.

3. Measurement of Research Instruments

Data processing techniques are carried out using the validity test process.

a. Validity test

Validity test is data that can be trusted to be true according to reality. According to Sugiyono valid means that the instrument can be used to measure what should be measured. Validity can show the degree of accuracy between the data that actually occurs on the object and the data collected by the researcher.

To simplify the process of data collection and data calculation, in this study the researcher used the IBM SPSS Statistics 22 application program. The steps to test the validity of the data are as follows:

- 1) Open the IBM SPSS application.
- 2) Enter data in DataView
- 3) Select Menu, click Analyze, then select Correlate sub menu then Bivariate.
- 4) Next, the Bivariate Correlations box appears, then enter all data into the Variables box. In the Correlation Coefficients section, select Pearson and in the Test of Significance box, select Two-tailed. Then check Flag Significant Correlations.
- 5) Finally click OK.

b. Reliability Test

Reliability test can be used as a data collection tool, indicating the level of accuracy, level of accuracy, stability or consistency, in expressing certain symptoms. The reliability test in this study was also calculated using the IBM SPSS Statistics 22 application program. The reliability test steps are as follows:

- 1) Open the IBM SPSS application.
- 2) Enter data in Data View.
- 3) Select the Analyze menu, then select the Scale sub menu, then Reliability Analysis.

- 4) Move the data to be tested, in the Model section select Split-half. Then click Statistics, in the Descriptives for box select Scale if item deleted. Then click Continue.
- 5) Finally click OK.

F. Data Analysis Technique

Data analysis technique is a method used to classify data according to the problem raised to make it easier to understand. Meanwhile, data analysis in quantitative research aims to provide categories, systematize, and produce meaning and find out what is the center of research.

1. Test Requirements Analysis

Prerequisite analysis test is a test performed before carrying out the hypothesis test. The analysis prerequisite tests carried out in this study included the normality test and homogeneity test.

a. Normality test

The normality test aims to determine whether the data from the residual values of the two variables are normally distributed or not. The method used to test the normality of the data in this study is by using the Lilliefors test in the IBM SPSS Statistics 22 application program, with the criterion if the Asymp.Sig. (2-tailed) is greater than 0.05, namely $p > 0.05$, then the data is declared normally distributed. The Lilliefors normality test steps are as follows:

- 1) Enter data in Data View.

- 2) Click Analyze, then select Descriptive Statistics then select Explore.
- 3) Enter the variable to be tested for normality in the Explore window.
- 4) Then click Plots, then in the Boxplot box select Factor levels together, in the Descriptive box select Stem-and-leaf and Histogram, then select Normality plots with tests, in the Spread vs Level with Levene Test box select None, then click Continue.
- 5) Finally click OK.

b. Homogeneity Test

Homogeneity test is a test of whether the variances of two or more distributions are the same. The homogeneity test aims to test whether the variance of the group average in variable X and variable Y is homogeneous or not. The homogeneity test formula in this study uses the Levene Test in the IBM SPSS Statistics 22 application program. Homogeneity test was conducted to find out whether two or more groups of sample data from populations have the same variance with a significance level greater than 0.05 ($p > 0.05$). The following are the Levene Test homogeneity test steps:

- 1) Enter data in Data View.
- 2) Then click Analyze, select Compare Means then select One-Way ANOVA.
- 3) Enter the variable being tested (dependent variable) in the Dependent List box. Then enter the variables that will differentiate the groups (independent variables) in the Factor box.

- 4) Click Options, then in the Statistics box select Homogeneity of variance test. Then click Continue.
- 5) Finally click OK.

2. Data Analysis Test

To investigate whether The Influence Of Intensive Reading in Descriptive Texts on Reading Comprehension Of The Seventh Grade At SMP Negeri 1 Terbanggi Besar. The researcher apply inferential statistic to find out the significant different between post-test in experimental group and post-test in control group.

The formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}$$

Notes:

- \bar{x}_1 = Mean score of experimental group
- \bar{x}_2 = Mean score of control group
- s_1 = Standar deviation of experimental group
- s_2 = Standar deviation of control group
- s_1^2 = Varians of experimental group
- s_2^2 = Varians of control group
- N = The total of sample

In addition, in testing the effects of an variable to another variable SPSS (statistical package for the social science) is outer native way to computer the effect. In this case, in investigating the effect variable x to variable y in pre-experimental study the researcher will use SPSS

applications. t-test is use to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:³¹

1. Opening SPSS applications for windows
2. Loading the excel file with all the data.
3. Opening *Show data view*.
4. Copying the grades of pre-test and post-test in the data view
5. Opening variable view by changing VAR. 1 to be pre-test and VAR-2 to be post-test.
6. Editing label VAR.1 to be pre-test and VAR.2 to be post-test.
7. Selecting analyze, compare means, independent sample T-Test.
8. Moving pre-test and post-test to the right.
9. Selecting OK.

Independent Sample T-Test Guidelines;

- a. If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- b. If the probability or Sig. $> \alpha$ (0.05), then the alternative hypothesis (Ha) is accepted.

³¹ Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005), 186-188.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Profile at SMP Negeri 1 Terbanggi Besar

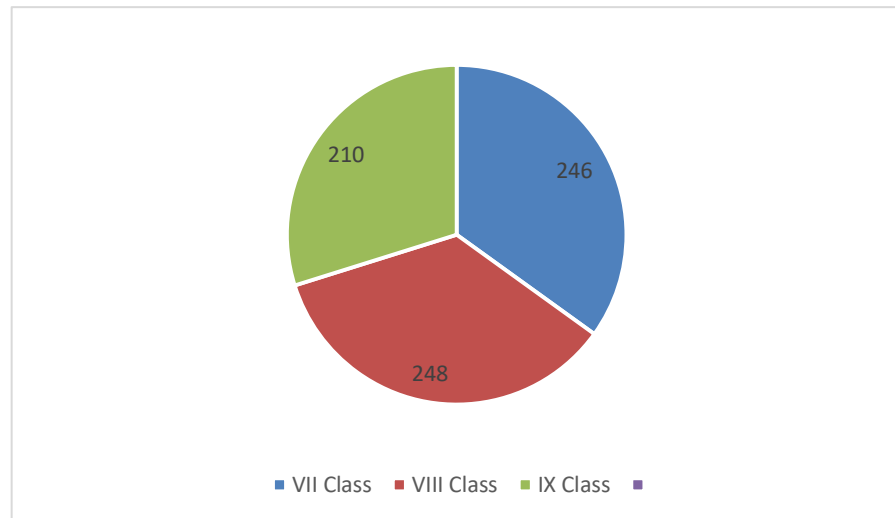
a. The Historical Background at SMP Negeri 1 Terbanggi Besar

SMP Negeri 1 Terbanggi Besar is a State Junior High School in Terbanggi Besar sub-district, Lampung Tengah, Lampung. This school is located on Jl. Culture No 1 Poncowati. Established since 1965 or more precisely, it has been around for 58 years. the 2018 period until now is led by Mr. Ansori. Data on changes in school names means that SMP Negeri 1 Poncowati changed its name to SMP Negeri 1 Terbanggi Besar until now with teaching staff and TU staff as well as TU implementing assistants totaling ± 65 people and the number of students being ± 725 students.

b. Students' Quantity at SMP Negeri 1 Terbanggi Besar

The students' quantity at SMP Negeri 1 Terbanggi Besar is that can be seen on the figure below:

Figure 4.1



(Source: The Data of Students Quantity Got from the English Researcher at SMP Negeri 1 Terbanggi Besar Central Lampung) The Student's Quantity at SMP Negeri 1 Terbanggi Besar.

c. The Condition of Infrastructure Facilities at SMP Negeri 1 Terbanggi Besar

Overall, the facilities and infrastructure in SMP Negeri 1 Terbanggi Besar are very adequate, it can be seen from the list of supporting infrastructure for the learning process below :

Table 4.1
The Total of Classroom at SMP Negeri 1 Terbanggi Besar

Class	Total of Classroom
VII	8
VIII	8
IX	7

2. The Description of Research Result

The result of this research is described based on the effort to answer the research objectives in order to investigate whether there any positive and significant the influence of intensive reading on descriptive texts among the seventh graders at SMP Negeri 1 Terbanggi Besar.

To describe the result of this research, the researcher explained the following parts :

a. Analysis of Research Instrument Trial Results

1. Validity Test

Table 4.2
The Validity Result

	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Total
Pearson Correlation	-.269	-.009	-.067	-	1	.186	.202	.303	.312	.009	.426*
Sig. (2-tailed)	.150	.962	.962	.086		.326	.285	.285	.094	.962	.019
N	30	30	30	.651	30	30	30	30	30	30	30
Pearson Correlation	-.367*	.071	.134	.144	.009	.279	.267	.000	.296	1	.579*
Sig. (2-tailed)	.046	.708	.481	.448	.962	.136	.153	1.000	.113		.001
N	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	.000	-.134	1	.202	-	-	.333	-.067	-.069	.134	.308
Sig. (2-tailed)	1.000	.481		.285	.067	.202	.072	.726	.716	.481	.097
N	30	30	30	30	.724	.285	30	30	30	30	30
Pearson Correlation	-.101	-.144	.202	1	-.086	.050	.471*	-.067	.033	.144	.353
Sig. (2-tailed)	.596	.488	.285	30	.651	.794	*	.724	.864	.448	.056
N	30	30	30	30	30	30	.009	30	30	30	30
Pearson Correlation	-.269	-.009	-.067	-	1	.186	.202	.303	.312	.009	.426*
Sig. (2-tailed)	.150	.962	.962	.086		.326	.285	.285	.094	.962	.019
N	30	30	30	.651	30	30	30	30	30	30	30
Pearson Correlation	-.101	.126	-.202	.050	.186	1	.067	-.202	.451*	.276	.462*
Sig. (2-tailed)	.596	.508	.285	.794	.326		.724	.012	.012	.136	.010
N	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	.000	.134	.333	.471	.202	.067	1	.067	.346	.267	.635*
Sig. (2-tailed)	1.000	.481	.072	*	.285	.724		.726	.061	.153	.000
N	30	30	30	.009	30	30	30	30	30	30	30

