

**TEACHING READING BY USING INTENSIVE READING STRATEGY TO THE  
TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 PALEMBANG**

**THESIS**

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHING TRAINING AND EDUCATION  
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TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 2 PALEMBANG**

**THESIS**

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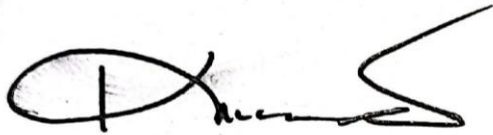
A handwritten signature in black ink, appearing to be 'Indah' with a large, sweeping flourish that extends to the right.

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## SURAT PERNYATAAN KEASLIAN KARYA

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Menyatakan bahwa skripsi berjudul :

**Teaching Reading by Using *Intensive Reading Strategy* to the Tenth Grade Students of SMK Muhammadiyah 2 Palembang**

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, April 2026  
Yang Menerangkan  
Mahasiswa Yang bersangkutan



Weam Kisa Ulandari

## MOTTO AND DEDICATION

Motto:

“Don’t let one bad day make you forget how strong you’ve always been.”

Dedication:

I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are:

1. My endless love, my beloved Mom who always pray, support, motivate, and give all those loves especially my mom.
2. My beloved brother, Denika. Who always cares and help?
3. My lovely cousin, Veronika Oktara. Pround of her for the rest of my life. She is the best friend and always can’t count on.
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9. Finally, I want to thank me for believing in me, I want to thank me for having no days off, I want to thank me for traying to do more right than wrong, I want to thank me for never give up.

## ABSTRACT

**Weam Kisa Ulandari** 2026. Teaching Reading by Using Intensive Reading Strategy to the Ten Grade Students of SMK Muhammadiyah 2 Palembang. This is submitted to the English Education Study Program, Sarjana's Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Under the advisors of (I) Dr. Kurnia Saputri, M.Pd. (II) Windra Dwie, S.Pd., M.Pd.

**Keywords:** Teaching, Reading Intensive reading.

This study focuses on teaching Reading by Using Intensive Reading Strategy to the Tenth-Grade Students of SMK Muhammadiyah 2 Palembang. The formulation of the problem "was effective to teach reading by using *Intensive reading* strategy to the Tenth Grade Students of SMK Muhammadiyah 2 Palembang. It was objective of this research was to determine whether or not effective Teaching Reading by Using Intensive Reading Strategy to the Tenth Grade Students of SMK Muhammadiyah 2 Palembang. The sample of this research was 54 students take by purposive sampling. They were divided into the control and experiment group. The collected data were analyzed by using SPSS (Statistical Package for Social Science) version 25.0. The posttest mean for experiment group was 83.33, which has higher than the control group mean score of 37.04. The t-test result was 83.33, which exceeded the 37.04 significance level, indicated that the null hypothesis  $H_0$  was rejected, while the alternative hypothesis  $H_a$  was accepted. Based on these findings, it can be concluded that the Teaching reading by using intensive reading strategy to tenth grade students of SMK Muhammadiyah 2 Palembang.

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Last but not least, the researcher realizes that this thesis is far from being perfect. There are still many weaknesses that needed to be improved in this thesis. So, any kinds of criticisms, comments, suggestions, and advice are much welcome.

The researcher accepts that this thesis could give a contribution for the readers and beneficial for the English teaching and learning process.

Palembang, April 2026  
Researcher,

WKU

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# CHAPTER I

## INTRODUCTION

This Chapter consist of; (1) Background of the Research, (2) Formulation of the Problem, (3) Objective of Research, (4) Significance of the Research, (5) Hypothesis of the research

### **A. Background of the study**

One of the international languages is English, H. Dauglas Brown (2004). Students at the school, college, and universities study this crucial language so they can converse in English. English is considered a foreign language in indonesia, is is not regarded as a second language since the Indonesia population does not utilize English for everyday communication. In the fact, it serves not only as an international language but also as fundamental subject in the educational curriculum.

Therefore Arsiayah Doromae, (2018) state English is taught in schools, starting from junior high school, and continuing through to university. In the process of learning English, there are generally four skills involved. These are speaking, writing, reading, and listening. Speaking refers to capability to communication verbally in order to convey thoughts or feelings. Next, writing involves the skill of generating ideas, considering how articulate them, and structuring them into statements and paragraphs that are understandable to a reader. Lastly, listening is ability to comprehend what is heard and relate it to other information that is ready known, Torkis Nasution (2017). The final aspect of the reading capacity to receive the message or information conveyed the author in a manner that can be easily understood and grasped the reader. Iswahyuni dwie, (2021) says the aspect to consider when learning English for reading skills. First, reading comprehension is based on functional meaning and simple essays the forms of recounts and narratives, with appropriate utterance, and intonation within various contexts. Second, responding to meaning of short functional texts should be done accurately, and appropriately

in different contexts. Responding meaning rhetorical structure structure in simple should be accurate, and acceptable, focusing on texts in the forms of narratives.

Through reading text, readers can obtain valid and targeted information, because this reading process allows student to easily understand the author's ideas and the content of the text. Reading is also used as a means of professional development in the world of education, which is related to improving understanding in linguistics. According to Duke, (2021) these language skills enable individuals or groups to increase their understanding of clearly presented information. Abdul, Sri Wahyuni (2024) meanwhile, fostering a deep understanding through reading can help students complete their education, as a reading a fundamental skill that helps them develop critical thinking skills and enable them to reflect on and compare the content of the texts they read. Suyitno, (2017) says many students have difficulty analyzing and clearly understanding the content of the text, even though they are able to grasp meaning of the text (Hacker, 2010)

According to Kusdemir & Bulut (2018), reading is one a process that begins with the use of one of the five senses, namely the eyes, which means seeing. This is followed by the reception of information which is then processed in the brain, resulting in an understanding of the content of the reading. Therefore, detailed and in-depth reading techniques are very important for understanding the information in the text based on language material that is familiar to students ( Vereshchagina, 2021) . Reading is onr of the language skills required by students learning English as a foreign language. The ability to read English as a language very crucial for students in the school at every level because it would affective their learning abilities such as writing and speaking. Therepore many studies have focused on reading comprehension. On the other hand, reading is a good way to gain new ideas. However, it can also pose challenges because it is an active process that requires a lot of practice to read and skill to stimulate thought and creativity (Mareilon, 2007).

