

**ENHANCING STUDENTS' VOCABULARY THROUGH INTENSIVE
READING METHOD AT THE SECOND GRADE STUDENTS' OF
SMA NEGERI 21 MAKASSAR**

SKRIPSI

By

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**ENGLISH EDUCATION DEPARTMENT FACULTY
OF TEACHER TRAINING AND EDUCATION
UNIVERSITY "45" MAKASSAR
2015**

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**Submitted in Partial Fulfillment of the Requirements
For the Sarjana Degree (S.Pd.)**



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PERNYATAAN

Dengan ini saya mengatakan bahwa skripsi dengan judul “Enhancing Students’ Vocabulary Through Intensive Reading Method at the Second Grade Students’ of SMA Negeri 21 Makassar” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Agustus 2015

Yang membuat pernyataan,



Karolus Karno

ABSTRACT

Karolus Karno. 2015. *Enhancing Students' Vocabulary Through Intensive Reading method at the Second Grade Students' of SMA Negeri 21 Makassar*. Skripsi, English Education Department. Advisor by H. Herman Mustafa and Hj. St. Haliah Batau.

The purpose of the research is to determine the ability of students' vocabulary by using intensive reading method. The result of this research is expected to be useful for students' to improve the capability of students' vocabulary and helps the teacher to be more creative.

The method on this research uses classroom action research (CAR). The subject of the research is students' of class XI IPA 3 SMA Negeri 21 Makassar the academic year 2014/2015 with 25 students'. This research consists of 2 cycles.

The result of data analysis shows that the ability of students' vocabulary mastery increased by using intensive reading as a learning medium. It can be seen the average value of students' score in cycle I from 71.2 up to 85.4 in cycle II. The average values show that the use of intensive reading method can improve students' vocabulary mastery of class XI IPA 3 SMA Negeri 21 Makassar.

Key Word: Vocabulary, Reading, Intensive reading method.

ABSTRAK

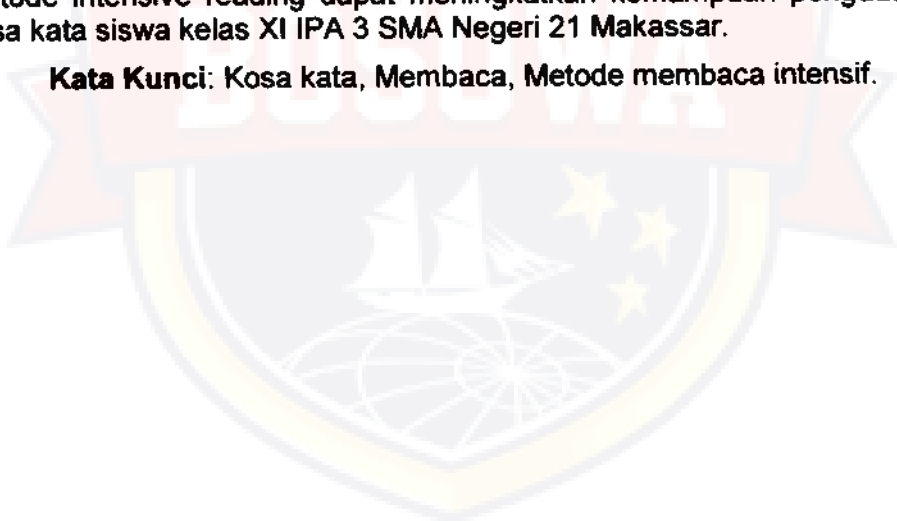
Karolus Karno. 2015. *Enhancing Students' Vocabulary Through Intensive Reading Method at the Second Grade Students' of SMA Negeri 21 Makassar*. Skripsi, Pendidikan Bahasa Inggris. Dibimbing oleh H.Herman Mustafa dan Hj.St.HaliahBatau.

Tujuan penelitian ini adalah untuk mengetahui kemampuan kosa kata siswa dengan menggunakan metode intensive reading. Hasil penelitian ini diharapkan dapat bermanfaat bagi siswa dalam meningkatkan kemampuan kosa kata dan dapat membantu guru untuk lebih kreatif.

Metode penelitian yang digunakan dalam penelitian ini adalah jenis penelitian tindakan kelas (PTK). Subjek penelitian adalah siswa kelas XI IPA 3 SMA Negeri 21 Makassar tahun akademik 2014/2015 yang terdiri dari 25 siswa. Penelitian ini dilaksanakan melalui 2 siklus.

Hasil analisis data menunjukkan bahwa kemampuan penguasaan kosa kata siswa meningkat dengan menggunakan metode intensive reading sebagai media pembelajaran. Hal ini dapat dilihat pada nilai rata-rata siswa pada siklus I sebesar 71.2 meningkat menjadi 85.4 pada siklus II. Perolehan nilai rata-rata siswa tersebut menunjukkan bahwa penggunaan metode intensive reading dapat meningkatkan kemampuan penguasaan kosa kata siswa kelas XI IPA 3 SMA Negeri 21 Makassar.

Kata Kunci: Kosa kata, Membaca, Metode membaca intensif.



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Grateful for God, is expressed as the highest gratitude to the lord for the mercy, blessing, and opportunity to finish this skripsi.

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The writer is proud and greatful for the unlimited love of his beloved family for their support, prays, and expenses especially for my father VinsenSius Syukur support me in everything and thank you so much for my mother Kristina Mina for her pray.

The writer sure if this skripsi is still far from the perfection , for this reason the writer really respects the reader's critics and suggests in improving this skripsi. Finally , the researcher hopes this skripsi can help the readers in the future.

Makassar, August 2015



Karolus Karno

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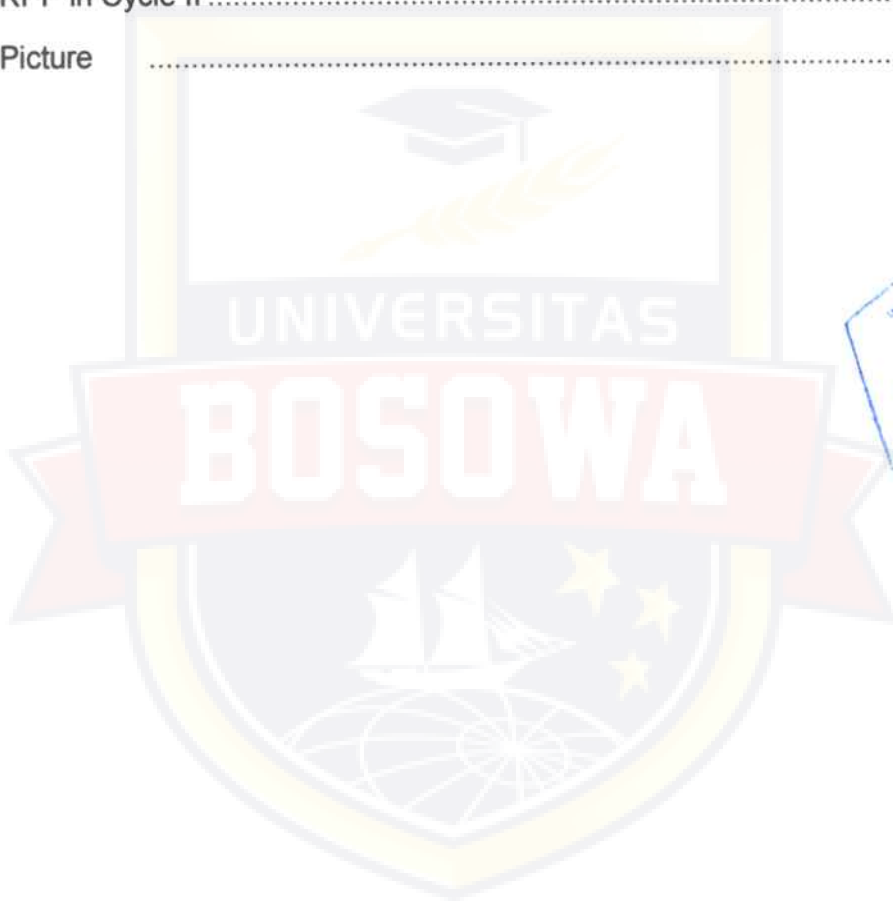


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CHAPTER I

INTRODUCTION

This chapter presents about background, problem statement, objective of the research, significant of the research and scope of the research.

A. Background

Language is basically a means of communication. Learning a language means a study to communicate with that language both orally and in a writing form. English is an important language, because it is used as an international language of communication. Everyday all people communicate with each other, surely they use a language. It can be spoken or written form. Language is intimately to man's feeling and activity. It is bound up with nationality, religion, and the feeling of self. It use for work, workship, and play by everyone, be beggar or banker, savage or civilized. The globalization era has caused no distance between countries in this world; people decide an international language to overcome the communication problems when from different countries with different language meet in some occasion. Today the first international language is English language. Communication is an essential need for human being. Language as a means of has an important role to reveal an intentions to someone else.