Pearson Correlation	.000	-.134	1	.202	-	-	.333	-.067	-.069	.134	.308
Sig. (2-tailed)	1.000	.481	30	.285	.067	.202	.072	.726	.716	.481	.097
N	30	30	30	30	.724	.285	30	30	30	30	30
Pearson Correlation	-.035	-.018	-.069	.033	.312	.451	.346	-.069	1	.296	.631*
Sig. (2-tailed)	.856	.923	.716	.864	.094	*	.716	.716	30	.113	.000
N	30	30	30	30	30	.012	30	30	30	30	30
Pearson Correlation	-.367*	.071	.134	.144	.009	.279	.267	.000	.296	1	.579*
Sig. (2-tailed)	.046	.708	.481	.448	.962	.136	.153	1.000	.113	30	.001
N	30	30	30	30	30	30	30	30	30	30	30
Pearson Correlation	-.154	.148	.308	.353	.426	.462	.635*	.127	.631*	.579**	1
Sig. (2-tailed)	.416	.436	.097	.056	*	*	*	.504	.000	.001	30
N	30	30	30	30	.019	.010	.000	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed)

**, Correlation is significant at the 0.01 level (2-tailed)

Based on the table it can be seen that the results of the validity test are all variables greater than r table 0.2108, namely r observed $>$ 0.2108. So, it can be said that the results of the validity test calculation above, the statement variables are all valid. Thus, all of these items can be used for actual data collection.

2. Reliability Test

Table 4.3

The Reliability Result

Cronbach's Alpha ^a	N of Items
.615	11

Based on the table it can be seen that the reliability test results are greater than the r table of 0.2108, namely r observed $>$ 0.2108. So, it can be said that the results of the reliability test calculations above are in the moderately reliable category so that the indicators in this study are said to be reliable. The benchmark level of reliability is presented in the following table:

Table 4.4

Classification Coefficient of Reliability

r Value	Level of confidence
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 - 0.799	Tall
0.80 – 1.00	Very High

Based on the table, it can be concluded that the indicators in this study are said to be reliable with a tall category.

b. Pre- Test Result

The researcher conducted a Pre-test on July 25th, 2023 by giving multiple choice test to the seventh graders in SMP Negeri 1 Terbanggi Besar. The type of multiple choice test is in the form of descriptive text in English. In the the pre-test process, the researcher asked the students to answer the questions of multiple choice test in order to know to their reading comprehension on descriptive text. The pre-test results are illustrated in the following figure:

Figure 4.3 The Pre-Test Result of Control Class

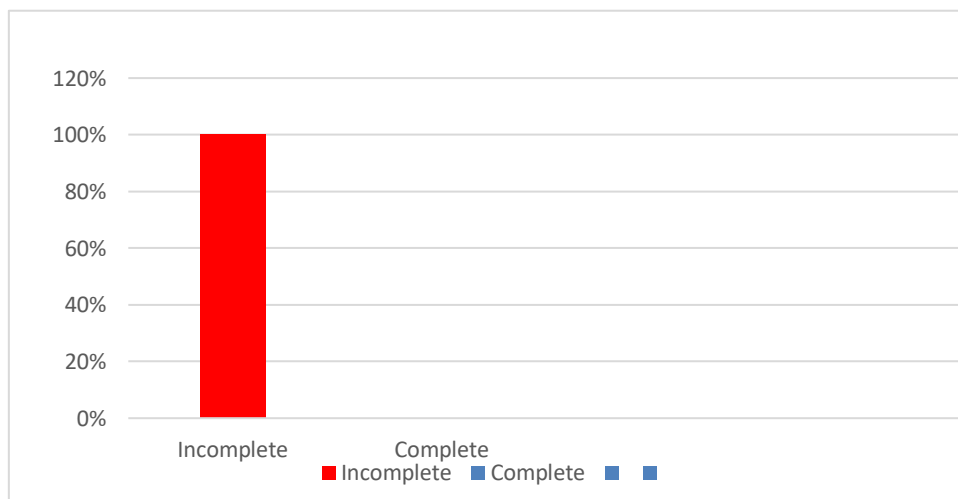
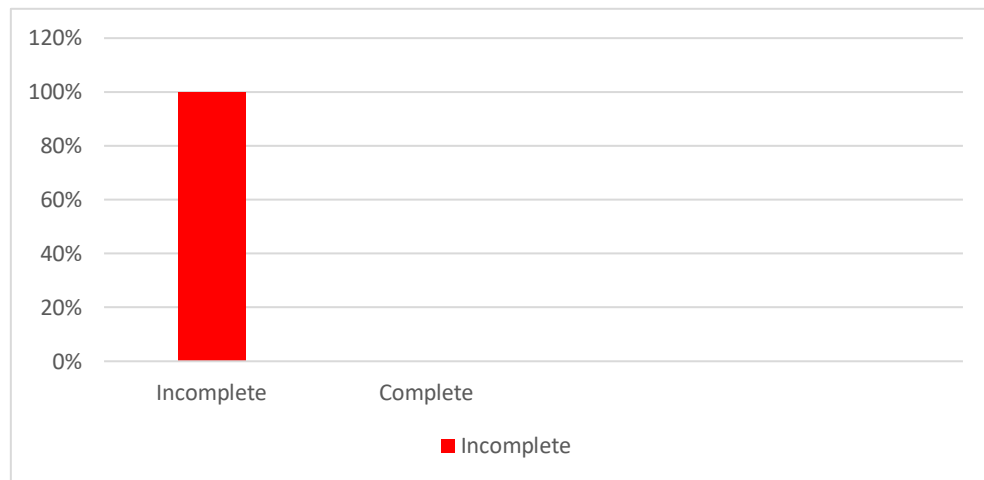


Figure 4.4 The Pre-Test Result of Experimental Class



Based on the result of pre-test above, it was investigated that the average grade in experimental class is 45 and the average grade in control class is 44,8. It shows the students' reading comprehension before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using Intensive Reading.

c. Treatment by Using Intensive Reading

In this research, the researcher conducted the treatment by applying Intensive Reading in the process of the research. In do the treatment, the research did it in 3 meetings. For the first meeting, this research was conducted on July 27th, 2023. Then the second research was conducted on August 1th, 2023 and the third research was conducted on August 3th, 2023. It was also carried out directly by researcher who were directly at SMP Negeri 1 Terbanggi Besar on to the seventh grade to carry out treatment with Intensive Reading.

d. Post-Test Result

The researcher conducted a Post-test on August 8th, 2023 by giving multiple choice test to the seventh graders in SMP Negeri 1 Terbanggi Besar. The type of multiple choice test is descriptive texts in the form of in English. In the the post-test process, the researcher asked the students to answer the questions of multiple choice test in order to know to their reading comprehension on descriptive texts. The post-test results are illustrated in the following figure:

Figure 4.5 The Post-Test Result of Control Class

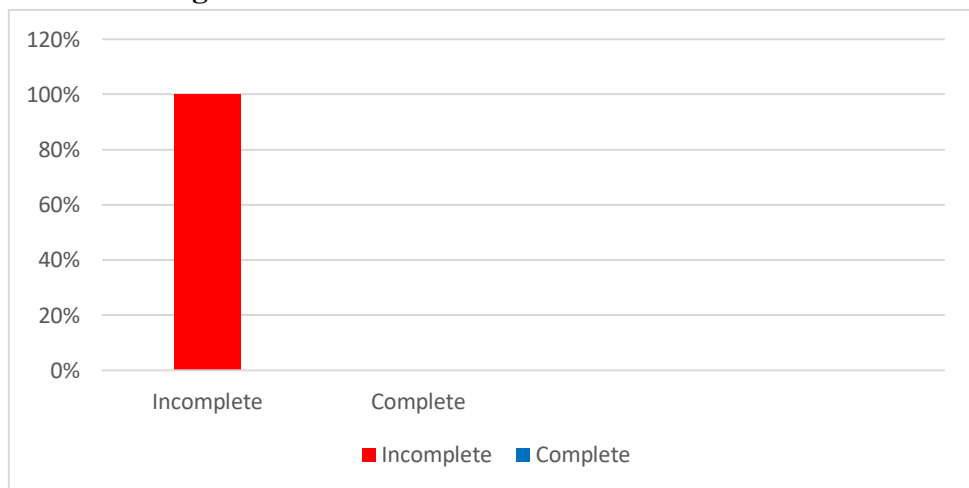
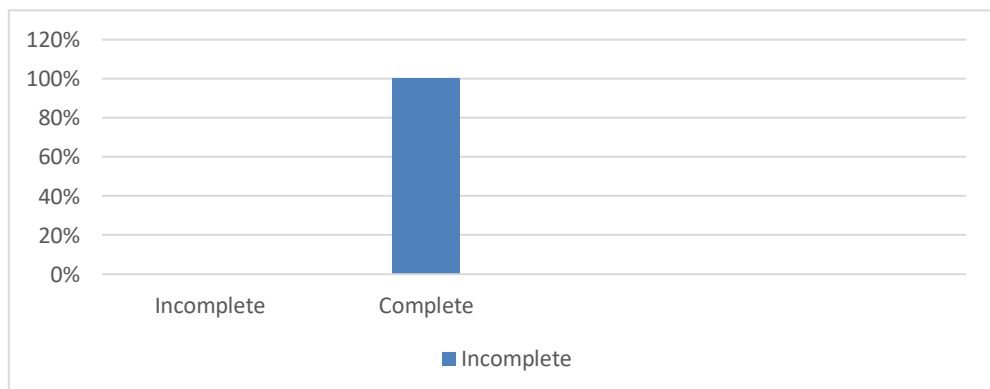


Figure 4.6 The Post-Test Result of Experimental Class



Based on the result of post-test above, it was investigated that the average grade in experimental class is 75,3 and the average grade in control class is 48,3. It shows the students' reading comprehension after the treatment. After getting the complete data, the researcher investigated the influence of intensive reading on reading comprehension by using SPSS.

e. Analysis Requirements Test Results

1. Normality Test

Table 4.5
The Normality Result

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Post	Kelas 7F	.226	31	.200	.848	31	.075
Test	Kelas 7H	.231	30	.200	.882	30	.065

* This is a lower bound of the true significance
a. Lilliefors Significance Correction

Based on the table above, it is shown that the data is normally distributed with a significance level of more than 0.05, namely $p = 0.200 > 0.05$.

