INTENSIVE READING PRACTICE ON NARRATIVE TEXT AT MA BINA CENDEKIA CIREBON

(Qualitative Research)

A THESIS

Submitted to English Language Teaching Department *Tarbiyah* and Teacher Training Faculty *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The Requirements of Islamic Scholar Degree in English Language Teaching Department

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ABSTRACT

Siti Hurriyah. 14121310357. Intensive Reading Practice on Narrative Text at MA Bina Cendekia

This research was conducted in the English Classroom of second grade of senior high school at MA Bina Cendekia twenty students as the participants. The main concentration of this research is the ability of students' comprehension of a text especially narrative text using intensive reading. The research design is descriptive qualitative. Intensive reading is the part of descriptive qualitative which determines that this research is using qualitative method.

This research aims to identify intensive reading applied in the English classroom. Also to clarify how reader identify the narrative text. This research involves the researcher as the main instrument and the data is collected by open questionnaire.

This research was applied descriptive qualitative method in analyzing data. The participants were taken from a purposive sampling. They were 20 students of second grade of senior high school especially of social. To make it the data more accurate and valid, the researcher used open questionnaire contained open ended question as the techniques of collecting data.

The result of this research shows that intensive reading in the English classroom of second grade of senior high school at MA Bina Cendekia. Students do intensive reading to understand all of the contents of the story and with it could understand the message it conveys. And then, learning narrative use strategy preview, question, read, and summarise than just reading a kind of narrative text. The students could improve their skill in reading comprehension narrative text.

Key words: Reading, Intensive reading, Narrative text

RATIFICATION

This thesis which is entitled in **"Intensive Reading Practice on Narrative Text at MA Bina Cendekia"** written by Siti Hurriyah, Students Reg. number 14121310357 has been examined on January 30th 2017. It has been accepted by broad of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I
INTRODUCTION

In this chapter the researcher explains the introduction of this research. It includes research background, limitation of research, research question, aims of research, significance of research, previous research, frame of thought, research method, research systematicity, data analysis, and research timeline. This chapter is arranged as the foundations to compose the next chapters of this research.

1.1. Research Background

Reading is a process undertaken to produce meaning a text conveyed by the writer. Reading is the ability to draw meaning from the written sources (Grabe & Stoller (2002:3)). Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. The readers establish or construct a meaning and read into a place where the meaning was held. The text and reader never be free, but in fact they (text reader) to one another produce meaning (Lehtonen (2000: 74)). Reading also to search simple information. In addition, Davis (2011: 5) gives two different opinions about reading. He says that Reading is a way of finding out more information about a topic. A text does not carry meaning by itself; the reader brings information, knowledge, emotions and experiences to the printed word (Brown (2001)). Texts do not semiotically exist without readers but neither do readers exist without texts (Lehtonen (2000: 133). Read implies that we know what it means to read, to process text meaning through some process of interaction with print (Alderson, 2007: 3). It means that reading is the interactive process between text (linguistics features and meaning) and readers (Background knowledge) so that it would make a sense or comprehending from the text. Because the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge skills, and strategies to determine what that meaning is. Reading comprehension is an active process that must be developed if a learner wants to be a proficient reader.

Comprehension is understand what is being said or read and understand what someone reads can be viewed according to the level of comprehension. In addition, Davis (2011: 5) gives two different opinions about reading. He says that Reading is a way of finding out more information about a topic. Contrary, he says also that Reading is learning and travelling to the author's imagination. It means that result from reading is different, it depend on the purposes for reading and kinds of text. Reading is the source of meaningful and comprehensible linguistic input that helps unconscious language acquisition.

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is *always* challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn't happen as it should. These readers can *decode* the words, but have not developed sufficient skills to *comprehend* the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text (Danielle, 2007).