English as an international language is spoke all over the world. English takes an important role as communication language used in many sectors, such politics, science, technology and many others. Since english



has been used as the international language, almost school from everywhere has to use English as the introduction language in their school with their curriculum. So English has been as the state of international language. It will be important to learning subject that must learn. Since English was spoken internationally, many people and students are interested in studying English. Up to now, many students who want to continue their study in the university, instituted or those who want to go abroad need to study English deeply.

In Indonesia English as a foreign language has been more and more studied by the students. The aim of teaching English in Indonesia is not only for academic purpose but also for national development in science and technology as part of government's program in Indonesia. One of the important points that must be learned is vocabulary.

Vocabulary is an important element which is related to ability namely; listening, speaking, reading and writing. As we know that the skill could not be separated from oral and writing language.

B. Problem Statement

Based on the background of the research at page 1 and 2 the researcher formulated research problems in the following questions:

1. What does the intensive reading method improve students' vocabulary of SMA Negeri 21 Makassar?

2. What factors that hamper the students of SMA Negeri 21 Makassar in order to learn intensive reading method?

C. Objective of the Research

The objectives of the research are as follows:

1. The ability of students' of SMA Negeri 21 Makassar in mastering vocabulary through intensive reading method.
2. The main factors that hamper them in learning English vocabulary through intensive reading method.

D. Significant of the Research

The significant of the research are:

1. For the researcher it self

The researcher hopes that this research will advantageous to writer it self.

2. For the students

To find some information from the student's of students in SMA Negeri 21 Makassar about mastering vocabulary and how to use English in real communication through intensive reading method.

3. For the reader

It could be found the interesting point if this writing, which get a new way in mastering real your communication.

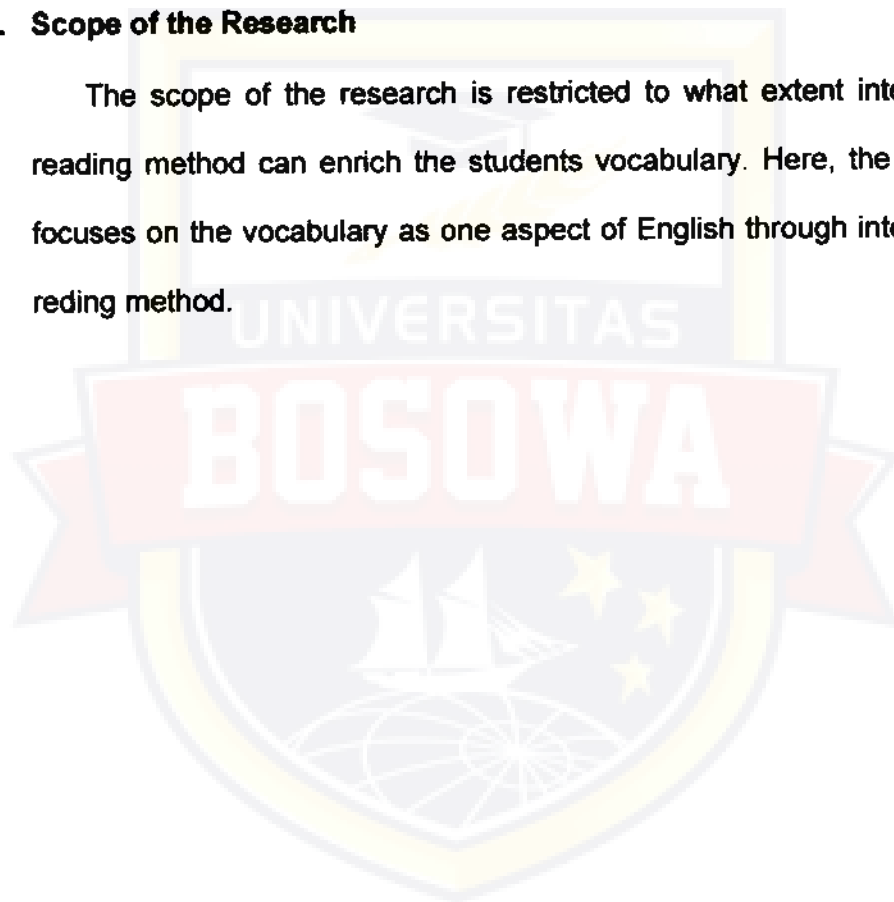


4. For the English teacher

The researcher hopes this research it will be useful for the english teacher in SMA Negeri 21 Makassar aspecially in teaching vocabulary, so that the teacher can manage classroom activities affectively.

E. Scope of the Research

The scope of the research is restricted to what extent intensive reading method can enrich the students vocabulary. Here, the writer focuses on the vocabulary as one aspect of English through intensive reding method.



BAB II

REVIEW OF RELATED LITERATURE

This chapter with previous related research, general concept of vocabulary, definition of vocabulary and intensive reading method .

A. Previous Related Research

Mardawati (1997:148) suggested in teaching english, student must be given more activities in learning vocabulary in order that they have time to receive and produce the word.

Rita (1994 : 26) found that teaching vocabulary through technique can catch the students' interest and they can be involved actively in vocabulary teaching activities.

B. General concept of vocabulary

We are hoped to have some vocabularies in learning a language.they are very important besides other elements of english.these are : pronunciation,grammar,speeling and vocabulary.

Vocabulary is the total number of words that make up a language.Kridalaksana says that " vocabulary is component of language that maintains all information about meaning and using wods in a language". And in webster's dictionary ,vocabulary is defined as follows :

1. A list of collection of words and phrases usually alphabetically arranged and and explained or defined.
2. A sum or stock of words employed by a language group by individual or work or in relation to a subject scope of language.
3. A list of foreign language textbook of the words and phrases taught or used.

If we look it up in the oxford advance dictionary ,we find that :

1. Vocabulary can simply be defined as the total number of words that make up a language.
2. Range of words know to or used by a person,class,profession.

1. Definition of Vocabulary

Famir (2005) : <http://www.vienska.com>) states that vocabulary is th contents and the functions in a language which are learned in complete sense.words are that have meanings when communication with others.

Richards (2000) <http://www.episentrum.com> states that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention.

According to Carter (1997:6) vocabulary is the content and function words of language which are learned thoroughly that they become a part of a child's understanding, speaking, reading, and writing. Vocabulary is the words having meaning when heard or understood,

even though not processed by the individual himself to communicate with other.

Webster's (1983) <http://www.minalove.com> states that vocabulary is :

- a. A list of words and sometimes phrases, usually arranged alphabetically order and defined a dictionary, glossary or lexicon.
- b. All the words of language.

All the words used by particular person, class, profession, etc. sometimes all the words recognized and understood by a particular person, although not necessary used by him (in full, passive vocabulary)

Some experts have expressed several definition of vocabulary. Urdan and Flexher (1969:59) states that vocabulary is the stock of words used by or known to a particular person or group or person.

Furthermore, Gove (1966 : 158) comments out :

"vocabulary is list of words and sometimes phrases usually arranged in alphabetically order to and as a dictionary, glossary, or lexicon. all the word used by particular person, class, proffesion, ect. Sometimes all the word recognized and understood by a particular person, although not necessary used by him.

David (1984) defined vocabulary as list of words defined and alphabetically as in dictionary or specialized glossary : command of words or range of expression.

Allan in Yulianti (2011:5), the necessary of vocabulary in a long particularly learning process that a language particularly always means learning the words of the language is vocabulary. Hatch and Brown is a list or set of words that individual speaker of language might use.

Good in Yulianti (2011 : 5), point out the vocabulary is the concept and function words of a language which are learned, as thoroughly that they become a part of child's understanding, spending and later reading, writing vocabulary.

2. Types of Vocabulary

According to the basis of frequency , vocabulary can be defined into two kinds : there are high frequency and low frequency vocabulary.

1. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and accors the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken text.
2. Low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely used in common activity of

english language. This group includes well over 100.000 words families.

Besides, Evelyn and Brown classifies the vocabulary into active and passive vocabulary.

1. Active vocabulary (productive vocabulary)

Active vocabulary is words which the students understand can pronounce correctly, and uses constructively in speaking and writing.

It refers to put item which the learner can use appropriately in speaking or writing , and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary. The students must know how to pronounce it well. They must familiar with collotation and understand the connotation meaning of the word.this type is often used in speaking and writing skill.

2. Passive vocabulary (receptive vocabulary)

Passive vocabulary is words that recognized and understand when they occur in a context.but which he cannot produce correctly himself. It refers to language item that can be recognize understood in context of reading and listening and also called as receptive vocabulary.

Kamil & Hiebert (2005 :273) in their article, they also say that productive vocabulary includes words they use when they

speak or write. Receptive vocabulary is typically larger than productive vocabulary and may include many words to which they assign some meaning, even if they do not know their full definitions and connotations or ever use them as they speak and write. In line with the statement above, I define vocabulary as knowledge of words and word meaning in both oral and print language and in productive and receptive forms. More specifically, vocabulary can be used to refer to the kind of words that students must know to read increasingly demanding skill with comprehension. I begin by looking closely at why developing this kind of vocabulary is important to some skills such as reading, listening, speaking, and writing. In addition, vocabulary will not only be focused on learning process which leads to improve the students' mastery of language.