2. Homogeneity Test

Table 4.6
The Homogeneity Result

Levene			
Statistic	df1	df2	Sig.
1,837	1	59	,180

Based on the table it can be seen that the results of the homogeneity test were 0.180 which means greater than 0.05, namely $p = 0.180 >$

0.05. So, it can be said that both variables are homogeneous.

f. Testing of Hypotesis

In testing of hypothesis of this research, the researcher refers to two hypothesis, as follow:

1. Ho: There is no positive and significant influence of using Intensive Reading on descriptive text at the seventh graders of SMP Negeri 1 Terbanggi Besar.
2. Ha : There is positive and significant of using Intensive Reading on descriptive text at the seventh graders of SMP Negeri 1 Terbanggi Besar.

This is the statistical hypothesis:

1. If the sign.2-tailed is lower than 0.05 and t-value is higher than f-table, so the null hypotesis (Ho) is rejected, and alternative hypotesis (Ha) is accepted. While, if sig.2-tailed is higher than 0.05 and t-value is lower than f-table, so the null hypotesis (Ho) is accepted and alternative hypotesis (Ha) is rejected.
2. If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis (Ha) is accepted and the alternative hypothesis (Ha) is rejected.

After performing a series of SPSS calculations in variable X

(Intensive Reading) tests to variable Y (Reading Comprehension), the researcher obtained the results described as follows:

Table 4.7

The SPSS Computation Result about the Influence of Intensive Reading on Reading Comprehension

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Has Positive Test	,329	,568	11,244	59	,000	26,94624	2,39649	31,74160	22,15087
Equal variances assumed			11,258	58,899	,000	26,94624	2,39351	31,73581	22,15667

Based on the SPSS result, it is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of Intensive Reading on descriptive text.

In addition, the table above illustrated that $t_{observed}$ was 11,244 with degree of freedom was 59 to confidence interval of the difference

95%. After considering the t-test table by using df 59. It can be found that:

Table 4.8

Critical Value of f-table

Level of significant	5%	1%
Df	4.00	7.08

1. The critical value of t-test (ttable) for the 5% level is 4.0
2. The critical value of t- test (ttable) for the 1% level is 7.08

From all the data analysis above, it can be found that :

- a. “t-observed” = 11,244
- b. “f-table” level of significant 5% = 4.00
- c. “f-table” level of significant 1 % = 7.08

it means that “t-observed” is higher than “f-table” or it can be written as $4.00 < 11.244 > 7.08$ It means that from the value above there was any positive and significant influence of Intensive Reading on descriptive text among the seventh graders at SMP Negeri 1 Terbanggi Besar. It can be seen from the result of the students’ pre-test and post-test.

- a. If $t\text{-observed} > f\text{-table}$, H_a is accepted and H_o is rejected.
- b. If $t\text{-observed} < f\text{-table}$, H_a is rejected and H_o is accepted.

The researcher has formulated the alternative Hypothesis (H_a) such as: “There is a positive and significant influence of Intensive Reading on descriptive text among the seventh graders at SMP Negeri 1 Terbanggi Besar.”.

Finally, the data confirmed that "t-observed" = 11,244 was higher than "f-table" level of significant 5% = 4.00 and "f-table" level of significant 1 % = 7.08. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there was a positive and significant the influence of Intensive Reading on descriptive text among the seventh graders at SMP Negeri 1 Terbanggi Besar.

B. Discussion

In presenting the discussion of results of this research, the researcher considered theories that support her to answer the problem formulation. In conducting the pre-test, the researcher gave a multiple choice test by asking the students to read the descriptive text. The pre-test results of reading comprehension presents the average grade in experimental class is 45 and the average grade in control class is 44,8. Pre-test had been done before the researcher applied the treatment using Intensive Reading. After pre-test, the researcher implemented Intensive Reading directly in the class.

While the researcher applied Intensive Reading teaching directly in the class, so the steps include of:

1. First section, the students are asked to read each descriptive text that has been given, they must read it with focus, thoroughness and care.
2. Second section, The next step is to answer the questions in the questions given, there are ten multiple choice questions.
3. Third section, then after answering all the questions, the students take

turns coming forward to read the descriptive text and the others listen.

4. Last section, After reading, students conclude what is in the descriptive text.

After conducting treatment Intensive Reading implementation, the researcher conducted post-test to the seventh graders by giving a test is multiple choice in the form of descriptive text in English based on Animals or Historical place and tourism topic. The post-test results showed the average student grade in experimental class was 75,3 and the average grade in control class was 48,3. Furthermore, to test if there was a positive and significant influence of variable Intensive Reading on Descriptive Text. Through intensive reading activities, students will be able to develop reading skills such as skimming and identifying the main idea of the reading. Intensive reading activities can help grow and hone reading and critical thinking skills.

The researcher conducted SPSS tests, the researcher applied SPPSS computation. After conducting the SPSS test on the pre-test and post-test results, the researcher got the following results.

Table 4.9

The Result of the Influence of
Intensive Reading on Descriptive Texts

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Has Pos Tes	Equal varia nces assu med	,329	,568	11,244	59	,000	26,94624	2,39649	31,74160	22,15087
	Equal varia nces not assu Med			11,258	58,899	,000	26,94624	2,39351	31,73581	22,15667

To test hypothesis, If the probability or *Sig.* $< \alpha$ (0.05), the null hypothesis (Ho) is rejected. If the probability or *Sig.* $> \alpha$ (0.05), the alternative hypothesis (Ha) is accepted. While this result shows the number 0.00, the alternative hypothesis (Ha) is accepted.

Based on the results of the research, if the probability or *Sig.* $> \alpha$ (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of Intensive Reading on descriptive texts. Finally, the data confirmed that "t-observed" = 11,244 was higher than "f-table" level of significant 5% = 4.00 and "f-table" level of significant 1 % = 7.08.

Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant the influence of Intensive Reading on students descriptive texts among the seventh graders at SMP Negeri 1 Terbanggi Besar.

The Influence of Intensive Reading in descriptive texts on Reading

Comprehension is indicated by the indicators of reading on the test items that are influenced significantly through the implementation of Intensive Reading. The indicators of positive and significant influence are that the students are able to read the English descriptive texts by using correct language structure. The students are able to read the English descriptive texts by using correct English vocabulary. Furthermore, the students are able to read the English descriptive texts by understanding the content of the author's message as stated in the correct reading. Moreover, the students are able to read the English descriptive texts by using the correct reading strategy.

Furthermore, the reasons of the significant influence of Intensive Reading in descriptive texts on reading comprehension are caused by the implementation of Intensive Reading that guides the students to read the texts.

Moreover, by implementing Intensive Reading in the treatment, the students can transfer their knowledge from the real of life story. By using Intensive Reading, the students are encouraged to form personal meaning and evaluation of perception. In addition, the students' level knowledge can be developed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher concludes this research. It can be seen that the result pre-test in the experimental class with an average score of 45 and in control class with an average score of 44,8. After pre-test doing the treatment and the result post-test in experimental class with an average score of 75,3 and in control class with an average score of 48,3.

Based on the SPSS result, it is clear that if the probability or Sig. > α (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant effect of variable X on variable Y. In the other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that there is a positive and significant influence of Intensive Reading in descriptive texts on reading comprehension. In addition, through intensive reading activities, students will be able to develop reading skills such as skimming and identifying the main idea of the reading. Intensive reading activities can help grow and hone reading and critical thinking skills.

B. Suggestions

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

1. For the Students

It is suggested that the students to be more active in learning

English, particularly in learning to read the English text. Therefore, the students can understand and write the material which researcher has given and effects their read especially in reading descriptive texts.

2. For the Teachers

It is suggested that teachers be more creative in motivating students in learning English and incorporate the Intensive Reading as a method reference in the teaching process, especially in reading descriptive texts to involve students to be active in learning.

3. For the Headmaster

It is suggested that headmaster to support the teacher in using Intensive Reading in learning process because it could teach the students' reading comprehension and the students to be more active.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-3748/In.28/J/TL.01/05/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Ansori S.Pd SMP NEGERI 1
TERBANGGI BESAR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ERVINA DAMAYANTI**
NPM : 1901052013
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : **INCREASING READING COMPREHENSION IN
DESCRIPTIVE TEXTS BY INTENSIVE READING IN
SEVENTH GRADE AT SMP NEGERI 1 TERBANGGI BESAR**

untuk melakukan prasurvey di SMP NEGERI 1 TERBANGGI BESAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranyaprasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Mei 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



PEMERINTAH DAERAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMPN 1 TERBANGGI BESAR
Jl. Budaya No.1 Poncowati Kec. Terbanggi Besar Lampung Tengah 34165 Telp.0725-5260239
Email : sterbanggibesar@yahoo.com NPSN : 10801925



Nomor : 420 / 183 / C.2 / D.a.IV.01 / 2023
Lamp : -
Hal : Izin Prasurvey

Kepada
Yth. Kepala Institut Agama Islam Negeri Metro
Fakultas Tarbiyah dan Ilmu Keguruan
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo
Metro Timur Kota Metro Lampung
di
tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan surat Saudara Nomor : B-3748/In.28/J/TL.01/05/2023 tanggal 05 Mei 2023 Perihal Izin Melaksanakan Prasurvey maka dengan ini kami menerangkan bahwa mahasiswa Saudara tersebut dibawah ini :

Nama : ERVINA DAMAYANTI
NPM : 1901052013
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Kami telah memberikan izin untuk melaksanakan prasurvey di SMP Negeri 1 Terbanggi Besar, Kabupaten Lampung Tengah sebagai syarat penyelesaian tugas akhir /skripsi, dan mahasiswa tersebut di atas telah selesai melaksanakan prasurvey dengan baik.