According to Geoffrey (1989: 66) the concept of intensive reading (the close study and exploitation of a text for its meaning and the language used). The remaining two kinds of reading activity, content study reading and linguistic study reading are also often grouped together and called *intensive reading* (Geoffrey (1989: 99)). Once again the term indicates that it is not the nature of the skills involved that is of most interest but the results, in this case a deep and thorough understanding of the black marks on the paper. The concern is for detailed comprehension of very short texts. *Intensive reading* is typically concerned with texts of not more than 500 words in length. The objective is to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.

Closely related to degree of understanding is reading speed. Obviously the rate at which material may be covered becomes slower as depth and detail of understanding increase, but there are a number of other factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent

to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension. Many people seem to believe that *study* and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermined. Study involves several other sorts of skill besides reading, and may well involve several different sorts of reading skill. Intensive reading is close reading of relatively short texts to derive maximum value from them.

Intensive reading requires students to identify the words, word meaning from them and determine an accurate reading scenario. Intensive reading practice can be considered as a starting point to be critical because it lets students recognize what a text says, what a text does and what a text means through its context, language and structure. Intensive reading has important roles to play in helping learners gain fluency, first in critical area of vocabulary and word recognition and then in developing better reading comprehension skills. Intensive reading practice can focus more intentionally on essential core vocabulary, patterns of text organization and types of text processing needed to adequately comprehend any text.

There are some researcher concern in reading. The first concern in reading hypertext that conducted by Alkasawneh & Ayub (2012), Hirsch (2003), Sindelar & O'shea (2014), Adeena (2011). The second concern in reading multimodal story that conducted by Wang (2013), Lee (2014), Barton (2014), Mcdonald (2013). The third concern in reading metacognitive that conducted by Ahmadi (2012), Han (2010), Zhao (2009), Karami (2012). The forth concern in cognitive reading comprehension that conducted by Ozek (2006), Zhang (2013), Phakiti (2006), Liu (2011). The fifth concern in extensive reading that conducted by Bamfort (2004), Day (2003). The sixth concern in critical reading has done by Reza Zabihi (2011), Maryam Shokrolahi (2014), Nasrin Shokrpour (2013).The seventh concern in intensive reading that conducted by Wang (2013), Handoyo (2009), Ji (2010), Rose (2008), Alethia (2011).

This research would take place in MA Development Cendikia is based schools. The location of the school in the village Mertapada wetan Jl. K.H. Wahid

Hasyim Astanajapura Sub district Cirebon Regency. MA Bina Cendikia established in 2009. However, in 2009 there were only level Junior High School. Then in 2010 the MA Bina Cendikia adds Vocational High School education level and MA.

The place in the schools Bina Cendikia is surrounding by a lot of vacant land. Community environment surrounding the economy is still in the lower part of the school, the MA Bina Cendekia provides the broadest access to the public for education. In addition it is also to improve the quality of human resources in Indonesia, especially people around MA Bina Cendikia.

The reason why I chose the school MA Bina Cendikia compare with another school due to lack of teachers which led to weak students' understanding of the English language learning, especially reading skills. English teachers in schools MA Bina Cendikia there are only two people. Moreover many students are not allowed only in teaching by two teachers. Students must obtain a good and effective teaching. Therefore I would like to examine the ability of MA students Bina Cendikia on English lessons, especially reading skills.

1.2. Focus of Study

This paper is focus on describing intensive reading practice on narrative text. Intensive reading has become an important aspect of reading comprehension. In the learning process that often used is extensive reading for understanding a text. Unconsciously intensive reading more help the students understanding concerning a text, because it is done intensively.

In the phenomena, the ability of the students' comprehension of a text especially narrative text is still in the lower level. It also addresses how the intensive reading lesson could be integrated with other language skills and what roles a teacher, students, and teaching materials played. The using of intensive reading to increase the comprehension of students within text is the aim of this research. Moreover, increase the awareness of students in reading, in order to push for attention, to feel interested and excited to read the activities that they want to do reading activities with

their own accord. Aspects of reading interests include reading pleasure and awareness of the benefits of reading.