As Allen (1997:148), state that the importance of vocabulary always means learning the word of the language. From the definition above, it is concluded that vocabulary is acquired incidentally through explicit instruction in specific word and words learning strategies.

Fries says vocabulary is of two, namely : function word and content word.

a. The function words

Function words are closed class, we can not add to the preposition or auxiliaries or modals or any structure words of language.

b. The content words

The content words can be added to at any times as new scientific advances make new words and communication about new invention necessary.

There are some experts who give definition of vocabulary, Evelyn and Brown (1995:1), define vocabulary as a list or set of words that individual speaker of language might use.

Furthermore Webster dictionary (1935 : 1073), noted that vocabulary is a list or collection of word usually alphabetically arranged and explained or lexicon, stock of words use in language or by class., individual, ect.", Good (1959:465) divides vocabulary into four kinds, namely :

a. Oral vocabulary

Oral vocabulary consist of word which are actively used in speech. The significant character of of oral vocabulary is actively used by the speaker in unheard situations.

b. Writing vocabulary

Writing vocabulary consist of word which are actively used in writing. Since it is also not under the constraint of

time, it may have substantially wider range than the vocabulary of unrehearsed speech.

c. Listening vocabulary

Listening vocabulary is the stock of words to which one responds with meaning and understanding in the writing of others.

d. Reading Vocabulary

Reading vocabulary is the stock of words to which one responds with meaning and understanding in the writing of others.

According to the Nation in Kemang (2013:9), has divided vocabulary in the specific reference, such as words :

1. Receptive vocabulary : Knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it is seen (what does it look like?) and having an expectation of what grammatical pattern the word will occur. This includes being able to distinguish it from words with a similar form and being able to judge if the word form sounds right or looks right.
2. Productive vocabulary : Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it grammatically with the word in usual collocations with it.

Page and Thomas in Nina (2011 : 7) divide vocabulary into three kinds, namely :

- a. Oral vocabulary consists of words actively use in speech.
- b. Writing vocabulary consists of words, which are actively in used writng.
- c. Listening vocabulary is the stock of words to one responds with meaning and understanding in writing.

According to the Jack C,Gray vocabulary defided into three kinds (concrete words, relative word, and abstract word)

1. Concrete words

Concrete words have meanings established by more or less regular reference to actual object. For example is chair.

2. Relative words

Words for qualities have not so much definite meanings as direction of meaning, and their reference in a given instance depends on the experience and intention of the user.for instance is red.

3. Abstract words

Words that do not have specific observable referents against which their meaning can be checked.

3. Technique in Teaching Vocabulary

Teaching vocabulary is an activity to acquire some new words to improve the language.before teaching vocabulary the teacher should no what techniques that will be used.technique is one of the

important roles of the language teacher is to help their students find the easiest way of conveying new information into the already existing system of the mental lexicon. (Thornbury, 2004 : 93) Moreover, students need to acquire the ability to store the information for as long as possible.

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other material they work with a lot of this vocabulary is automatically absorbed. (Harmer, 1993 : 159)

C. Reading

Woryodijoyo in Mariadi (2013 : 12) explained that reading is one of ways to communicate with others and itself. Nuttal in Randa (2013:21) says that reading is to recall, to understand, to interpret, and to analyze the printed page. Sujanto in Mariadi (2013 : 12) also said that reading activity as one of activities correct reading do not other. Reading is not just a passive and receptive process but an active and interactive process between the reader and writer through the medium of the text. It means that reading cannot stand apart from both the reader and what is written.

Besides that, Clark and Sandra in Mariadi (2013 : 12) define reading as an active cognitive process of increasing with print and

monitor comprehension to establish meaning. In addition Terry and Thomas in Randa (2013 : 21) definition reading as the perception of written symbol involving recognize of words, Fluency, and comprehension. Also Smith (1980 : 6) states that reading is an active effort, on the part of reader, to understand the writer message.

1. Kinds of Reading

Nars in Randa (2013 : 22) classifies reading into two kinds : (1) reading aloud and (2) silent reading.

1. Reading aloud

The reader of this kind of reading can practice and tries to improve his pronunciation, stress, and intonation. Reading aloud is used when a reader is learning to combine words with meaning.

2. Silent reading

Silence reading does not imply that a reader reads without any sound. A reader of this kind of reading may sound in respond to words, but there is no necessity to say out each word. a reader only say the words in mind. Its great emphasis is laid upon the visual and thinking capacity of the reader to build up this comprehension of written material without any references to pronunciation, word stress, pr intonation.

Nutal in Randa (2013 : 22) introduces two kinds of reading :

(1) intensive reading and (2) extensive reading.

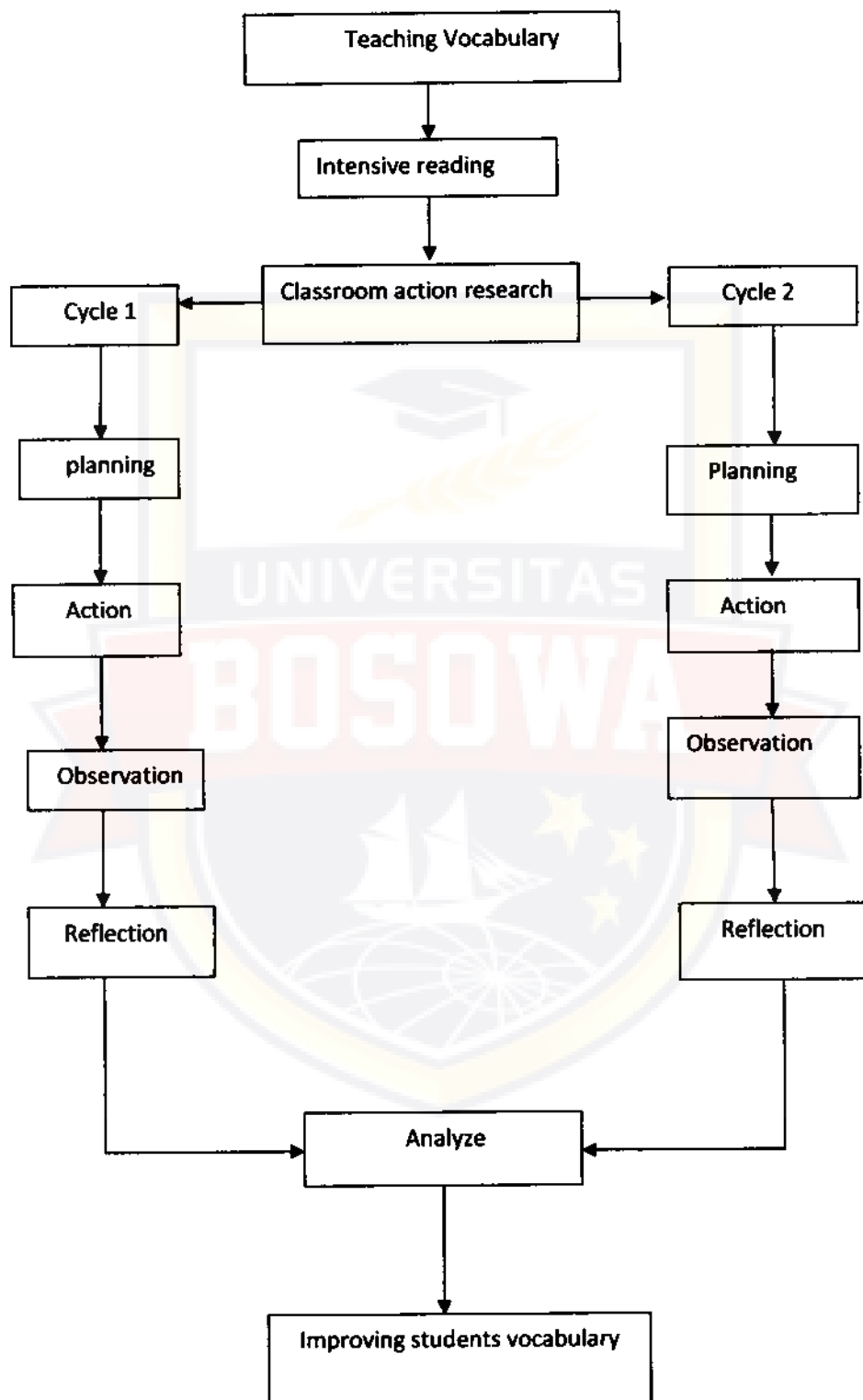
1. Intensive reading

Intensive reading is approaching the text under the close guidance of the teacher, or under the guidance of the tasks that force the students to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text, not only of what is mean but also of how the meaning is produced. So, intensive reading is said to train the skill by studying the text in detail. it is, therefore ,called " reading for accuracy "

2. Extensive reading

Extensive reading is mean to reading texts which, of course, needs much time to spend on them. Its emphasis is not to get a detail understanding of what we read. instead it is to learn much more about a topic, to get a general understanding of a book, and to get some other reading purpose that might not be grasped in a class time. read for accuracy.