Demikian surat ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Terbanggi Besar, 17 Mei 2023

Kepala UPTD Satuan Pendidikan
SMP Negeri 1 Terbanggi Besar





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : /In.28.1/TL.00/2023
Lampiran : -
Perihal : SURAT BIMBINGAN SKRIPSI

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ERVINA DAMAYANTI**
NPM : 1901052013
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **THE INFLUENCE OF INTENSIVE READING IN DESCRIPTIVE TEXTS
ON READING COMPREHENSION OF THE SEVENTH GRADE AT SMP
NEGERI 1 TERBANGGI BESAR**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penuliskripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 August 2023

Ketua Jurusan,



Dr. Much Delniatur M.Pd.B.I.
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: C-3671/In.28/D.1/TL.01/07/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

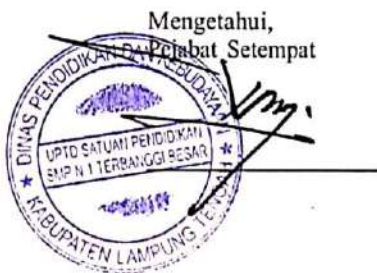
Nama : **ERVINA DAMAYANTI**
NPM : 1901052013
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di INSTITUT AGAMA ISLAM NEGERI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF READING COMPREHENSION IN DESCRIPTIVE TEXTS ON INTENSIVE READING OF THE SEVENTH GRADE AT SMP NEGERI 1 TERBANGGI BESAR".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai denganselesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempatmohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan diPada : Metro
Tanggal : 18 Juli 2023



Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : C-3671/In.28/D.1/TL.00/07/2023

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

**KEPALA SMP NEGERI 1 TERBANGGI
BESAR**

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor : C-3671/In.28/D.1/TL.01/07/2023,
tanggal 18 Juli 2023 atas nama saudara:

Nama : **ERVINA DAMAYANTI**

NPM : 1901052013

Semester : 9 (Sembilan)

Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut diatas akan mengadakan research/survey di SMP NEGERI 1 TERBANGGI BESAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF READING COMPREHENSION IN DESCRIPTIVE TEXTS ON INTENSIVE READING OF THE SEVENTH GRADE AT SMP NEGERI 1 TERBANGGI BESAR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Juli 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH DAERAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SATUAN PENDIDIKAN SMPN 1 TERBANGGI BESAR
Jl. Budaya No.1 Poncowati Kec. Terbanggi Besar Lampung Tengah 34165 Telp.0725-5260239
Email : sterbanggibesar@yahoo.com NPSN : 10801925



Nomor : 420 / 277 / C.2 / D.a.IV.01 / 2023
Lamp : -
Hal : **Izin Research**

Kepada

Yth. Kepala Institut Agama Islam Negeri Metro
Fakultas Tarbiyah dan Ilmu Keguruan
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo
Metro Timur Kota Metro Lampung
di
tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan surat Saudara Nomor : C-3671/In.28/D.1/TL.00/07/2023 tanggal 18 Juli 2023 Perihal Izin Research maka dengan ini kami menerangkan bahwa mahasiswa Saudara tersebut dibawah ini :

Nama : ERVINA DAMAYANTI
NPM : 1901052013
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Kami telah memberikan izin untuk melaksanakan research/survey di SMP Negeri 1 Terbanggi Besar, Kabupaten Lampung Tengah sebagai syarat penyelesaian tugas akhir /skripsi, dan mahasiswa tersebut di atas telah selesai melaksanakan research/survey dengan baik.

Demikian surat ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Terbanggi Besar, 27 Juli 2023

Kepala UPTD Satuan Pendidikan
SMP Negeri 1 Terbanggi Besar



NIP. 196607011990031013



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ervina Damayanti
NPM : 1901052013

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 25/3-23	✓	typer → revise	
	Senin 04/4-23	✓	chapter III → revise	
	Jumat 19/5-23	✓	Revision is OK ACC for seminar	

Mengetahui
Ketua Program Studi TBI



Ardianto, M.Pd
NIP. 19871022015031004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ervina Damayanti
NPM : 1901052013

Program Studi: TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 22/6.23	✓	Acc APD	

Mengetahui
Ketua Program Studi TBI



Andianto, M.Pd

NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum

NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ervina Damayanti
NPM : 1901052013

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 8/11/23	✓	Revisi that based on my notes	
2.	Rabu 22/11/23	✓	- CV - motto - P2C → Revisi the indicators	
3.	Jumat 24/11/23	✓	- Revisi is ok - ACC for munaqosyah	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd
NIP. 098803082015031006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

SILABUS PEMBELAJARAN

Mata Pembelajaran : Bahasa Inggris

Kelas : VII

Kompetensi Inti :

1. Memahami dan menerapkan pengetahuan (Faktual, konseptual dan procedural) berdasarkan ras ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. Mengolah, menyaji, dan menalar dalam ranah konkret (Menggunakan, Mengurai, merangkai, memodifikasi dan membuat dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
1.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait teks deskriptif sesuai dengan	<ul style="list-style-type: none"> • Descriptive Text and Grammar (Simple Present Tense) 	<p>Mengamati</p> <ul style="list-style-type: none"> • Peserta didik mengamati sebuah teks deskriptif tentang hewan. Kemudian mendengarkan guru yang membacakan teks deskriptif tersebut. Lalu peserta didik membacakan Kembali apa yang telah dibacakan gurunya dengan baik. <p>Menanya</p>	<p>Sikap Observasi</p> <ul style="list-style-type: none"> • Penilaian diri, penilaian antar peserta didik, atau jurnal tentang informasi terkait teks deskriptif, pendek dan sederhana (descriptive text) dan Grammar (Simple present tense) 	12 jp	<ul style="list-style-type: none"> • Bahasa Inggris SMP Kelas VII • Tim penyusun, Bahasa Inggris untuk SMP kelas VII • Website terkait

<p>konteks penggunaannya.</p> <p>2.1 Teks deskriptif</p> <p>2.1.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (deskriptif)</p> <p>2.1.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait lingkungan sekitar (deskriptif), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>		<ul style="list-style-type: none"> • Peserta didik berdiskusi dengan teman dan guru terkait dengan deskriptif teks dengan baik dan benar. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Peserta didik mencari beberapa teks deskriptif yang berkaitan lingkungan sekitar dari berbagai sumber atau referensi. Kemudian mencatatnya dengan baik. <p>Menalar/ Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik membuat teks deskriptif yang berkaitan dengan lingkungan sekitar <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Peserta didik membacakan hasil teks deskriptif masing-masing di depan kelas. 	<ul style="list-style-type: none"> • Uraian dan pengasan berkaitan dengan informasi terkait teks descriptive, pendek dan sederhana (descriptive text) dan grammar (Simple present tense). <p>Keterampilan</p> <ul style="list-style-type: none"> • Membuat portofolio dan tes praktik tentang deskriptif teks, pendek dan sederhana (descriptive text) dan grammar (Simple present tense). 		
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THE LESSON PLAN 1

The of School : SMP Negeri 1 Terbanggi Besar
 Class : VII (Seventh)
 Subject : English
 Kind of Text : Descriptive Text
 Skill : Reading
 Time Allocation : 2 x 45 Minutes

A. Standar Competences

- KI 1 : Appreciate and practice the value of religion trust
 KI 2 : Appreciate and practice of the behavior likes honest, discipline, responsibility caring to each other (cooperation, tolerance, and peacefull). polite, responsive and pro-active and demonstrates behavior as solution of some problem in interacting effectively with the social environment and the nature to put themselves as the reflection of the nation in the association of the world
 KI 3 : Understanding, applying, and analyzing of the factual knowledge, conceptual, prosedural and metacognitive about sciences, technology, art, culture and humanities with insight humanity, natioanality, country, and civilization that related to cause of the phenomena and chain, and apply the procedural knowledge on the specific study, that is accordance with the talent and capability to solve the problem.
 KI 4 : Managing, thinking and showing in a domain concrete and domain abstract with development that is learned in the shool independently, capable to use in the accordance method.

B. Basic Competences and Indicators

No	Basic Competences	Competency Achievement Indicator (IPK)
I	3.7 Understand the social functions, text structures, and linguistic elements in texts to express and ask about the characteristics of people, animals, and objects in accordance with the context of use.	3.7.1 Identify the social function, structure and linguistic function of descriptive texts related to animals. 3.7.2 Comparing the social function, structure and linguistic function of descriptive texts related to animal traits 3.7.3 Analyze the social function, structure and linguistic function of descriptive text related to animal characteristics. 3.7.4 Apply descriptive language elements related to animals.

		3.7.5 Apply the linguistic elements of adjectives, verbs and nouns in descriptive text.
2.	4.8 Compose oral and written texts to state and inquire about the nature of people, animals, and objects, by paying attention to social functions, text structures and linguistic elements that are correct and appropriate to the context.	4.8.1 Practice reading written texts to state and inquire about the nature and physical characteristics of animals with attention to social functions, text structure and linguistic elements.

C. The Purpose of Learning

After participating in learning activities using the Problem Based Learning learning model, with literacy methods, and presentations by fostering an attitude of realizing God's greatness, mutual cooperation, honesty, and courage to express opinions, students can:

1. Students can explain the animals in the picture in a few short sentences clearly.
2. Students can identify detailed information from a conversation about animal descriptions by using adjectives correctly.
3. Students can analyze the social function, text structure and linguistic function of descriptive text related to animal characteristics correctly.
4. Students can write a very simple description text about animals in the neighborhood carefully.
5. Students can present the description text that has been made clearly and confidently.
6. Students can practice reading narrative texts by paying attention to the correct linguistic elements

D. Strengthening Character Education

1. Confident
2. Cooperation
3. Responsible

E. Learning Materials

1. Text

Dog

I have a dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he look me with sad eyes. He also wags his tail from one side to the other. Whenever I see these signs, I immediately give him a meal and some bones to eat.