1.3. Research Questions

Based on the background above and the identification of the problem that mentioned in accordance with the research of "**Intensive Reading Practice on Narrative Text at MA Bina Cendekia Cirebon**", the researcher is going to investigate the problems:

1) How is intensive reading applied in the English classroom?
2) How does the reader identify the narrative text?

1.4. Aims of Research

The aims of this research are to identifying EFL learner's intensive reading practice on narrative text. There are three problems study to be aims which would be reached in this identification. The aims are mentioned below:

1) To identify intensive reading applied in the English classroom
2) To clarify how reader identify the narrative text

1.5. Significance of the Research

Every research has to be useful in spreading knowledge. Theoritically the result of the study should provides the clear ideas on how EFL learners practice intensive reading on narrative text. The study is intended to give theoretical information about EFL learner's intensive reading practice on narrative text. Practically, this research is hoped to be useful for the reader to understand the text. Then, this research would be valuable to scholars and the next research who are interested in development of EFL learner's in the field of reading skills.

1.6. Theoretical Foundation

Reading has become an important aspect of reading comprehension. The reader who is doing the comprehension activity, the text that is to be comprehended, and the activity which comprehension is embedded.

1.6.1 The nature of reading

Reading is a process undertaken to produce meaning a text conveyed by the writer. Reading is the ability to draw meaning from the written sources (Grabe&Stoller (2002:3)). Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is one process of recoding process and decoding process (Anderson as cited Tarigan,1980: 8).There adders establish or construct a meaning and read in to a place where the meaning was held. The text and the reader never be free, but in fact they (text reader) to one another produce meaning (Lehtonen (2000: 74)). Reading also to search simple information. A text does not carry meaning by itself; the reader brings information, knowledge, emotions and experiences to the printed word (Brown (2001)). Texts do not semiotically exist without readers but neither do readers exist without texts (Lehtonen (2000: 133)).

Read implies that we know what it means to read, to process text meaning through some process of interaction with print (Alderson, 2007: 3). It means that reading is the interactive process between text (linguistics features and meaning) and readers (Background knowledge) so that it would make a sense or comprehending from the text. Because the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge skills, and strategies to determine what that meaning is. Reading comprehension is an active process that must be developed if a learner wants to be a proficient reader. Comprehension is understand what is being said or read and understand what someone reads can be viewed according to the level of comprehension.

Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is *always* challenging. They may understand each word separately, but linking them together into meaningful ideas often doesn't happen as it should. These readers can *decode* the words, but have not developed sufficient skills to *comprehend* the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text (Danielle, 2007).

1.6.2 Purpose of Reading

There are seven of purpose for reading to Grabe (2002: 15) such as:

1) Reading to search for simple information (typically scan the text for a specific piece of information or specific word)
2) Reading to skim quickly (guessing where important information might be in the text)
3) Reading to learn from texts (person needs to learn a considerable amount of information from text)
4) Reading to integrate information (require critical evaluation of the information being read so that the reader can decide what information to integrate)
5) Reading to write (or search for information needed for writing)
6) Reading to critique texts
7) Reading for general comprehension

1.6.3 Types of Reading

There are four types of reading such as intensive reading, extensive readning, reading aloud and silent reading . According to Dr. M. R. Patel and Pravin M. Jain (2008: 117-123):

1.6.3.1 Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. Learners reads book to acquire knowledge is the kind of intensive reading.

Intensive reading would provide a basis for explaining difficulties is the structure and of extending knowledge and vocabulary and idioms. It would also provide material for developing greater control of the language in speech and writing.

1.6.3.2 Extensive Reading

Material for extensive reading would be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading would be to train the student to read directly and fluently in the target language for enjoyment without the aid of the teacher.