In addition, reading is a complex activity because it depends on students' logical reasoning and language skills, making it one of the skills that is prioritized for training in language learning. Furthermore, the complexity of reading can be a problem and challenge for students, and this is also a problem for teachers. Faiza Dinar, (2020) says teachers are often confused about choosing the appropriate teaching methods or media to overcome students' reading problems. This requires teachers to have a clear understanding of how to apply the right learning techniques, methods, or media so that students do not easily get bored when reading. Learning media is defined as hardware or software tools used to support the learning process so that learning objectives can be achieved, Puspitarini & Hanif (2019) reading is an ability that has an essential role for students. (Pustika, 2019) believes that Indonesian students need to learn English so they can read texts that have meaning for their career or study. Because reading has become a part of our daily activity and has included one of skills that students have to learn in English as foreign language. Besides, through reading activity, students can improve their language, experience, reading skills, and their minds, Ayu, Diem, & Vianty (2017).

Reading is an activity to understand written text that involves perception. Therefore, it is very important for educational and career success. Oakhill, Cain & Elbro (2015) explain that reading comprehension is important, not only for understanding texts, but also for learning and working. Reading it is a process carried out and utilized by readers to get the message the author wants to convey through words. Ability Reading is largely determined by background knowledge, reading experience, and the ability to master knowledge related to the content and aspects of the text Language. Therefore, reading is interactive communication between readers and readers read (Shofiah, 2017).

Reading skill focusses more on reading ability comprehension, because the ability to understand reading material is the main goal what do you want to achieve in learning to read. Every learning program implemented using certain strategies. One of the strategies in question is Regarding learning

methods. The strategies applied by educators in teaching can be: influencing the effectiveness and success of learning. Choose the right strategy can create a conducive teaching and learning atmosphere, so that students can do it easy to accept learning material well (Hariro, 2023).

Many students experience difficulties in reading due to a lack of ability to understand written content, such as having a limited vocabulary, lack of focus, lack of understanding of information, ideas or knowledge, and understanding of rules (grammar) in a text. These problems are often exacerbated by a lack of basic knowledge of the subject, low motivation to learn, or material that is too difficult, unfamiliar, or uninteresting (Amiliyah setiyah (2015) describe when students repeatedly hesitate or lack confidence in starting to understand phrases, mispronounce words, or miss important terms, their comprehension and confidence decline. Teachers can help overcome these problems by using focused phonics instruction, explicitly teaching vocabulary, providing reading materials that match students' interests and abilities, and engaging students in active and interesting reading activities (such as asking questions, summarizing, discussing, and making predictions). With patience, consistent perseverance, encouragement, motivation, and various teaching strategies tailored to students' ability levels, their reading skills can develop in a focused and structured manner.

Based on researcher interview to the teacher English teacher of SMK Muhammadiyah 2 Palembang, the researcher gave several questions in English. In learning English especially in area of reading, students can be finding that still having difficulties, in learning analysis and there were in reaching 30% students not interested learning English, and the average scores under 60. They had difficulty in reading of English. The researcher concluded that reading still need to be improved and the strategy used need to be improved because there are still many students who did not understand and still have difficulties. From the explanation above, the researcher was interested in conducting research the entitled "*Teaching Reading by Using Intensive Reading Strategy to the Tenth Grade Students of SMK Muhammadiyah 2 Palembang.*"

## **B. Formulation of the Problem**

Based on the study's background, the researcher formulates the research problem: was it effective to teach reading by using intensive reading strategy to the tenth grade Students of SMK Muhammadiyah 2 Palembang?

## **C. Objective of the Study**

Based on the formulation of the problem above, the research objective is to find out whether or not it was effective to teach reading by using intensive reading strategy to the tenth grade Students of SMK Muhammadiyah 2 Palembang.

## **D. Significances of the Study**

Hopefully, the significances of this study can be useful for the students, the teachers, and next researchers.

### **A. For students**

Hopefully, intensive reading strategy allow students to be creative, active innovative and students have more courage to read in front of the class.

### **B. For teachers**

The results of this study can help teachers improve students' reading comprehension, critical thinking and learning effectively.

### **C. For other researchers**

The author hopes her research can become a reference for other researchers who wish to learn about intensive reading strategies to improve students' English skills.

## **E. Hypotheses of the Study**

The hypotheses of this study are :

- A.  $H_a$ : It was effective to teach reading by using Intensive reading strategy to the tenth grade students SMK Muhammadiyah 2 Palembang.
- B.  $H_o$ : It was not effective to teach reading by using Intensive Reading strategy to the tenth grade students SMK Muhammadiyah 2 Palembang.

### **C. Criteria for Testing the Hypotheses**

In this research, testing a hypothesis means accepting or rejecting it. The researcher used t-test. If the t-obtained is equal to or higher than the t-table, the research hypothesis ( $H_a$ ) can be accepted, and the null hypothesis ( $H_o$ ) should be rejected. In other words, if the t-table is higher than the t-obtained, it means that the null hypothesis can be acceptable, and the research hypothesis should be rejected.

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