2.Theoretical Framework



CHAPTER III

METHOD OF THE RESEARCH

This chapter covers with research design, setting of the research, subject of the research, preparation of the research, instrument of the research, procedure of the research.

A. Research Design

The research design in this research is classroom action research (CAR). Action research is popular movement in educational research. It is a form of self-reflection enquiry that is now being used in school based on the curriculum. According to Kurt (2003 : 4), there are four components in one cycle for doing classroom action research, they are :

1. Planning
2. Action
3. Observation
4. Reflection

B. Setting of the Research

1. Place of the Research

This class room action research (CAR) was conducted at SMAN 21 Makassar.

2. Classroom Action Research Cycle

This class action research (CAR) was conducted through two cycles to see the achievement of indicator that is expected to

achieve by students in vocabulary lesson through intensive reading method.

C. Subject of the Research

The subject of the research is students of class XI IPA III SMAN 21 Makassar. There were 25 students consist of 15 male and 10 female.

D. Preparation of the Research

There were some instruments that writer prepared to support the implementation of this research, such as the syllabus, students work paper, and lesson plan.

E. Instrument of the Research

The writer used tests to asses and examine the students' vocabulary. The writer gave test in each cycle to find out the improving students vocabulary through intensive reading method.

F. Procedure of the Research

Cycle I

a. Planning

The witer prepared what has to do in action step. The researcher will prepare all of the instruments to get valid data such as lesson plan, attendance list, students work paper.

b. Curriculum Observation

1. Prepare the facilities for teaching such as created a lesson plan based on the syllabus, media that used in teaching develop evaluation instrument such as laptop.

2. preparation for all research in other not to make a mistake during the research such as alternative to solve the problem of the research.

c. Action

In this section, the researcher was introduced the use of intensive reading method to teach vocabulary and the form of intensive reading method.

d. Observation

1. The situation in teaching and learning
2. Activity and creativity of students

e. Reflection

1. Researcher was analyzed the lack of vocabulary competency of students from the observation.
2. Develop plan of activities for the second cycle.
3. The researcher was looked for the problem solving for the weakness.

• Cycle II

Similar to the first cycle, second cycle consist of planning, observation, and reflection, which described detail as follows.

a. Planning

Writer was created lesson plans based on the result of reflection on the first cycle and prepare vocabulary.

b. Action

Writer was conducted vocabulary through intensive reading based on lesson plans that have been on the first cycle.

c. Observation

Writer was conducted observation of teaching vocabulary activities using intensive reading.

d. Reflection

Writer was reflected on the implementation of the second cycle and make conclusion on the use of intensive reading to improve students vocabulary.

G. Data Collection

- a) Observation : observation technique is the main technique in the collecting the data about teaching-learning process in going the real English classroom activities at second grade students' of SMA Negeri 21 Makassar. The researcher acted as an observer who observed the teaching-learning process without being involved in the process. Therefore this technique can be categorized as non-participant observation.
- b) Documentation.' Documentation technique was also used to batin the written data of the teaching preparation made by English Teacher.it was carried out by copyng the English teacher documentation about teaching preparation or English teacher's lesson plan.the data needed were recorded from all documents and analyzed them carefully.

- c) Interviewing.' It aims to find out the students' responses during the teaching and teacher.
- d) Test.' It aims at find out the students' improving vocabulary.

H. Data Analysis

The data get from cycle I and cycle II analyzed through the following steps:

The implementation of the research analyzed as follows :

1. Students' score

$$\text{Score} = \frac{\text{The students' obtaining score}}{\text{The total score}} \times 100$$

2. Rate percentage of the students' score

$$\% = \frac{F}{N} \times 100\%$$

Notation:

% = percentage

F = frequency

N = Total number

3. Mean score

Calculating the mean score of students by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

—

\bar{X} : Mean Score

$\sum X$: The sum of all Score

N : Total Number of Subjects

4. Classifying the score of students

The classifying of the students score can be seen in the table below :

No	SCORES	CRITERIA
1	91 – 100	Very good
2	76 – 90	Good
3	61 – 75	Fair
4	50 – 60	Poor
5	Less than 50	Very poor

Depdiknas, (2004 : 143)

CHAPTER IV

FINDING AND DISCUSSION

This chapter covers finding of the result and discussion the result analysis presented in discussion part.

A. Findings

In this chapter, the result of the study was presented and discussed by the writer related to the actions that had been applied.

The research process was conducted for two cycles.

Cycle I

1. Planning

In cycle I, the learning plan implemented one meeting. In this cycle, the researcher gave explanation about vocabulary to the students.

a. Action

This action was held on Tuesday, on Februari 10th, 2015 which started from 09.30 to 11.30 and joined by 25 students. In this cycle, the writer gave the test to the students and answered the question based on their understanding about the text. When the students did the task, the writer observed the students to activities during the learning process. The students interested to followed the process of learning. However, they were still nervous when they were asked by the writer to luck of the vocabulary about the

material. It was done to know the students motivation and interested.

b. Observation

The result of the test indicated that some of students could not answer the question correctly. Based on the observation and interview to students, the problem in cycle I shown that the students vocabulary was poor. They just knew (mastery) a little of vocabularies. The rate percentage of the students' score was contained through test, in order to know the students ability in vocabulary through intensive reading method. Then the writer determined the quality of students' score and classification as follows :

Table 1. Students' Score In cycle I

No	Students' Initial	Score
(1)	(2)	(3)
1	ASK	70
2	AYT	65
3	ANM	75
4	AMR	90
5	AJ	75
6	FH	65
7	HH	55
8	ACS	75
9	AHR	85
10	ME	75
11	NRS	75

to be continued



Continuation

(1)	(2)	(3)
12	NAI	65
13	RCS	70
14	RS	70
15	RH	90
16	SRZ	70
17	WPM	55
18	NOP	90
19	AK	55
20	AMF	75
21	ANM	70
22	H	60
23	INH	70
24	MAA	60
25	R	75
Total		1780

Source: SMA Negeri 21 Makassar

Table 1 above indicate students score in cycle I, the students score has got a poor score ,the percentage of the students score can be seen in the table below.

Table 2. Classification, Frequency and Percentage of Cycle I.

The classification, Frequency and percentage of cycle one can be seen on the table below :

Classification	Score	Frequency	Percentage
Very good	91 – 100	-	-
Good	76 – 90	4	16 %
Fair	61 – 75	16	64 %

To be Continued

Continuation

Poor	51 – 60	5	20 %
Very poor	Less than 50	-	-
Total		25	100 %

Source: SMA Negeri 21 Makassar

Table 2 above indicated that students vocabulary achievement in cycle I, none of students got very good and very poor classification (0) students, 4 students (16%) got good classification, 16 students (64%) got fair classification, 5 students (20%) got poor classification.

The mean score of the cycle I as follow :

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1780}{25} \\ &= 71,2.\end{aligned}$$

The result of implementation in cycle I shown that students' vocabulary was poor. The standard of success criterion of students' vocabulary in mean score is 75 (KKM of SMA Negeri 21 Makassar) reveals that mean score of the students is only 71.2 It means that they study has not been successful yet.

c. Reflection

Based on the data presented in the table above, it can be stated that the implementation of using intensive reading method to

improve students vocabulary was not successfully yet. The creation of success was if students' mean score is 75. In term of the students' activeness in this activity, the result of observation show that some students could answer the question easily but the other could not do it well.

Although some students showed their ability and motivation, cycle II is needed to be continued. This was done because some students got score under determined standard. Their got score under 75. The cycle II was conducted to find the appropriate strategy

2. Cycle II

This section as the previous activities, there were activities done by the writer.

a. Planning

For cycle II, the learning plan conducted in one meeting. The writer prepared, made attendance list, instrument, students work paper, and lesson plan.

b. Action

This action was held on Tuesday, Februari 17th 2015 started from 09.30 to 11.30 and followed by 25 students. In this cycle the writer conducted the method and administrated the test.

c. Observation

The result of observation shown that most of students were very active and serious doing their task. Before the time given was over all students submitted their task. The result of the test can be seen in the following table.

Table 3: Students' Score in Cycle II

The students' score in cycle II can be seen on the table 3 below :

No	Students' initial	Score
(1)	(2)	(3)
1	ASK	85
2	AYT	90
3	ANM	85
4	AMR	95
5	AJ	80
6	FH	80
7	HH	75
8	ACS	90
9	MAHR	90
10	ME	80
11	NRS	85
12	NAI	80
13	RCS	90
14	RS	85
15	RH	100
16	SRZ	80
17	WPM	85
18	NOP	100
19	AK	75
20	AMF	80
21	ANM	85
22	H	80
23	INH	85
24	MAA	90
25	R	85
Total		2135

Source : SMA Negeri 21 Makassar

In Table 3 indicate students score in cycle II, the students score has got a good score ,the percentage of the students score in cycle II can be seen in the table below.