1.6.4 Strategy of teaching and learning

The strategy used by English teachers who teaching in the second grade of senior high school at MA Bina Cendekia. Many strategies in teaching English especially about strategies for teaching reading comprehension. In terms of teaching the English language in particular reading comprehension Mr. Amin used strategy PQRS that is (Preview, Question, Read, and Summarise). According Westood (1997) the PQRS strategy is a simple, step-by-step plan of action any child might adopt when faced with reading assignment.

The steps are described below:

1) Preview

   The child scans the chapter or page, attending to headings, subheadings, diagrams or figures. Gains a general impression of what the text is likely to cover.

2) Question

   The child generates some questions in his or her mind.

3) Read

   The child reads the page carefully for information. Re-reads any difficult sections.

4) Summarise

   The child briefly states in his or her own words the main points from the text or draws conclusions from what has been read.

1.6.5 Intensive Reading

Intensive reading has become an important aspect of reading comprehension. In the learning process that often used is extensive reading for understanding a text. Unconsciously intensive reading more help the students understanding concerning a text, because it is done intensively. Intensive reading is the activity to understanding a text sentence by sentence. According to Nation (2009:25) as cited Widya (2009), intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. Intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in the text would be useful when reading other texts.

Intensive Reading requires students to identify the words, word meaning from them and determine an accurate reading scenario. Intensive reading practice can be considered as a starting point to be critical because it lets students recognize what a text says, what a text does and what a text means through its context, language and structure. Intensive reading has important roles to play in helping learners gain fluency, first in critical area

of vocabulary and word recognition and then in developing better reading comprehension skills. Intensive reading practice can focus more intentionally on essential core vocabulary, patterns of text organization and types of text processing needed to adequately comprehend any text.

Intensive reading is a kind of reading in which readers besides linguistic knowledge should understand semantic details and pay close attention to the text, because, the aim is to obtain certain information. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. In this type of reading complicated materials are generally used, and the rate of reading seems to be much lower than any other type of readings. Intensive reading is for a high degree of comprehension and retention over a long period of time.

Intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items. According to Geoffrey (1989: 66) the concept of intensive reading (the close study and exploitation of a text for its meaning and the language used). The remaining two kinds of reading activity, content study reading and linguistic study reading are also often grouped together and called *intensive reading* (Geoffrey (1989: 99)). Once again the term indicates that it is not the nature of the skills involved that is of most interest but the results, in this case a deep and thorough understanding of the black marks on the paper. The concern is for detailed comprehension of very short texts. *Intensive reading* is typically concerned with texts of not more than 500 words in length. The objective is to achieve full understanding of the logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his ends.

Closely related to degree of understanding is reading speed. Obviously the rate at which material may be covered becomes slower as depth and detail of understanding increase, but there are a number of other factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading

speeds with high levels of comprehension. Many people seem to believe that *study* and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermined. Study involves several other sorts of skill besides reading, and may well involve several different sorts of reading skill. Intensive reading is close reading of relatively short texts to derive maximum value from them.

1.6.6 Types of Intensive Reading

According to Brook, as quoted by H.G.Tarin (1990: 35) Intensive reading is careful study, meticulous study and detailed treatment to a short task that roughly only 2-4 pages each day. Read the review of the contents subdivided into read carefully (close reading), reading understanding (reading for understanding), critical reading (critical reading), and reading ideas (reading for ideas). The researcher would be took a read carefully. Schematically, the division is as follows:

1) Read carefully it can be said as carefully reading which aims to understand in detail the ideas contained in the text reading the organization or to see the writing or the approach used by the authors. Therefore, besides the reader should be able to understand all the required text meaning read also required to identify and connect the link between the existing idea, either contained in the sentence and in every paragraph.

2) Reading comprehension by H.G.Tarin (1986: 56) is a kind of reading that aims to understand the standards or norms of literary (literary standards), critical review (critical review), a drama written (printed drama) as well as patterns of fiction (pattrens of fiction).

3) Critical Reading According to Albert[et al], as quoted by HG Tarin (1986: 89) critical reading is a kind of reading that is done wisely, full of thoughtful, depth, evaluative, and analytical. More discussion extensive particulars of this type would we do on learning 3 later.