Broni also likes the chirping sound of birds that reside on the tree in front of my house. Whenever Broni hears these sounds, he barks and goes towards the direction where the chirping sound comes. His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sound.

2. Social Function: Describe and identify animals

3. Text Structure:

1. Identification
2. Description

4. Elements of Language:

- Adjectives (*big, small, tall, short, fast, playful, funny, wild, tame, dangerous, cute*)
- Short form (*It's, They're, dsb.*)
- Sentences/Speeches (*What is it like? What are they like? What do you think? How nice they are! It is very playful. It is very colorful*)
- Question words (*what, which, how*)
- Pronouns (*this, that, those, these, it, they, dsb.*)
- Animal names
- Verbs in *the simple present tense*: have, has, be, dsb.
- Speech, word stress, intonation, spelling, and handwriting

5. Topic:

Animals that are nearby and relevant to students' lives.

F. Learning Methods

- Methods : Lecture, discussion, question and answer, simulation.
- Model : *Intensive Reading.*

G. Media in Learning Activities

1. White board
2. Board marker
3. English books
4. English dictionary
5. Text descriptive and Images

H. Learning Activities

2 x 45 Minutes

Steps Learning/Syntax	Description	Time Allocation
Introductory activities	<ol style="list-style-type: none"> 1. The teacher gives greetings (Religious) 2. Teachers and learners pray together to start the activity 3. The teacher checks the attendance of students 4. Learners and teachers discuss competencies that have been learned and developed previously related to the competencies that will be learned and developed. <p>Motivation:</p> <ol style="list-style-type: none"> 5. Learners pay attention to the teacher's explanation of the competencies to be achieved and the objectives and benefits in daily life. <p>Apperception:</p> <ol style="list-style-type: none"> 6. Learners listen to the teacher's apperception about the previous lesson and relate it to their own experience as a provision for the next lesson. 7. Ask questions related to the material to be taught. 8. Students ask questions with the teacher to review the previous material. 9. Learners listen to the teacher's explanation of the learning objectives to be achieved. 10. Competencies to be achieved 11. Outline of learning activities 12. Checking initial understanding <p>Brainstorming:</p> <ol style="list-style-type: none"> 13. Learners are given a sheet containing vocabulary related to the material to be learned and match the translation with the Indonesian that has been provided. 14. Learners together with the teacher check the vocabulary sheet that has been done by the learners. 	15 minutes
Core activities	<ol style="list-style-type: none"> 1. Observing (Observation) <ol style="list-style-type: none"> 1) The teacher gives pictures about animals to students. 	1. minutes

	<p>2) Students observe the picture of the animal.</p> <p>3) Students name the animals in the picture.</p> <p>4) The teacher gives an example of how to read the animal with the correct pronunciation correctly using the phonetic transcription symbols</p> <p>5) Students imitate the teacher together and take turns..</p> <p>2. Inquire</p> <p>1) The teacher provokes the students to ask questions (what animal is it? How many are they?).</p> <p>2) With the guidance and direction of the teacher, students question the physical and behavioral characteristics of animals around them in English and Indonesian.</p> <p>3. Eksplere</p> <p>1) The teacher prompts the students to name the animals (It is ..., They are ..., There is ...). ...,)</p> <p>2) Students describe the physical and behavioral characteristics of animals around them</p> <p>3) The teacher divides the class into small groups (4-5 students) to train students to communicate in the right context.</p> <p>4) Students exchange information with other students about their physical characteristics and behavior in English in other structured contexts or activities.</p> <p>4. Collecting data</p> <p>1) Students and their groups compare the physical characteristics and behavior of animals based on their knowledge outside the environment. other expressions.</p> <p>2) Students compare the expressions of saying and asking about the names and characteristics of animals in English.</p>	
--	---	--

	<p>5. Communicating</p> <ol style="list-style-type: none"> 1) Students are asked to compose a written text to describe animals according to the social function, text structure, and linguistic elements correctly and correctly. 2) Students are asked to read a short text with correct pronunciation according to the use of phonetics transcription symbols. 	
Closing activities	<p>▪ Closing</p> <ol style="list-style-type: none"> 1) The teacher conducts an assessment 2) The teacher plans follow-up activities in the form of remedial learning. 3) Students reflect on the activities that have been carried out. 4) The teacher provides feedback on the learning process and results. 5) The teacher presents the learning plan for the next meeting. 6) The teacher invites students to end the activity with prayer. 	10 minutes

I. Evaluation

1. Knowledge : In groups, learners answer questions and answer flash cards.
2. Skills : Learners independently compose short and simple descriptive texts about animals, and read the texts.
3. Attitude : Confidence, cooperation and responsibility.

J. Follow-up Program

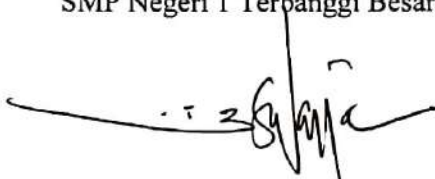
1. Remedial

Learners who have not reached the KKM (70) are given 2 descriptive texts and compare the text structure by completing the table.

2. Enrichment

For learners who have scores above (75) are given enrichment in the form of independent assignments to compile descriptive texts about animals.

English Teacher of The Seventh Grade of
SMP Negeri 1 Terbanggi Besar,



Siswanjaya, M.Pd
NIP. 19841127 200902 1001

Metro, Juli 2023
The Researcher,



Ervina Damayanti
St. ID. 1901052013

The Head of UPTD Satuan Pendidikan
SMP Negeri 1 Terbanggi Besar



ANSORI, S.Pd
NIP. 19660701 199003 1 013

THE LESSON PLAN 2

The of School : SMP Negeri 1 Terbanggi Besar
 Class : VII (Seventh)
 Subject : English
 Kind of Text : Descriptive Text
 Skill : Reading
 Time Allocation : 2 x 45 Minutes

A. Standar Competences

- KI 1 : Appreciate and practice the value of religion trust
 KI 2 : Appreciate and practice of the behavior likes honest, discipline, responsibility caring to each other (cooperation, tolerance, and peacefull), polite, responsive and pro-active and demonstrates behavior as solution of some problem in interacting effectively with the social environment and the nature to put themselves asthe reflection of the nation in the association of the world
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		3.7.5 Apply the linguistic elements of adjectives, verbs and nouns in descriptive text.
2.	4.8 Compose oral and written texts to state and inquire about the nature of people, animals, and objects, by paying attention to social functions, text structures and linguistic elements that are correct and appropriate to the context.	4.8.1 Practice reading written texts to state and inquire about the nature and physical characteristics of animals with attention to social functions, text structure and linguistic elements.

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2. Cooperation
3. Responsible

E. Learning Materials

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5. Topic:

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F. Learning Methods

- Methods : Lecture, discussion, question and answer, simulation.
- Model : *Intensive Reading.*

G. Media in Learning Activities

1. White board
2. Board marker
3. English books
4. English dictionary
5. Text descriptive and Images

H. Learning Activities

2 x 45 Minutes

Steps Learning/Syntax	Description	Time Allocation
Introductory activities	<ol style="list-style-type: none"> 1. The teacher gives greetings (Religious) 2. Teachers and learners pray together to start the activity 3. The teacher checks the attendance of students 4. Learners and teachers discuss competencies that have been learned and developed previously related to the competencies that will be learned and developed. <p>Motivation:</p> <ol style="list-style-type: none"> 5. Learners pay attention to the teacher's explanation of the competencies to be achieved and the objectives and benefits in daily life. <p>Apperception:</p> <ol style="list-style-type: none"> 6. Learners listen to the teacher's apperception about the previous lesson and relate it to their own experience as a provision for the next lesson. 7. Ask questions related to the material to be taught. 8. Students ask questions with the teacher to review the previous material. 9. Learners listen to the teacher's explanation of the learning objectives to be achieved. 10. Competencies to be achieved 11. Outline of learning activities 12. Checking initial understanding <p>Brainstorming:</p> <ol style="list-style-type: none"> 13. Learners are given a sheet containing vocabulary related to the material to be learned and match the translation with the Indonesian that has been provided. 14. Learners together with the teacher check the vocabulary sheet that has been done by the learners. 	15 minutes
Core activities	<ol style="list-style-type: none"> 1. Observing (Observation) <ol style="list-style-type: none"> 1) The teacher gives pictures about animals to students. 	1. minutes

	<p>2) Students observe the picture of the animal. 3) Students name the animals in the picture. 4) The teacher gives an example of how to read the animal with the correct pronunciation correctly using the phonetic transcription symbols 5) Students imitate the teacher together and take turns..</p> <p>2. Inquire</p> <p>1) The teacher provokes the students to ask questions (what animal is it? How many are they?). 2) With the guidance and direction of the teacher, students question the physical and behavioral characteristics of animals around them in English and Indonesian.</p> <p>3. Eksplere</p> <p>1) The teacher prompts the students to name the animals (It is ..., They are ..., There is ...). ...,) 2) Students describe the physical and behavioral characteristics of animals around them 3) The teacher divides the class into small groups (4-5 students) to train students to communicate in the right context. 4) Students exchange information with other students about their physical characteristics and behavior in English in other structured contexts or activities.</p> <p>4. Collecting data</p> <p>1) Students and their groups compare the physical characteristics and behavior of animals based on their knowledge outside the environment. other expressions. 2) Students compare the expressions of saying and asking about the names and characteristics of animals in English.</p>	
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	<p>5. Communicating</p> <ol style="list-style-type: none"> 1) Students are asked to compose a written text to describe animals according to the social function, text structure, and linguistic elements correctly and correctly. 2) Students are asked to read a short text with correct pronunciation according to the use of phonetics transcription symbols. 	
Closing activities	<ul style="list-style-type: none"> ▪ Closing <ol style="list-style-type: none"> 1) The teacher conducts an assessment 2) The teacher plans follow-up activities in the form of remedial learning. 3) Students reflect on the activities that have been carried out. 4) The teacher provides feedback on the learning process and results. 5) The teacher presents the learning plan for the next meeting. 6) The teacher invites students to end the activity with prayer. 	10 minutes

I. Evaluation

1. Knowledge : In groups, learners answer questions and answer flash cards.
2. Skills : Learners independently compose short and simple descriptive texts about animals, and read the texts.
3. Attitude : Confidence, cooperation and responsibility.