Table 4. Classification, Frequency and Percentage of Cycle II.

The classification, Frequency and percentage of cycle II can be seen on the table below :

Classification	Score	Frequency	Percentage
Very good	91 – 100	3	12%
Good	76 – 90	20	80%
Fair	61 – 75	2	8%
Poor	50 – 60	-	-
Very poor	Less than 50	-	-
Total		25	100 %

Source : SMA Negeri 21 Makassar

The table 4 above indicated that students' vocabulary achievement in cycle II were 3 students (12%) got very good, 20 students (80%) got good, and 2 students (8%) got fair. None of them got poor and very poor classification.

The mean score of cycle II is as follows :

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2135}{25} \\ &= 85.4\end{aligned}$$

The result of implementation of cycle II shown that students' vocabulary was good and it achieved the criterion of success. The result reveals that students' mean score of the students was 85.4. It means that the study had successful.

d. Reflection

The whole of the implementation of cycle II shown that students' vocabulary has improved. The result in cycle I is 71.2 and improved to 85.4 in cycle II. It means that teaching by using intensive reading method can improve students' vocabulary achievement.

The comparison between the result in cycle I and cycle II can be seen in the following table.

Table 5. The score comparasion between the result of cycle I and II

NO	Students' Initial	Score	
		Cycle I	Cycle II
(1)	(2)	(3)	(4)
1	ASK	70	85
2	AYT	65	90
3	ANM	75	85
4	AMR	90	95
5	AJ	75	80
6	FH	65	80
7	HH	55	75
8	ACS	75	90
9	MAHR	85	90
10	ME	75	80
11	NRS	75	85
12	NAI	65	80
13	RCS	70	90

To be Continued



Continuation

(1)	(2)	(3)	(4)
14	RS	70	85
15	RH	90	100
16	SRZ	70	80
17	WPM	55	85
18	NOP	90	100
19	AK	55	75
20	AMF	75	80
21	ANM	70	85
22	H	60	80
23	INH	70	85
24	MAA	60	90
25	R	75	85
Total		1780	2135
Mean Score		71.2	84.5

Source: SMA Negeri 21 Makassar

Based on the observations on the implementation of the research in learning English especially in vocabulary used intensive reading method have improved. Improving to the English subject especially in vocabulary consisted 2 cycles based on processing the data obtained.

Table 6: The average Improvement of Students' in Cycle I and Cycle II

NO	Cycle	Average
1	Cycle I	$X = \frac{1780}{25} = 71.2$
2	Cycle II	$X = \frac{2135}{25} = 85.4$

Source : SMA Negeri 21 Makassar

Based on the table 6, the significances of score between cycle I and cycle II are different. The result of cycle I was 71.2 and cycle II was 85,4.

(higher). It means that there was a significant difference between cycle I and cycle II

B. Discussion

From the research observation and result of vocabulary test, the writer obtained some findings that implementation of Intensive reading method is able to improve students' vocabulary and motivate the students to learn more enjoy and effective.

1. Intensive reading method can help students' to improve their vocabulary. It can saw in the result when the writer conducted the research at SMA Negeri 21 Makassar, students' got success in test and got easy to learn vocabulary through intensive reading method.
2. Students' hows their spirit in learning process because intensive reading method easy to study and to understood about text. Students pay attention when the teacher teach vocabulary through intensive reading method and they.
3. Students' shows a good response towards the test.

The teaching learning process showed that their participation improved. The improvement could be seen in their behavior. All the students were ready in the class room.

4. There is an improvement of students vocabulary.

It can be seen from the mean score of students' in cycle I (71.2) and in cycle II increase to (85.4)

5. There is an improvement of the classroom situation when intensive reading method implemented.

During the research students were relaxed and enjoyable in learning. It means that the intensive reading method can increase students' motivation in learning. They looked interested and motivated to do their duty(task).

It can be concluded that, through intensive reading method to improve students' vocabulary at SMA Negeri 21 Makassar was effective, because the data shows a very significant different between cycle I and cycle II.

Students shows good response when the teaching and learning process, and they feel enjoy to listen and understood about the material which given by teacher. Intensive reading method made students' pay a good attention in the classroom. one of the purpose in this method is to made a class efectively . students' feel has a good way to understood about vocabulary writer mean here students' feel found a new way to learn vocabulary it means students' feel easy to mastery vocabulary by using intensive reading method.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusions and suggestions based on the finding and discussion from data analysis.

A. Conclusion

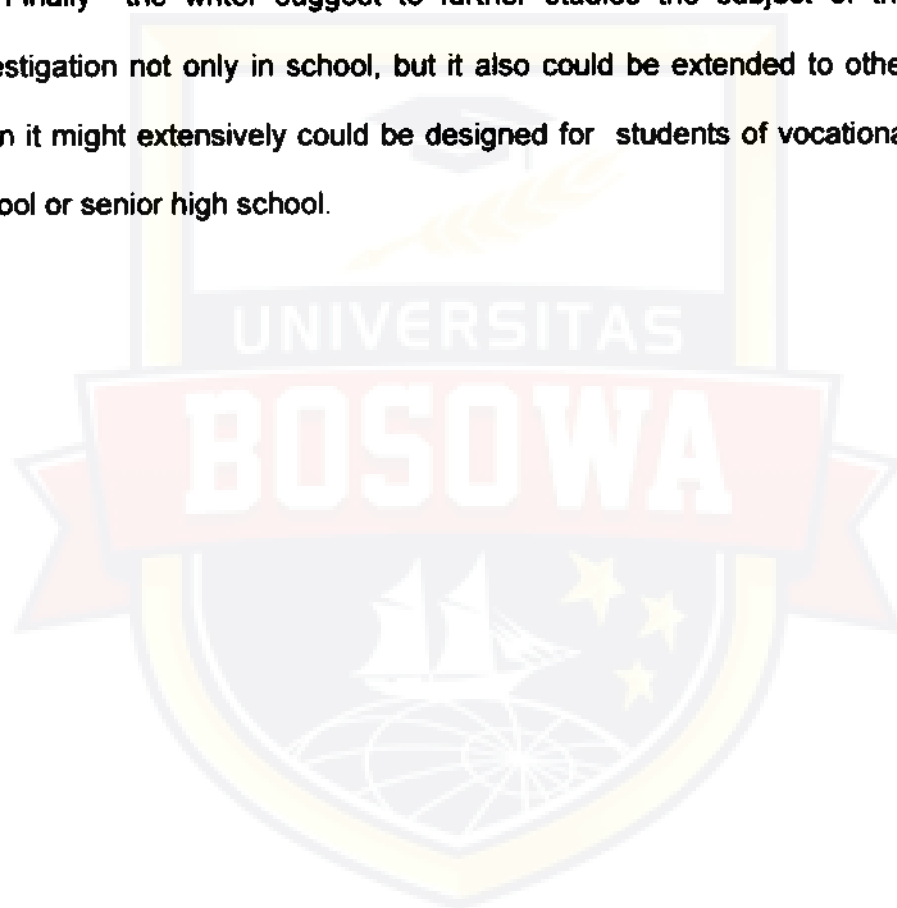
By observing the result of discussion in the previous chapter, the writer puts forward some conclusions is at the second grade students of SMA Negeri 21 Makassar. The factors that hamper the students' in order to learn intensive reading method, namely: firstly, students have high motivation, students can improve their English vocabulary in learning intensive reading method. In addition, they also have been successful in learning intensive reading method and got the good result.

The students' of SMA Negeri 21 Makassar especially of class XI IPA 3 have a high motivation in learning intensive reading method and therefore the writer concludes that the application of intensive reading method can improve students' vocabulary. In teaching and learning process could be chance perception that learning English is difficult and boring. Then, after they joined the class students also more active to join in the class.

B. Suggestions

Realizing that the students got good score after presenting intensive reading method. The writer consider to give suggestion in order to achieve something better. It is suggested to English to use intensive reading method in teaching and learning English vocabulary.