4) Reading Idea According H.G. Tarin (1986: 116) reads idea is a kind of reading that aims to seek, obtain and utilize the ideas contained in

the passage. Then, According to Anderson (1972) as cited by HG Tarin (1986: 117)).

1.6.7 Strategy of Intensive Reading

There are intensive reading strategies like; activating background knowledge, reading for gist (skimming), reading for specific information (scanning). Hence these and other intensive reading strategies are discussed in detail in the following subtopics.

1.6.7.1 Activating background knowledge

When the reader reads he/she brings his/her knowledge of the world to the text and relate ideas in order to extract meaning from the text. If readers have the necessary background knowledge prior to reading to learn, students are encouraged to actively relate the new information they gain from reading to their prior knowledge. The process of activating background knowledge consists three types of connections. These include text-to-self, text-to-text and text-to-world connections. Students should use these connections to identify the source of their prior knowledge.

1.6.7.2 Monitoring

Monitoring is a process of talking to oneself about whether the meaning being encountered is the meaning anticipated—that is, whether the original prediction is coming true. Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify unclear ideas.

1.6.7.3 Questioning

Questioning is also a process of talking to oneself about whether the meaning makes sense. Questioning is seen as a way to encourage students to pose, answer, and discuss questions. The practice of questioning touches not only on linguistic production but also on cognitive demands and on interactive purpose.

1.6.7.4 Searching-Selecting

Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems or gather information. This differs from skimming in that the purpose is to locate information on predetermined topic(s).

1.6.7.5 Sequencing

Sequencing is a process of putting or sorting ideas in order according to their occurrence or some conditions in the reading passage. Un like skimming, sequencing is not always observed in the processing of the text although it is likely to be more linear than scanning. The periods of closer attention to the text tend to be more frequent and longer than in scanning.

1.6.7.6 Skimming

Skimming is reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage. Skimming is important to know the general meaning of a passage, to know how the passage is organized, that is the structure of the text-to get an idea of intention of the writer. It requires the reader to organizer and remember some of the information given by the author, not just to locate it .It is also a tool which the authors' sequence can be observed.

1.6.7.7 Scanning

Scanning is reading selectively to achieve very specific reading goals; it is a reading strategy which is used to find specific information like: finding a number, year, place, name, date etc in the text to fulfill the objectives of reading. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. The main feature of scanning is that any part of the text which does not contain the pre- selected piece of information is dismissed.

1.6.7.8 Predicting

Predicting is fundamental to comprehension. Good readers anticipate meaning. They do this by predicting what they think is going to happening the selection and by revising their predictions as they read.

1.6.7.9 Monitoring, Questioning, and Re-predicting

All these three strategies—monitoring, questioning, and re-predicting—happen together, they are taught together in this example. Monitoring is a process of talking to oneself about whether the meaning being encountered is the meaning anticipated—that is, whether the original prediction is coming true. Monitoring and questioning are virtually the same, because questioning is also a process of talking to oneself about whether the meaning makes sense, that is, the reader is constantly asking.

1.6.7.10 Imaging /visualizing

Imaging/visualizing is constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text. When readers respond to the descriptive text they read, they create pictures in their mind or images-visualizing. Like all comprehension strategies, imaging requires readers to use prior knowledge and to predict.

1.6.7.11 Inferring

Inferring is the ability to "read between the lines" or to get the meaning an author implies but does not state directly. So, in this sense, inferring is something a reader does as part of all comprehension strategies. Stated another way, comprehension always involves trying to "get inside the author's head" to see what he or she really meant when the text was composed.

1.6.7.12 Main idea

Main idea refers to the big idea or the most important idea found in expository text. Main idea is often confused with topic. In a book about locomotives, for instance, the topic may be "locomotives," but the main idea is what the author wants readers to understand is important about locomotives. While it is relatively easy to identify topic, it is harder to determine what the author thinks is important.