J. Follow-up Program

1. Remedial

Learners who have not reached the KKM (70) are given 2 descriptive texts and compare the text structure by completing the table.

2. Enrichment

For learners who have scores above (75) are given enrichment in the form of independent assignments to compile descriptive texts about animals.

English Teacher of The Seventh Grade of
SMP Negeri 1 Terbanggi Besar,



Siswanjaya, M.Pd
NIP. 19841127 200902 1001

Metro, Juli 2023
The Researcher,



Ervina Damayanti
St. ID. 1901052013

The Head of UPTD Satuan Pendidikan
SMP Negeri 1 Terbanggi Besar



ANSORI, S.Pd
NIP. 19660701 199003 1 013

THE LESSON PLAN 3

The of School : SMP Negeri 1 Terbanggi Besar
 Class : VII (Seventh)
 Subject : English
 Kind of Text : Descriptive Text
 Skill : Reading
 Time Allocation : 2 x 45 Minutes

A. Standar Competences

- KI 1 : Appreciate and practice the value of religion trust
 KI 2 : Appreciate and practice of the behavior likes honest, discipline, responsibility caring to each other (cooperation, tolerance, and peacefull), polite, responsive and pro-active and demonstrates behavior as solution of some problem in interacting effectively with the social environment and the nature to put themselves asthe reflection of the nation in the association of the world
 KI 3 : Understanding, applying, and analyzing of the factual knowledge, conceptual, prosedural and metacognitive about sciences, technology, art, culture and humanities with insight humanity, natioanality, country, and civilization that related to cause of the phenomena and chain, and apply the procedural knowledge on the specific study, that is accordance with the talent and capability to solve the problem.
 KI 4 : Managing, thinking and showing in a domain concrete and domain abstract with development that is learned in the shool independently, capable to use in the accordance method.

B. Basic Competences and Indicators

No	Basic Competences	Competency Achievement Indicator (IPK)
1	3.7 Understand the social functions, text structures, and linguistic elements in texts to express and ask about the characteristics of people, animals, and objects in accordance with the context of use.	3.7.1 Identify the social function, structure and linguistic function of descriptive texts related to animals. 3.7.2 Comparing the social function, structure and linguistic function of descriptive texts related to animal traits 3.7.3 Analyze the social function, structure and linguistic function of descriptive text related to animal characteristics. 3.7.4 Apply descriptive language elements related to animals.

		3.7.5 Apply the linguistic elements of adjectives, verbs and nouns in descriptive text.
2.	4.8 Compose oral and written texts to state and inquire about the nature of people, animals, and objects, by paying attention to social functions, text structures and linguistic elements that are correct and appropriate to the context.	4.8.1 Practice reading written texts to state and inquire about the nature and physical characteristics of animals with attention to social functions, text structure and linguistic elements.

C. The Purpose of Learning

After participating in learning activities using the Problem Based Learning learning model, with literacy methods, and presentations by fostering an attitude of realizing God's greatness, mutual cooperation, honesty, and courage to express opinions, students can:

1. Students can explain the animals in the picture in a few short sentences clearly.
2. Students can identify detailed information from a conversation about animal descriptions by using adjectives correctly.
3. Students can analyze the social function, text structure and linguistic function of descriptive text related to animal characteristics correctly.
4. Students can write a very simple description text about animals in the neighborhood carefully.
5. Students can present the description text that has been made clearly and confidently.
6. Students can practice reading narrative texts by paying attention to the correct linguistic elements

D. Strengthening Character Education

1. Confident
2. Cooperation
3. Responsible

E. Learning Materials

1. Text

Dog

I have a dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he look me with sad eyes. He also wags his tail from one side to the other. Whenever I see these signs, I immediately give him a meal and some bones to eat.

Broni also likes the chirping sound of birds that reside on the tree in front of my house. Whenever Broni hears these sounds, he barks and goes towards the direction where the chirping sound comes. His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sound.

2. Social Function: Describe and identify animals

3. Text Structure:

1. Identification
2. Description

4. Elements of Language:

- Adjectives (*big, small, tall, short, fast, playful, funny, wild, tame, dangerous, cute*)
- Short form (*It's, They're, dsb.*)
- Sentences/Speeches (*What is it like? What are they like? What do you think? How nice they are! It is very playful. It is very colorful*)
- Question words (*what, which, how*)
- Pronouns (*this, that, those, these, it, they, dsb.*)
- Animal names
- Verbs in *the simple present tense*: have, has, be, dsb.
- Speech, word stress, intonation, spelling, and handwriting

5. Topic:

Animals that are nearby and relevant to students' lives.

F. Learning Methods

- Methods : Lecture, discussion, question and answer, simulation.
- Model : *Intensive Reading*.

G. Media in Learning Activities

1. White board
2. Board marker
3. English books
4. English dictionary
5. Text descriptive and Images

H. Learning Activities

2 x 45 Minutes

Steps Learning/Syntax	Description	Time Allocation
Introductory activities	<ol style="list-style-type: none"> 1. The teacher gives greetings (Religious) 2. Teachers and learners pray together to start the activity 3. The teacher checks the attendance of students 4. Learners and teachers discuss competencies that have been learned and developed previously related to the competencies that will be learned and developed. <p>Motivation:</p> <ol style="list-style-type: none"> 5. Learners pay attention to the teacher's explanation of the competencies to be achieved and the objectives and benefits in daily life. <p>Apperception:</p> <ol style="list-style-type: none"> 6. Learners listen to the teacher's apperception about the previous lesson and relate it to their own experience as a provision for the next lesson. 7. Ask questions related to the material to be taught. 8. Students ask questions with the teacher to review the previous material. 9. Learners listen to the teacher's explanation of the learning objectives to be achieved. 10. Competencies to be achieved 11. Outline of learning activities 12. Checking initial understanding <p>Brainstorming:</p> <ol style="list-style-type: none"> 13. Learners are given a sheet containing vocabulary related to the material to be learned and match the translation with the Indonesian that has been provided. 14. Learners together with the teacher check the vocabulary sheet that has been done by the learners. 	15 minutes
Core activities	<ol style="list-style-type: none"> 1. Observing (Observation) <ol style="list-style-type: none"> 1) The teacher gives pictures about animals to students. 	1. minutes

	<p>2) Students observe the picture of the animal. 3) Students name the animals in the picture. 4) The teacher gives an example of how to read the animal with the correct pronunciation correctly using the phonetic transcription symbols 5) Students imitate the teacher together and take turns..</p> <p>2. Inquire</p> <p>1) The teacher provokes the students to ask questions (what animal is it? How many are they?). 2) With the guidance and direction of the teacher, students question the physical and behavioral characteristics of animals around them in English and Indonesian.</p> <p>3. Explore</p> <p>1) The teacher prompts the students to name the animals (It is ..., They are ..., There is ...).) 2) Students describe the physical and behavioral characteristics of animals around them 3) The teacher divides the class into small groups (4-5 students) to train students to communicate in the right context. 4) Students exchange information with other students about their physical characteristics and behavior in English in other structured contexts or activities.</p> <p>4. Collecting data</p> <p>1) Students and their groups compare the physical characteristics and behavior of animals based on their knowledge outside the environment. other expressions. 2) Students compare the expressions of saying and asking about the names and characteristics of animals in English.</p>	
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	<p>5. Communicating</p> <ol style="list-style-type: none"> 1) Students are asked to compose a written text to describe animals according to the social function, text structure, and linguistic elements correctly and correctly. 2) Students are asked to read a short text with correct pronunciation according to the use of phonetics transcription symbols. 	
Closing activities	<ul style="list-style-type: none"> ▪ Closing <ol style="list-style-type: none"> 1) The teacher conducts an assessment 2) The teacher plans follow-up activities in the form of remedial learning. 3) Students reflect on the activities that have been carried out. 4) The teacher provides feedback on the learning process and results. 5) The teacher presents the learning plan for the next meeting. 6) The teacher invites students to end the activity with prayer. 	10 minutes

I. Evaluation

1. Knowledge : In groups, learners answer questions and answer flash cards.
2. Skills : Learners independently compose short and simple descriptive texts about animals, and read the texts.
3. Attitude : Confidence, cooperation and responsibility.

J. Follow-up Program

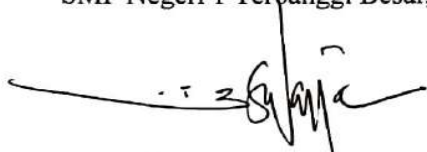
1. Remedial

Learners who have not reached the KKM (70) are given 2 descriptive texts and compare the text structure by completing the table.

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For learners who have scores above (75) are given enrichment in the form of independent assignments to compile descriptive texts about animals.

English Teacher of The Seventh Grade of
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St. ID. 1901052013

The Head of UPTD Satuan Pendidikan
SMP Negeri 1 Terbanggi Besar



ANSORI, S.Pd
NIP. 19660701 199003 1 013

PRE-TEST

NAME :

CLASS :

Read the following text to answer questions number 1 to 5

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For example, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of a hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum, the Louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame is located. Today around eight million people live in the Paris area.