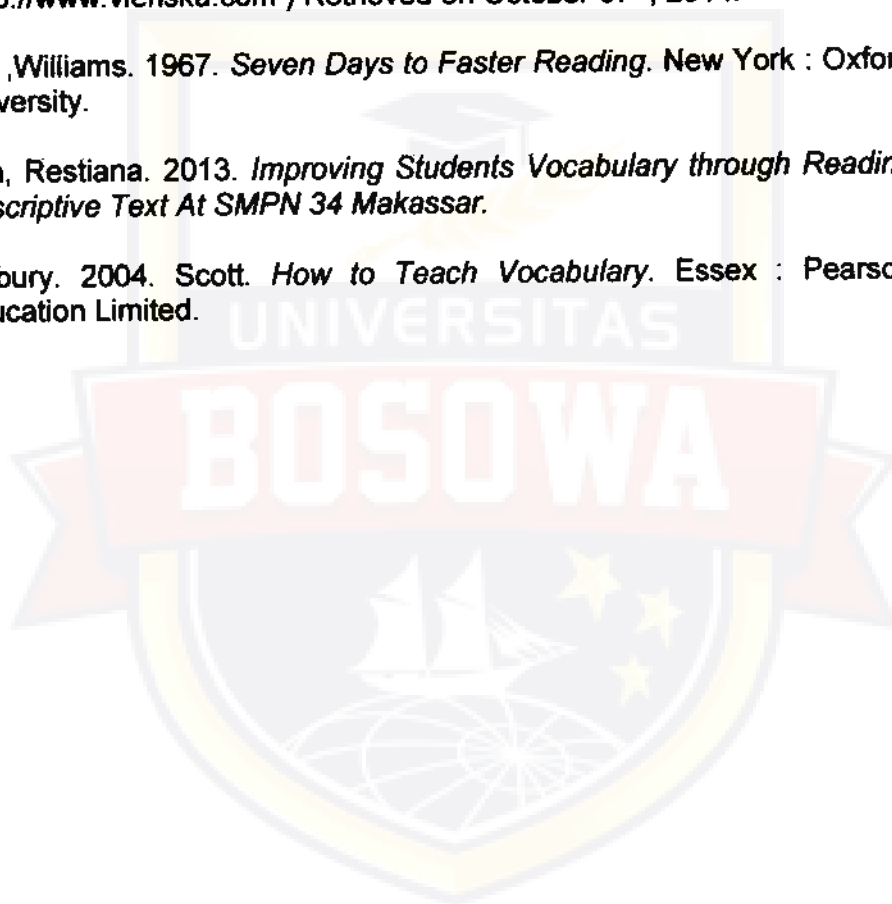
Finally the writer suggest to further studies the subject of the investigation not only in school, but it also could be extended to other even it might extensively could be designed for students of vocational school or senior high school.



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Appendix 1. Test of cycle I**The Instrument of Research****Cycle I**

TITTLE : Enhancing Students' Vocabulary Through Intensive Reading Method at the second grade students of SMA Negeri 21 Makassar.

Petunjuk Pengisian :

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya
2. Jawablah soal dengan baik dan benar
3. Isilah titik yang terdapat dalam soal.

SMOKING

Smoking is an object that has been familiar to us. Smoking has become a habit that is very common and widespread in the society and smoking is very famous. The danger of smoking to the health has been researched and proven by many people. Adverse effect from smoking was already known. Many studies have shown smoking increases the risk of various diseases such as heart diseases and blood vessel disorders, lung cancer –lung, oral cavity cancer, laryngeal cancer, cancer of esophagus, bronchitis, high blood pressure, impotence and pregnancy disorders and defect in the fetus. In fact smoking is hard to break and rarely recognized from stress and emotional stress, more difficult to break away from this habit than smokers who do not have a background of depression.

Recent research also shows the danger of secondhand smoke that cigarette smoke inhaled by people from non-smoker around smoker or can be referred to as passive smoker. Cigarette can not be separated from the raw material of manufacture of tobacco. In Indonesia clove and tobacco plus-material other materials are mixed to make cretek.clove cigarette ,pipes and tobacco smokeless (chewing tobacco).day by day the number of smoker increasingly.this is what will make a great calamity for the health of our body .here are some of the chemical contained in cigarettes :

1. Nicotine,the content of which causes the smoker to feel relaxed
2. Tar, which consist of more than 4000 chemicals of which 60 chemicals which are carcinogenic.
3. Cyanide, a chemical compound containing cyano group.
4. Benzene, also know as benzene ,an organic,chemical compound which is flammable and colorless .
5. Cadmium, a metal which is highly toxic radioactive.
6. Methanol, (wood alcohol) ,the simplest alcohol,also known as methyl alcohol.
7. Acetylene, an unsaturated chemical compound which is also the simplest,alcyne hydrocarbon.
8. Ammonia, can be found everywhere but very toxic in combination,with certain element.

9. Formaldehyde, which is highly toxic liquid use to preserve dead bodies.
10. Hydrogen cyanide, a poison that is used as a fumigant to kill ants
11. Arsenic, materials contained in cat poison
12. Carbon monoxide, toxic chemicals, found in car exhaust fumes.

THE EFFECT OF SMOKING

Currently, cigarettes have started to be consumed by teenagers and even children. This raises concerns given the dangers of smoking for someone. Juvenile delinquency is also synonymous with teenagers who smoke. Most juvenile and adolescent smokers who like to brawl, especially the dangers of smoking for health. We know that cigarettes contain a lot of toxins and nicotine which in turn can lead to diseases in adulthood or old age. In fact, adolescence is a time of growth and development are important.

In addition to health, smoking also adversely impacts the psychological development of adolescents. Cigarettes synonymous with teenage promiscuity is more prone to delinquency than teenage to give teenagers the idea that cigarette could be a breakout would be any problem. Teens will then smoke when got into trouble in his life. In course it also cause addiction. Addiction to cigarettes do contain substance that can make smokers feel better, but of course it also causes addiction. Addiction to cigarettes is fairly difficult to overcome. Association teenage smoker in the environment can also deliver on juvenile delinquency greater the use of drugs and

promiscuity. actually smoke cigarette are drugs can be experienced. thus, teenagers can easily fit under the influence of drugs and addiction. In addition, smoking also causes adolescents to be more wasteful because they have to spend money on a regular basis to buy cigarettes .especially, if it has been exposed to negative adolescent promiscuity, might be a child trying to take possession of his parents.

Therefore, introduce the early teens about the dangers of smoking for you. this at least makes teens think twice to become addicted .give advice to avoid association with other adolescent smokers. smoking is make itself more palatable for a while but can eventually fatal.

<http://www.debatesmoking.com>

Answer the question below!

1. What is the topic tell about?
 - a. Effect of smoking
 - b. Smoking
 - c. Characteristic of smokers
 - d. The chemicals contained in cigarettes
2. What is the main idea of the first paragraph?
 - a. Smoking is an object that has been familiar for us.
 - b. Smoking adversely impact the psychological
 - c. Dangers of secondhandsmoke
 - d. The dangers of smoking for healt
3. Smoking can causes....?except....

- a. Cancer
 - b. Impotence
 - c. Stress
 - d. Heart attack
4. Cigarettes can not be separated from.....
- a. Tar
 - b. Nicotine
 - c. Tobacco
 - d. Benzene
5. 1. Cretek 3. Hydrogen Cyanide 5. Tar
2. Cigarette 4. Smoke

Some of the chemicals contained in cigarettes, are ...

- a. 1,2 dan 4
 - b. 2
 - c. 1 dan 4
 - d. 3 dan 5
6. Toxic chemical found in car exhaust fumes is.....
- a. Benzene
 - b. Formaldehyde
 - c. Arsenic
 - d. Carbon monoxide
7. The dangers of secondhandsmoke that ..(paragraph 2) what does the synonym of underline word....?
- a. Active smokers
 - b. Passive smokers

- c. Smokers
 - d. Cigarette
8. "smoking has become a habit that is very common and widespread (paragraph 1) the synonym of the underlined word means....
- a. Famous
 - b. Damage
 - c. Dangerous
 - d. Adverse
9. What is the poison used to kill ants?
- a. Tar
 - b. Nicotine
 - c. Hydrogen cyanide
 - d. Acetylene
10. What is the content of which causes the smoker to feel relaxed ...
- a. Cadmium
 - b. Methanol
 - c. Tar
 - d. Nicotine
11. What is the chemical compound containing cyano?
- a. Cadmium
 - b. Methanol
 - c. Acetylene
 - d. Cyanide

12. The earlier a person to take up smoking? what does the synonym of the underline word.....
- Consumption
 - Causes
 - Damage
 - Increase
13. What happened when the adolescent consumption the cigarette early?
- Take up more toxin
 - Importance for health
 - Feel relaxed free
 - Help them to take up drugs
14. From the statement below the meaning of acetylene is...
- A metal which is highly toxic and radioactive
 - A metal which low toxic and radioactive
 - An unsaturated chemical compound which is also the simplest alkyne hydrocarbon
 - Materials contained in rat poison
15. Pipes and tobacco smokeless . (paragraph 2), what does the underline word mean?
- Chewing tobacco
 - Nicotine
 - Tar

d. Cigarette

16. Which of the statement below is TRUE according to the text.....

- a. Smoking has no become a habit that is very common and has no widespread in the society.
- b. Smoking has become a habit that is very common and widespread in the society.
- c. In fact, smoking is easy to break and rarely recognized people as a good habit.
- d. Smoking is an object that has been importance for health

17. "this can inhibit their growth or cause".(paragraph 3) the word "their" refers to...