1.6.7.13 Summarizing

Summarizing is restating the meaning of text in one's own words — used in the original text. It is the creation of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief form the text's major points. Primary-grade students often have difficulty summarizing.

1.6.7.14 Evaluation

Good comprehension is not limited to determining an author's message. Comprehension also involves making judgments about the message. The reader evaluates what the author is saying.

1.6.7.15 Synthesizing

Synthesizing is the ability to combine information within a source or across several different sources. To make sense of it all, it is necessary to synthesize or combine information. In this sense, synthesizing is creative. That is, readers must create a single understanding from a variety of sources.

1.6.8 The Characteristics and Activities of Intensive Reading

Students identify vocabulary. Students focus on surface structure details such as grammar and discourse markers. Texts are read carefully and thoroughly, again and again. Reader is intensely involved in looking inside the text. Aim is to build more language knowledge rather than simply practice the skill of reading. Making inferences. Looking at the order of information. Identifying words that connect one idea to another Identifying words that indicate change from one section to another

1.6.9 Narrative Text

According to Neuhauser (1993) narrative is stories are effective as educational tools because they are believable, remember able, and entertaining. Besides giving information, narrative has function to amuse, entertain, and to deal with actual or vicarious experience in different ways:

narrative deals with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

The genre of narrating or narrative is one of the most generally read, though least understood of all the genres Knapp (2005:220). Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students 'pick up' and write 'naturally'.

Narrative sequences people/characters in time and space. In its most basic form, in text types such as recounting and retelling, the genre does little more than simply sequence. A key characteristic for all text types in the genre, however, is the requirement to orient or introduce the reader/listener to the people, time and place in the story.

1.6.9.1 Identification narrative text

This research would identify some aspect of narrative text. The as aspects would be identified by the students. The aspect that would be identified is grammatical features and generic structure.

1.6.9.1.1 Grammatical Features

There are some grammatical features of narrating Knapp (2005:222), those are:

1) When sequencing people and events in time and space, narrating typically uses:

   Action verbs; for example, One day the male and her son *went collecting* fire-wood. They *saw* a unique tree. They *went* slowly over to the tree.

   When they *got* closer to the tree they *heard* a voice *coming* from the tree.

   Temporal connectives; for example, We *then* saw at some games and equipment. *Afterward* lunch we walked up to the *Sydney Morning Herald* and saw how they make papers. *After* that we caught the train back to Marrickville.

2) Narratives often use action verbs metaphorically to create effective images; for example, It was a dreadful argument. Words were *flying* everywhere.

3) Narratives often use rhythm and repetition to create particular effects; for example, *Riding*. *Riding*. The boy went *riding* across the wintery moor, far away from the strife of his unhappy home.

1.6.9.1.2 Generic Structure

a) Orientation

It is commonly placed in the first paragraph. Orientation consist of information about 'what, who, where, and when'. In the orientation, it is the introductory element of narrative text.

b) Conflict/ Complication

It is the main of narrative text. Complication tells the reader about what happen with the character in that text.

c) Resolution

It is the ending of narrative text.it can be the sad ending or the happy ending.

1.6.10 Previous Studies

There are some previous studies that have relation with this current study. The study about intensive reading has been done by some researchers; such Wang(2013), Weimin (2010), Handoyo (2009), and Alethia (2011). The previous studies are useful to avoid the repetition of the same research.

The first study has been conducted By Wang (2013) about the reflection on general teaching strategies. Wang's found that ―good‖ readers were more flexible and adaptive who can clarify the task criteria and identify obstacles and difficulties more precisely, while ―poor‖ readers were more oriented to text features than task requirements and use no concrete planning. Thus, the following strategies appeared to have

positive effects on reading comprehension: summarizing in writing, underlining important parts, self-generated questions, checking to see if you can remember what you have read, asking questions about the bits you do not understand, taking notes, and imagining the story in your mind. In contrast, the following strategies were associated with negative results: thinking about something else while reading, writing down every word, skipping parts you do not understand, reading as fast as possible words in a dictionary.