1. The fifth paragraph tells
 - A. The origin of the word Paris
 - B. About the Paris
 - C. The location of Notre Dame
 - D. A village built a thousand years ago
 - E. An island in the middle of the Seine River
2. What is the oldest and most well known part of the city?
 - A. The Seine River
 - B. The Pont Neuf
 - C. The Sorbonne
 - D. The right bank
 - E. The left bank
3. From the text we know that Notre Dame is located...
 - A. Near left Louvre
 - B. On the left bank
 - C. On the right bank

- D. Outside the city of Paris
 - E. In the middle of the Seine River
4. What is the oldest and most well known part of the city?
 - A. The Seine River
 - B. The Sorbonne
 - C. The Pont Neuf
 - D. The right bank
 - E. The left bank
 5. What is the generic structure of the text above?
 - A. Orientation-Complication-Resolution
 - B. Classification-Description
 - C. Identification-Description
 - D. Orientation-Description
 - E. Introduction-Events-Reorientation

The text is for questions no. 6-10

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

6. The text mainly focuses on
 - A. Singapore
 - B. Orchard Plantation
 - C. Plaza and Mall
 - D. Orchard road as business and entertainment center
 - E. Shopping Center

7. Which statement is TRUE?
- A. At first Orchard Road is a crowded settlement
 - B. Orchard road became a business and entertainment center since 1974
 - C. Vehicles from Dunrean road turn to the left at the intersection of the Marriott Hotel junction >>>>>>>>
 - D. Orchard road is an infamous place in Singapore
 - E. Orchard road is not surrounded by flower gardens
8. In the third paragraph the writer describes about?
- A. The location of Orchard Road
 - B. The things that we can see at orchard road
 - C. The direction to get to Orchard Road
 - D. The history of Orchard Road
 - E. The distance of Orchard Road
9. Words “it” in line 4 refers to?
- A. The plantation
 - B. Luxury branded things
 - C. The plaza
 - D. Singapore
 - E. Suburban street
10. The word “satisfy” in line eight has the closet meaning with?
- A. Pleased
 - B. Free
 - C. Frighten
 - D. Threats
 - E. Loved

POST TEST

Name :

Class :

Descriptive Text about Animal 1

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

1. What is the topic of the story?
 - A. A friendship between a cat and a dog
 - B. Spending time with a pet inside and outside the house
 - C. A friendly and sweet dog
 - D. A friendship between a pet and its owner
2. The main topic of paragraph two is
 - A. The writer's activities with his/her pet
 - B. Everybody loves to walk with Snowy
 - C. Snowy is a cute and friendly dog
 - D. Snowy always plays with the cat
3. Where does the writer usually spend the time with his pet?
 - A. In the neighborhood
 - B. On the street
 - C. At school
 - D. At home
4. What activity does the writer do after school with his pet?
 - A. Cuddle it softly
 - B. Take it for a walk
 - C. Give it milk
 - D. Let it play with the cat

Descriptive Text of Historical Place and Tourism Object 3

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

5. What is the function of paragraph 1?
 - A. as an identification
 - B. as an orientation
 - C. as a thesis
 - D. as a classification
 - E. as an abstract

6. The text above is in form of.....
 - A. hortatory exposition
 - B. narrative
 - C. description
 - D. report
 - E. explanation

7. What is the communicative purpose of the text?
 - A. to present two points of views about natural bridge national park
 - B. to explain the bridge national park
 - C. to describe the bridge national park
 - D. to retell the bridge national park
 - E. to persuade readers to treat preserve the bridge national park

8. Where is the natural bridge national park located?
 - A. 110 kilometers from South of Brisbane
 - B. 110 kilometers from Pacific Highway
 - C. 110 kilometers from Numinbah Valley
 - D. 110 kilometers from Lamington National Park
 - E. 110 kilometers from Nerang

9. What the visitors will see in the night?
 - A. a common glow worm
 - B. the unique feature of the glow worms
 - C. a great dark cave
 - D. the unique rocks

E. the fantastic bridge

10. The word 'luscious' in the text means.....

A. succulent

B. dense

C. dull

D. dry

E. arid

THE BLUE PRINT OF INTENSIVE READING

School : SMP Negeri 1 Terbanggi Besar
 Subject : English
 Grade : VII
 Academic Year : 2022/2023

MG KE	Kemampuan Akhir yang Diharapkan	Bahan Kajian	Metode/Bentuk pembelajaran	Waktu Belajar (Menit)	Kriteria Penilaian (Indikator)	Bobot Nilai (%)	Sumber Belajar
1.	Scanning. Looking through a text very rapidly for specific information	1. Definisi Teknik scanning 2. Penjelasan Langkah melakukan scanning 3. Bacaan: teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5
2.	Skimming. Quickly getting the gist or overview of a passage or book.	1. Definisi Teknik skimming 2. Penjelasan Langkah melakukan skimming 3. Bacaan: Teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5
3.	Recognizing Implications and making inference	1. penjelasan implikasi dan inferensi 2. penjelasan langka membuat implikasi dan inferensi 3. bacaan: Teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5
4.	Drawing inferences and using evidence. Using evidence in the text to know things that are unstated	1. Penjelasan inferensi 2. Pengidentifikasian evidence dalam teks 3. Langkah membuat inferensi menggunakan evidence 4. Bacaan: Teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5
5.	Visualizing. Picturing or actually drawing a picture or diagram, of what is described in the text.	1. Penjelasan memvisualkan inforasi yang terkandung dalam teks 2. Langkah memvisualkan informasi dalam teks 3. Bacaan: Teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5
6.	Prediction. Giving the text a quick once-over to be able to guess what is to come	1. Langkah untuk melakukan prediksi pada teks 2. Bacaan: teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5
7.	Reading critically. Judging the accuracy of a passage with respect to what the reader already knows	1. Penjelasan critical reading 2. Perbedaan critical reading dengan active reading 3. Langkah melakukan critical reading 4. Bacaan: teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5
8.	Questioning. Asking questions in an inner dialog with the author.	1. Langkah untuk membuat pertanyaan mengenai informasi yang terkandung di dalam teks 2. Bacaan: teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5
9.	Distinguishing between fact and opinion	1. Penjelasan fakta 2. Penjelasan opini 3. Perbedaan fakta dan opini 4. Mengidentifikasika opini dan fakta dalam bacaan 5. Bacaan: teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5
10.	Reading faster. Reading fast enough to allow the brain to process the input as ideas rather than words	1. Langkah untuk membaca cepat 2. Menceritakan Kembali informasi selengkap-lengkapny dari teks yang dibaca 3. Bacaan: teks deskriptif	3, 4, 5	2 x 50 menit	Partisipasi siswa	10%	1, 2, 3, 4, 5

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	The brief history of SMP Negeri 1 Terbanggi Besar	✓
2.	Students' Quantity at SMP Negeri 1 Terbanggi Besar	✓
3.	The Condition of Infrastructure Facilities at SMP Negeri 1 Terbanggi Besar	✓
4.	Location Sketch at SMP Negeri 1 Terbanggi Besar	✓

40

PRE-TEST

NAME : Bagas Fathan A.T
CLASS : 7F

Read the following text to answer questions number 1 to 5

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For example, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of a hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum, the Louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame is located. Today around

eight million people live in the Paris area.

1. The fifth paragraph tells
- A. The origin of the word Paris
 - B. About the Paris
 - C. The location of Notre Dame
 - D. A village built a thousand years ago
 - E. An island in the middle of the Seine River

2. What is the oldest and most well known part of the city?
- A. The Seine River
 - B. The Pont Neuf
 - C. The Sorbonne
 - D. The right bank
 - E. The left bank

3. From the text we know that Notre Dame is located....
- A. Near left Louvre
 - B. On the left bank
 - C. On the right bank
 - D. Outside the city of Paris
 - E. In the middle of the Seine River

4. What is the oldest and most well known part of the city?
- A. The Seine River
 - B. The Sorbonne
 - C. The Pont Neuf
 - D. The right bank
 - E. The left bank

5. What is the generic structure of the text above?
- A. Orientation-Complication-Resolution
 - B. Classification-Description
 - C. Identification-Description
 - D. Orientation-Description
 - E. Introduction-Events Reorientation

The text is for questions no. 6-10

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

6. The text mainly focuses on
 A. Singapore
B. Orchard Plantation
C. Plaza and Mall

- D. Orchard road as business and entertainment center
E. Shopping Center

7. Which statement is TRUE?
 A. At first Orchard Road is a crowded settlement
 B. Orchard road became a business and entertainment center since 1974
 C. Vehicles from Dunearn road turn to the left at the intersection of the Marriott Hotel junction >>>>>>>>
D. Orchard road is an infamous place in Singapore
E. Orchard road is not surrounded by flower gardens

8. In the third paragraph the writer describes about?
A. The location of Orchard Road
B. The things that we can see at orchard road
C. The direction to get to Orchard Road
 D. The history of Orchard Road
E. The distance of Orchard Road

9. Words "it" in line 4 refers to?
A. The plantation
B. Luxury branded things
 C. The plaza
D. Singapore
E. Suburban street

10. The word "satisfy" in line eight has the closet meaning with?
 A. Pleased
B. Free
C. Frighten
D. Threats
E. Loved

50

PRE-TEST

NAME : Farhan Ramadhan H
CLASS : VII F (7F)

Read the following text to answer questions number 1 to 5

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For example, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of a hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum, the Louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame is located. Today around

eight million people live in the Paris area.