- a. Smoker
- b. Smoking
- c. Cigarette
- d. Smoke

18. When the adolescent take up the cigarette ?

- a. When they feel good
- b. When they feel happy
- c. When they got into trouble in their life
- d. When they stay at the office

19. Day by day number of smoker increasing (paragraph 2) the antonym of the word means....

- a. Less

- b. More
- c. More and less
- d. Improve

20. What can we learn from the topic teks above?

- a. We should not take up cigarette
- b. We should take up cigarette
- c. We should take up drugs
- d. We must consumption the cigarette

Appendix II. Test of cycle II

The Instrument of Research

Cycle II

TITLE : Enhancing Students' Vocabulary Through Intensive Reading Method at the second grade students of SMA Negeri 21 Makassar.

Petunjuk Pengisian :

4. Bacalah soal ini dengan seksama sebelum anda menjawabnya
5. Jawablah soal dengan baik dan benar
6. Isilah titik yang terdapat dalam soal.

* Each question consist 5 score

A. Answer the question below with the correct answer.

THE STORY OF THE SMART PARROT

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would

not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?

A. London	D. Jakarta
B. Puerto Rico	E. Buenos Aires
C. Indonesia	
2. What is the word that the parrot cannot say?

A. Catano	D. Canato
B. Tacano	E. Nacato
C. Nanaco	
3. How often did the owner teach the bird how to say the word?

A. Always	D. Many times
B. Everyday	E. Every second
C. Every Minute	
4. Which statement is true according to the text?

A. The parrot could say Catano
B. At last the parrot could say Catano
C. Catano was the name of the parrot
D. The man never got angry at the parrot

The questions for (5- 7)

TELEVISION

The government has just published a report which suggests that television is partly responsible for the serious increase in crime over the last ten years. The exposure of violence or pornography has harmful effects on children.

Many people who are alive today know what it is like to live in a world without television. Television as we know it is only about forty years old. Yet it is so much a part of our lives that it seems as if it had always existed.

Some people think that the years before the invention of television were a better time. They claim that families talked more and did more things together. More books were read. People used their imaginations more fully. People got more outdoor exercises.

But others disagree. They claim that television is a powerful educational tool. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion. It helps us understand how people live, work, and struggle.

In 1961, Newton Minow, a government official, called prime-time schedules "a vast wasteland." Television is credited with being a great teacher, but it is also blamed for the poor reading and writing skills of our population. Television gets praised for helping us understand the people of the world. But it has been accused of helping to destroy family life. Television keeps us informed about the political issues of the day.

Experts will probably continue to argue about television's value. But everyone agrees that it is one of the most significant inventions of the twentieth century.

5. The writer wants to tell

- A. the development of television
- B. the advantages of television program
- C. how television destroys people's life
- D. the influence of television on people's daily life

6. Many people claim that television is a powerful educational tool. From this statement we know that they with the existence of television.

- A. Love
- B. Agree
- C. Prefer
- D. Satisfy

7. Which of the following is good for children in watching TV?

- A. The children should watch the violence on TV
- B. Children may watch TV whenever they like
- C. There shouldn't be government censorship of TV program
- D. Children should be accompanied by their parents in watching TV

ROOM FACILITIES

The hotel provides 82 comfortable guest rooms that consist of Superior Rooms, Superior Seaview Rooms and 22 Deluxe Cottages with modern Balinese style architecture, private balcony and international standard facilities. Each room has a private balcony, fully air conditioned, a telephone, a mini bar, radio/music, international TV channels, in house movie, tea and coffee making facilities, a hair drier, slippers, an umbrella, a bath/showre with hot and cold running water and a safe deposit box.

FOR INFORMATION, PLEASE FEEL FREE TO CONTACT US ON :

Phone : +62 361 123456, Fax : +62 361 234567 e-mail : reservation [at] kutaseaviewhotel [dot] com or sale [at] kutaseaviewhotel [dot] com
website : www [dot] kutaseaviewhotel [dot] com

8. What does the advertisement promote ?

- A. The location of the hotel
- B. The hotel rooms
- C. The cottage
- D. The facilities

9. How many rooms does the hotel provide ?
- Eighty two
 - Thirty six
 - Sixty two
 - Twenty two
10. The guest can enjoy watching movies since the hotel offers
- A cinema
 - In house movie
 - TV Bar
 - A mini bar

Questions Number 11-13

TASTE OF FOOD

The sense of taste is one of a person's five senses. We taste with the help of taste-buds in the tongue. There are four main kinds of taste: sweet, sour, salty, and bitter. All other tastes are just mixtures of two or more of these main types.

The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the so-called 'tastes messages'. When the tongue comes into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a message to the brain. This will make us aware of the taste. All this happens in just a few seconds.

There are four kinds of taste-buds, each of which is sensitive to only a particular taste. These four groups are located in different parts of the tongue. The taste-buds for salty and sweet tastes are found round the tip of the tongue and along its sides. Sour tastes can be picked up only at the sides of the tongue. The taste-buds of the bitter taste are found at the innermost edge of the tongue. There are taste-buds at the centre of the tongue.

The senses of smell and sight can affect taste. The good smell of food increases its taste. Similarly, attractive colours can make food appear tastier and more delicious. If food does not smell good or is dull-coloured, it will look tasty and may not taste good at all.

Very hot or cold sensations can make the taste-buds insensitive. Food that is too hot or too cold, when placed in the mouth, will have no tastes at all.

11. We can taste any kind of food because of
- The good smell of food
 - The four main kinds of taste
 - The taste-buds in the tongue
 - The senses of smell and sight
 - The taste-buds round the tip of the tongue
12. When we eat very hot or cold food
- The food will lose its taste
 - The food won't smell good
 - The taste of the food increases
 - The taste-buds will be sensitive
 - The taste-buds will be very, responsive

13. The senses of smell and sight

- A. Increase the taste of the food
- B. Affect the taste of the food
- C. Make food more delicious
- D. Make the food look good
- E. Make the food attractive

Questions number 14-15

CARS SHOULD BE BANNED IN THE CITY

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

14. What one of the diseases caused by pollution?

- A. HIV / AIDS
- B. Bronchitis
- C. Liver
- D. Impotent
- E. cholera

15. What tense is mostly used in the text?

- A. Past tense
- B. Simple present tense
- C. Simple perfect tense
- D. Present continuous tense
- E. Past continuous

Appendix 3. RPP in cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 21 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2 (Wajib)
Topik : Reading
Alokasi Waktu : 2x45 menit

A. KOMPETENSI INTI (KI)

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam menentukan isi dari sebuah bacaan.

Indikator :

- a. Siswa memahami fungsi sosial, struktur teks, dan unsure kebahasaan dalam menentukan isi dari sebuah teks bacaan sesuai dengan konteks penggunaannya.
 - b. Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menentukan isi teks bacaan sesuai dengan konteks penggunaannya.
 - c. Siswa menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk menentukan jawaban dari isi teks bacaan sesuai dengan konteks penggunaannya.
- 4.2. Menyusun teks lisan dan tulis untuk menentukan isi dari teks bacaan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

Indikator :

Siswa menentukan isi dari teks bacaan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

B. TUJUAN PEMBELAJARAN

Siswa mampu menentukan isi dari sebuah teks bacaan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

C. MATERI PEMBELAJARAN

Pengertian intensive reading, menentukan isi dari sebuah teks reading dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

1. Fungsi Sosial :
Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
2. Struktur teks.

Unsur kebahasaan

(1) Kosa kata terkait dengan bacaan

(2) Ejaan dan tanda baca

D. METODE PEMBELAJARAN

Intensive reading Method

E. MEDIA PEMBELAJARAN

Laptop

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

PERTEMUAN K 1

1) Kegiatan Pendahuluan

Guru	Waktu
- memberi salam kepada siswa	10 menit
- mengajak siswa berdoa	
- mengecek kehadiran siswa	

2) Kegiatan Inti

Guru	Waktu
a. Mengamati (Observing)	
- Memperkenalkan materi pembelajaran	25 menit
- Menjelaskan materi ajar	
b. Mempertanyakan (Questioning)	
- Meminta siswa untuk membaca sebuah teks bacaan.	10 menit
c. Mengeksplorasi (Exploring)	
- Meminta siswa berkelompok dan menjawab pertanyaan	20 menit
- Meminta siswa mempresentasikan hasil dari kelompok masing-masing.	
d. Mengasosiasi (Associating)	
- Meminta siswa berpasangan menganalisis struktur teks dari teks yang dibaca dengan bantuan dari pertanyaan yang diajukan oleh guru.	15 menit
- Mendapat feedback dari guru atas kegiatan yang dihasilkan oleh siswa dari unsur fungsi sosial, struktur teks dan unsur kebahasaan	

3) Kegiatan Penutup

Guru	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	10 menit
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu	
- menyampaikan rencana kegiatan pertemuan berikutnya	

G. PENILAIAN

1. Jenis/teknik penilaian

- tes tulis dan tes kinerja

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan.