The second study has been conducted by Weimin (2010) about issues on part of teacher in college English. College English Intensive Reading Course is a comprehensive course that involves learning and teaching of listening, speaking, reading, writing and translating skills within a limited period. They are not simply put together but closely inter-related. During a short class period (usually 50 minutes), teachers have to carry out activities for learners to do various practice in order to meet the demands. Many well-known applied linguists such as H. G. Widdowson claimed that the ultimate aim in language learning is to acquire communicative competence and communicative abilities embrace linguistic skills, which refer to those skills as speaking, hearing, composing and comprehending. (H. G. Widdowson, 1978, p67).

The third study has been conducted by Handoyo (2009) about a videotaped self-observation report. Self-observation or self-monitoring can be a mediating tool for teachers to do vibrant pro- fossional development, and more crucially, self-observation can be used to foster "an awareness of what the teacher's current knowledge, skills, and attitudes $A = \pi r^2$ and the use of such information as the basis for self-appraisal" (Richards & Farrell, 2005, p. 34). Rich- ards and Farrell elaborate that self-observation enables a teacher to record her or his own teaching practices, thereby providing an objective, descriptive, and critical account of it.

Overall, in the reading lesson, the students participated in the pre-while- and post reading activities. This regard, the students not only comprehended understanding of narrative the text, but also developed their reading comprehension skills. More importantly, teacher scaffolding may be of great help

to building a personally and academically enhancing classroom communication atmosphere.

1.7.   Research Method

The method of this research is qualitative research because the focuses of this research are to explore the phenomenon of understanding the text used intensive reading. The qualitative research is in which the researcher intends to study naturally occurring phenomena in all their complexity (Fraenkel et al: 2011). Some characteristics of qualitative research as explained by Lodico et al (2010: 143) are: naturalistic settings, research questions broadly proposed to explore, interpret, or understand the social context, participants are usually chosen through nonrandom methods based on whether the individuals have vital information to the questions being asked, the techniques of data collection include methods such as observation and interviews that bring the researcher gets closer contact with the participants, the role of researcher is interactive role because she or he has to know the participants and the social context in which they live, hypotheses are formed after the researcher begins data collection and are modified throughout the study as new data are collected and analyzed, and the study reports data in a narrative (using words rather than numbers) form.

The kind of this research is the case study. According to Cresswell (2009), a case study is a qualitative strategy in which the researcher explores in depth a program, event, activity, process, or one or more individuals and then the case is bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. In this research, the researcher tries to describe EFL students of writing difficulties, exactly in trying to understand teacher feedbacks for the needs of student writing development.

1.8. Research Design

This research is conducted in the English Classroom of second grade of senior high school at MA Bina Cendekia twenty students as the participants. The researcher uses descriptive qualitative method in this research design. It is since the descriptions of data of this research are taken purely based on the fact as referred on Fraenkel et al (2012) defined that descriptive research is a research to describe existing conditions without analyzing relationships among variables. The kind of this research is a case study. Alwasilah (2015) explained a case study is an approach that can reveal in detail the phenomena or situation of the unit of analysis such as individual, group of individuals, or other entities on the basis of information collected systematically.

1.9. Source of Data

In this study, there are ten respondents who are taken from second grade of senior high school especially social class at MA Bina Cendekia Cirebon who got a high, medium and low value in English lesson especially skill reading comprehension class. They are recommended to be respondents from the teacher of English lesson. They can be categories as skill readers who can understand the text. In this study, researcher takes the data second grade of senior high school who can be categories as the respondents because some reason. First, this research is purposed to be reference and example how comprehend the texts. Second, this study is hoped giving contribution for readers who have problem how comprehend the texts.