1. The fifth paragraph tells
 A. The origin of the word Paris
 B. About the Paris
 C. The location of Notre Dame
 D. A village built a thousand years ago
 E. An island in the middle of the Seine River

2. What is the oldest and most well known part of the city?
 A. The Seine River
 B. The Pont Neuf
 C. The Sorbonne
 D. The right bank
 E. The left bank

3. From the text we know that Notre Dame is located....
 A. Near left Louvre
 B. On the left bank
 C. On the right bank
 D. Outside the city of Paris
 E. In the middle of the Seine River

4. What is the oldest and most well known part of the city?
 A. The Seine River
 B. The Sorbonne
 C. The Pont Neuf
 D. The right bank
 E. The left bank

5. What is the generic structure of the text above?
 A. Orientation-Complication-Resolution
 B. Classification-Description
 C. Identification-Description
 D. Orientation-Description
 E. Introduction-Events Reorientation

The text is for questions no. 6-10

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

6. The text mainly focuses on
- A. Singapore
 - B. Orchard Plantation
 - C. Plaza and Mall

- D. Orchard road as business and entertainment center
- E. Shopping Center

7. Which statement is TRUE?
- A. At first Orchard Road is a crowded settlement
 - B. Orchard road became a business and entertainment center since 1974
 - C. Vehicles from Dunrean road turn to the left at the intersection of the Marriott Hotel junction >>>>>>>
 - D. Orchard road is an infamous place in Singapore
 - E. Orchard road is not surrounded by flower gardens

8. In the third paragraph the writer describes about?
- A. The location of Orchard Road
 - B. The things that we can see at orchard road
 - C. The direction to get to Orchard Road
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10. The word "satisfy" in line eight has the closet meaning with?
- A. Pleased
 - B. Free
 - C. Frighten
 - D. Threats
 - E. Loved

70

POST TEST

Name : KeyLa arta MRSYA
Class : VII - H

Descriptive Text about Animal

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

1. What is the topic of the story?
- A. A friendship between a cat and a dog
 - B. Spending time with a pet inside and outside the house
 - C. A friendly and sweet dog
 - D. A friendship between a pet and its owner
2. The main topic of paragraph two is
- A. The writer's activities with his/her pet
 - B. Everybody loves to walk

with Snowy

- C. Snowy is a cute and friendly dog
- D. Snowy always plays with the cat

3. Where does the writer usually spend the time with his pet?
- A. In the neighborhood
 - B. On the street
 - C. At school
 - D. At home

4. What activity does the writer do after school with his pet?
- A. Cuddle it softly
 - B. Take it for a walk
 - C. Give it milk
 - D. Let it play with the cat

Descriptive Text of Historical Place and Tourism Object

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter

sheds, water and fireplaces; however, overnight camping is not permitted.

5. What is the function of paragraph 1?
- A. as an identification
 - B. as an orientation
 - C. as a thesis
 - D. as a classification
 - E. as an abstract
6. The text above is in form of.....
- A. hortatory exposition
 - B. narrative
 - C. description
 - D. report
 - E. explanation
7. What is the communicative purpose of the text?
- A. to present two points of views about natural bridge national park
 - B. to explain the bridge national park
 - C. to describe the bridge national park
 - D. to retell the bridge national park
 - E. to persuade readers to treat preserve the bridge national park
8. Where is the natural bridge national park located?
- A. 110 kilometers from South of Brisbane
 - B. 110 kilometers from Pacific Highway
 - C. 110 kilometers from Numinbah Valley
 - D. 110 kilometers from Lamington National Park

E. 110 kilometers from Nerang

9. What the visitors will see in the night?
- A. a common glow worm
 - B. the unique feature of the glow worms
 - C. a great dark cave
 - D. the unique rocks
 - E. the fantastic bridge
10. The word 'luscious' in the text means.....
- A. succulent
 - B. dense
 - C. dull
 - D. dry
 - E. arid



POST TEST

Name : Felisia Febiola
Class : VII H

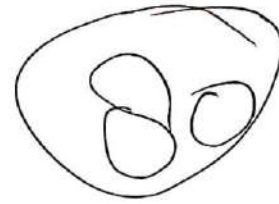
Descriptive Text about Animal

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10. The word 'luscious' in the text means.....
A. succulent
B. dense
C. dull
D. dry
 E. arid

**The Pre-Test Result of the Students' Reading Comprehension of
Class 7F (Control Class) of SMP Negeri 1 Terbanggi Besar**

No	Name	Data	Grade
1.	AR	40	7F
2.	AN	50	7F
3.	AF	40	7F
4.	AJ	30	7F
5.	AP	40	7F
6.	BF	40	7F
7.	BR	50	7F
8.	CP	50	7F
9.	DA	40	7F
10.	DP	50	7F
11.	DE	40	7F
12.	FK	60	7F
13.	FR	50	7F
14.	GA	40	7F
15.	GF	60	7F
16.	IS	30	7F
17.	KA	40	7F
18.	LA	50	7F
19.	MN	40	7F
20.	MY	30	7F
21.	MI	60	7F
22.	MF	50	7F
23.	ND	50	7F
24.	NA	40	7F
25.	RQ	50	7F
26.	RS	40	7F
27.	RF	50	7F
28.	SA	50	7F
29.	SS	40	7F
30.	TK	50	7F
31.	ZF	40	7F
Total		1390	
The average grade		44,8	

The Pre-Test Result of The Control Class

No.	Score	Frequency	Percentage	Criteria
1.	<70	31 Students	100%	Incomplete
2.	>70	0 Students	0%	Complete
Total		31 Students		

The Pre-Test Result of the Students' Reading Comprehension of Class 7H (Experimental Class) of SMP Negeri 1 Terbanggi Besar

No	Name	Data	Grade
1.	AA	50	7H
2.	AS	50	7H
3.	AH	40	7H
4.	AK	40	7H
5.	AS	50	7H
6.	AT	30	7H
7.	BS	50	7H
8.	CC	60	7H
9.	CM	50	7H
10.	DZ	40	7H
11.	DA	50	7H
12.	DF	40	7H
13.	FI	50	7H
14.	FF	40	7H
15.	GP	40	7H
16.	KA	30	7H
17.	MA	40	7H
18.	MI	50	7H
19.	MR	30	7H
20.	MA	40	7H
21.	MJ	50	7H
22.	NA	50	7H
23.	NZ	40	7H
24.	RF	50	7H
25.	RN	50	7H
26.	RP	60	7H
27.	RA	40	7H
28.	SN	50	7H
29.	TL	50	7H
30.	WD	40	7H
Total		1350	
The average grade		45	

The Pre-Test Result of The Experimental Class

No.	Score	Frequency	Percentage	Criteria
1.	<70	30 Students	100%	Incomplete
2.	>70	0 Students	0%	Complete
Total		30 Students		

**The Post-Test Result of the Students' Reading Comprehension of
Class 7F (Control Class) of SMP Negeri 1 Terbanggi Besar**

No	Name	Data	Grade
1.	AR	60	7F
2.	AN	60	7F
3.	AF	40	7F
4.	AJ	40	7F
5.	AP	50	7F
6.	BF	50	7F
7.	BR	60	7F
8.	CP	40	7F
9.	DA	40	7F
10.	DP	40	7F
11.	DE	60	7F
12.	FK	50	7F
13.	FR	50	7F
14.	GA	60	7F
15.	GF	40	7F
16.	IS	60	7F
17.	KA	50	7F
18.	LA	40	7F
19.	MN	60	7F
20.	MY	50	7F
21.	MI	40	7F
22.	MF	30	7F
23.	ND	50	7F
24.	NA	60	7F
25.	RQ	40	7F
26.	RS	60	7F
27.	RF	40	7F
28.	SA	30	7F
29.	SS	40	7F
30.	TK	50	7F
31.	ZF	60	7F
Total		1500	
The average grade		48,3	

The Post-Test Result of The Control Class

No.	Score	Frequency	Percentage	Criteria
1.	<70	31 Students	0%	Incomplete
2.	>70	0 Students	100%%	Complete
Total		31 Students		

The Post-Test Result of the Students' Reading Comprehension of Class 7H (Experimental Class) of SMP Negeri 1 Terbanggi Besar

No	Name	Data	Grade
1.	AA	60	7H
2.	AS	70	7H
3.	AH	60	7H
4.	AK	80	7H
5.	AS	70	7H
6.	AT	90	7H
7.	BS	70	7H
8.	CC	90	7H
9.	CM	60	7H
10.	DZ	70	7H
11.	DA	60	7H
12.	DF	80	7H
13.	FI	70	7H
14.	FF	80	7H
15.	GP	80	7H
16.	KA	70	7H
17.	MA	70	7H
18.	MI	80	7H
19.	MR	80	7H
20.	MA	70	7H
21.	MJ	80	7H
22.	NA	90	7H
23.	NZ	80	7H
24.	RF	70	7H
25.	RN	80	7H
26.	RP	90	7H
27.	RA	80	7H
28.	SN	80	7H
29.	TL	70	7H
30.	WD	80	7H
Total		2260	
The average grade		75,3	

The Post-Test Result of The Experimental Class

No.	Score	Frequency	Percentage	Criteria
1.	<70	0 Students	0%	Incomplete
2.	>70	30 Students	100%	Complete
Total		30 Students		

The Documentation of Research Process

- Pre-Test



- **Treatment**



- **Post-Test**





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Nama : Ervina Damayanti
NPM : 1901052013
Prodi : Tadris Bahasa Inggris (TBI)

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Metro, 27 November 2023

Ketua Program Studi TBI

Dr. Much Denjatur, M.Pd.B.I.
NIP. 198803082015031006



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Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1310/In.28/S/U.1/OT.01/11/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ERVINA DAMAYANTI
NPM : 1901052013
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901052013

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 November 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

ERVINA DAMAYANTI
1901052013 (THE INFLUENCE
OF INTENSIVE READING IN
DESCRIPTIVE TEXTS ON
READING COMPREHENSION OF
THE SEVENTH GRADE AT SMP
NEGERI 1 TERBANGGI BESAR)

by Munaqosyah TBI

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Submission ID: 2241718809
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Character count: 67431



ERVINA DAMAYANTI 1901052013 (THE INFLUENCE OF INTENSIVE READING IN DESCRIPTIVE TEXTS ON READING COMPREHENSION OF THE SEVENTH GRADE AT SMP NEGERI 1 TERBANGGI BESAR)

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CURRICULUM VITAE



The name of the researcher is Ervina Damayanti. She was born in Sukadana on June 05th, 2001. She is the third child of the couple, Mr. Ahmad Tharmidzi and Mrs. Jumriah. She has an older sister and Brother named Ani Praselia and Rudi Kurniawan and also she has an two younger brother named is Muhammad Yasin and Galih Ramadhan.

She was attended SDN 01 Tri Tunggal Jaya in 2006-2013. She continued her schooling at SMP Negeri 02 Banjar Agung in 2013-2016. She continued her schooling at SMAN 1 Banjar Agung in 2016-2019. In 2019, she was registrated as a students of S1 English Education Department State Institute for Islamic (IAIN) Metro. Furthermore, the researcher takes as an S1 Students of English Education Department of State Institute for Islamic Studies on (IAIN) Metro.