1.10. Techniques and Instruments of Collecting Data

The researcher uses two techniques in this research. Those are questionnaire and interview. Furthermore, the instrument of the research in this qualitative research herself. The researcher is a key in qualitative research who analyzes the describing data by using her own words and connecting the relate theory. The nature setting is source of data and researcher is the key instrument in qualitative research (Fraenkel, 2011:426).

1. Questionnaire

This research would identify phenomena the ability of the students' comprehension of a text especially narrative text. In this study, questionnaire for students would be controlled. As with interviewing or focus groups, when designing a questionnaire start with easy questions which respondents would enjoy answering, thus hopeful them to remain heavy in the questionnaire. If you begin with complex questions which need long responses, your respondents would be less likely to fill in the form (Dawson, 2009:97).

Sugiyono (2014: 142-143) defines that the questionnaire is appropriate to be used if the respondents have a large numbers, and also the form of it can be consisted by positive or negative sentences, so that the respondents can give their answers of each question would be not mechanistic and more serious. The participants of 20 students who are in the senior high school especially in second grade of senior high school.

The question type of this research is open ended question. Alwasilah (2009: 117) asserted surveys or questionnaire can be in the form of multiple choice, open-ended questions, or diary. It is not too much in taking the effort of researchers, thus enabling got the information (data) on the subject of research in large quantities. It can be used to find out the opinions, attitudes, or the perception of the subject. It can also be used to assess the factual information. Sugiyono (2014: 143) explains that the open ended question is questions that expect respondents to write the answers which are in the form of a description of something. Meanwhile, Fraenkel et al (2011) states open-ended question is a question that gives complete freedom of response to the respondents. Moreover, Dornyei (2003: 47) defines that open-ended questions include items where the actual question is not followed by response options for the respondent to choose from but rather by some blank space (e.g., dotted lines) for the respondent to fill. Open ended questions works particularly well if they are not completely open but contain certain guidance (Dorenyei 2003: 48).

Specific open questions ask about concrete pieces of information, such as facts about the respondent, past activities, or preferences.

Based on the description above, from this open questionnaire the research uses open ended questions in exploring phenomena that happens in second grade of senior high school in the intensive reading applied in the English classroom at MA Bina Cendekia. Therefore, the researcher uses open questionnaire to answer the second and three research question of this research because it is same with the goal of open questionnaire.

2. Study Documentation

This research would identify the understanding of students of concerning a text by using narrative text. The narrative text wouldl be used as a document in this study. According to Mason (2002:103) the study of documented sources is a key process of social research, and one which many qualitative researchers see as meaningful and suitable in the context of their research strategy. The idea of documented research used to conjure up a mental image of a researcher digging around in a dusty documentation among historical documents, but in fact there are many different ways of generating data complete documents, including using the Internet, and there are many different types of documents.

1.11 Data Analysis

Data analysis would be done after data collected has been done. The researcher would be follow Lodico (2010:180) how to analyze the data. The step would be conducted as follows:

1) The researcher would prepare and organize the data collected from interview and questionnaire. Data from interview would be record and then the data would be totally transcriptions. The researcher listen carefully when the respondent answer the question, includes making notes while listening to tape from interview.

2) The researcher read the data to get understanding from all the data whether enough have been collected.

3) The researcher would do coding for identifying different segment of the data and easily the reader found the information. Irreconcilable data according to the respondent's experience (See Appendix 3).

4) The researcher would construct the description of places, people and activities. Descriptions in data analysis often contain increasing on one's field notes and combining notes and interviews with the same codes into more combined descriptions of people, activities, and places.

5) The researcher would interpret the report the data findings as a collection in the end of this qualitative research.

1.8. Research Timeline

No.	Activity	September	October	November	December	January
1	Writing Research Proposal and consultation	✓				
2	Proposal seminar	✓				
3	Collecting Data		✓	✓		
4	Data Analysis			✓		
5	Finishing thesis writing				✓	
6	Thesis Examination					✓
7	Thesis Revision					✓

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