Sikap

- observasi, penilaian diri, teman sejawat (capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (rating scale) yang disertai rubrik.

- Jurnal, di dalam dan luar kelas, berupa catatan pendidik. Guru mengobservasi dan mencatat perilaku siswa yang mencakup sikap dan keterampilannya

Pengetahuan:

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan tes tulis/lisan & penugasan (PR)

Keterampilan:

Unjukkerja/Praktik, jurnal.

2. Bentuk instrumen dan instrumen

Format berbentuk bacaan dan soal yang akan di jawab oleh siswa.

3. Pedoman penskoran

Rubrik

a. Aspek Sikap

No. Butir Sikap Deskripsi Perolehan skor

1. Jujur 5: selalu jujur
- 4: sering jujur
- 3: kadang-kadang jujur
- 2: jarang jujur
- 1: tidak pernah jujur
2. Bertanggung jawab 5: selalu tanggung jawab
- 4: sering tanggung jawab
- 3: kadang-kadang tanggung jawab
- 2: jarang tanggung jawab
- 1: tidak pernah tanggung jawab
3. Kerjasama 5: selalu kerjasama
- 4: sering kerjasama
- 3: kadang-kadang kerjasama
- 2: jarang kerjasama
- 1: tidak pernah kerjasama
- 4 Disiplin 5: selalu disiplin

- 4: sering disiplin
- 3: kadang-kadang disiplin
- 2: jarang disiplin
- 1: tidak pernah disiplin
- 5: Percaya diri 5: selalu percaya diri
- 4: sering percaya diri
- 3: kadang-kadang percaya diri
- 2: jarang disiplin percaya diri
- 1: tidak pernah percaya diri

b. Aspek Pengetahuan

No. Butir Sikap Deskripsi Perolehan skor

- 1. Pengucapan 5 = Hampir sempurna
 - 4 = ada kesalahan tapi tidak mengganggu makna
 - 3 = ada beberapa kesalahan dan mengganggu makna
 - 2 = banyak kesalahan dan mengganggu makna
 - 1 = terlalu banyak kesalahan sehingga sulit dipahami
- 2. Intonasi 5 = Hampir sempurna
 - 4 = ada kesalahan tapi tidak mengganggu makna
 - 3 = ada beberapa kesalahan dan mengganggu makna
 - 2 = banyak kesalahan dan mengganggu makna
 - 1 = terlalu banyak kesalahan sehingga sulit dipahami
- 3. Ketelitian
 - 5 = sangat teliti
 - 4 = teliti
 - 3 = cukup teliti
 - 2 = kurang teliti
 - 1 = tidak teliti
- 4. Pemahaman
 - 5 = sangat memahami
 - 4 = memahami
 - 3 = cukup memahami
 - 2 = kurang memahami
 - 1 = tidak memahami

c . Aspek Keterampilan

No. Butir Sikap Deskripsi Perolehan skor

- 1. Melakukan tindak komunikasi yang tepat 5 = Selalu melakukan kegiatan komunikasi yang tepat
- 4 = Sering melakukan kegiatan komunikasi yang tepat
- 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat
- 2 = Pernah melakukan kegiatan komunikasi yang tepat
- 1 = tidak pernah melakukan kegiatan komunikasi yang tepat

Kepala sekolah SMA Negeri 21
Makassar.....

Appendix 4. RPP in cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Negeri 21 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 2 (Wajib)
Topik : Reading
Alokasi Waktu : 2×45 menit

A. KOMPETENSI INTI (KI)

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam menentukan isi dari sebuah bacaan.

Indikator :

- a. Siswa memahami fungsi sosial, struktur teks, dan unsure kebahasaan dalam menentukan isi dari sebuah teks bacaan sesuai dengan konteks penggunaannya.
- b. Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menentukan isi teks bacaan sesuai dengan konteks penggunaannya.
- c. Siswa menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk menentukan jawaban dari isi teks bacaan sesuai dengan konteks penggunaannya.

4.2. Menyusun teks lisan dan tulis untuk menentukan isi dari teks bacaan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

Indikator :

Siswa menentukan isi dari teks bacaan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

B. TUJUAN PEMBELAJARAN

Siswa mampu menentukan isi dari sebuah teks bacaan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

C. MATERI PEMBELAJARAN

Pengertian intensive reading, menentukan isi dari sebuah teks reading dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

1. Fungsi Sosial :

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

2. Struktur teks.

Unsur kebahasaan

(1) Kosa kata terkait dengan bacaan

(2) Ejaan dan tanda baca

D. METODE PEMBELAJARAN

Intensive reading Method

E. MEDIA PEMBELAJARAN

Laptop

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

PERTEMUAN K 1

1) Kegiatan Pendahuluan

Guru	Waktu
- memberi salam kepada siswa	10 menit
- mengajak siswa berdoa	
- mengecek kehadiran siswa	

2) Kegiatan Inti

Guru	Waktu
a. Mengamati (Observing)	
- menanyakan kembali materi minggu lalu	25 menit
- Menjelaskan materi ajar	
b. Mempertanyakan (Questioning)	
- Meminta siswa untuk membaca sebuah teks bacaan.	10 menit
c. Mengeksplorasi (Exploring)	
- Meminta siswa berkelompok dan menjawab pertanyaan	20 menit
- Meminta siswa mempresentasikan hasil dari kelompok masing-masing.	
d. Mengasosiasi (Associating)	
- Meminta siswa berpasangan menganalisis struktur teks dari teks yang dibaca dengan bantuan dari pertanyaan yang diajukan oleh guru.	15 menit
- Mendapat feedback dari guru atas kegiatan yang dihasilkan oleh siswa dari unsur fungsi sosial, struktur teks dan unsur kebahasaan	

3) Kegiatan Penutup

Guru	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	10 menit
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu	
- menyampaikan rencana kegiatan pertemuan berikutnya	

G. PENILAIAN

1. Jenis/teknik penilaian

– tes tulis dan tes kinerja

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan.

Sikap

– observasi, penilaian diri, teman sejawat (capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (rating scale) yang disertai rubrik.

– Jurnal, di dalam dan luar kelas, berupa catatan pendidik.

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya

Pengetahuan:

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan tes tulis/lisan & penugasan (PR)

Keterampilan:

Unjukkerja/Praktik, jurnal.

2. Bentuk instrumen dan instrumen

Format berbentuk bacaan dan soal yang akan di jawab oleh siswa.

3. Pedoman penskoran

Rubrik

a. Aspek Sikap

No. Butir Sikap Deskripsi Perolehan skor

1. Jujur 5: selalu jujur

4: sering jujur

3: kadang-kadang jujur

2: jarang jujur

1: tidak pernah jujur

2. Bertanggung jawab 5: selalu tanggung jawab

4: sering tanggung jawab

3: kadang-kadang tanggung jawab

2: jarang tanggung jawab

1: tidak pernah tanggung jawab

3. Kerjasama 5: selalu kerjasama

4: sering kerjasama

3: kadang-kadang kerjasama

2: jarang kerjasama

1: tidak pernah kerjasama

4 Disiplin 5: selalu disiplin

- 4: sering disiplin
- 3: kadang-kadang disiplin
- 2: jarang disiplin
- 1: tidak pernah disiplin
- 5: Percaya diri 5: selalu percaya diri
- 4: sering percaya diri
- 3: kadang-kadang percaya diri
- 2: jarang disiplin percaya diri
- 1: tidak pernah percaya diri

b. Aspek Pengetahuan

No. Butir Sikap Deskripsi Perolehan skor

- 1. Pengucapan 5 = Hampir sempurna
 - 4 = ada kesalahan tapi tidak mengganggu makna
 - 3 = ada beberapa kesalahan dan mengganggu makna
 - 2 = banyak kesalahan dan mengganggu makna
 - 1 = terlalu banyak kesalahan sehingga sulit dipahami
- 2. Intonasi 5 = Hampir sempurna
 - 4 = ada kesalahan tapi tidak mengganggu makna
 - 3 = ada beberapa kesalahan dan mengganggu makna
 - 2 = banyak kesalahan dan mengganggu makna
 - 1 = terlalu banyak kesalahan sehingga sulit dipahami
- 3. Ketelitian
 - 5 = sangat teliti
 - 4 = teliti
 - 3 = cukup teliti
 - 2 = kurang teliti
 - 1 = tidak teliti
- 4. Pemahaman
 - 5 = sangat memahami
 - 4 = memahami
 - 3 = cukup memahami
 - 2 = kurang memahami
 - 1 = tidak memahami

c. Aspek Keterampilan

No. Butir Sikap Deskripsi Perolehan skor

- 1. Melakukan tindak komunikasi yang tepat 5 = Selalu melakukan kegiatan komunikasi yang tepat
- 4 = Sering melakukan kegiatan komunikasi yang tepat
- 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat
- 2 = Pernah melakukan kegiatan komunikasi yang tepat
- 1 = tidak pernah melakukan kegiatan komunikasi yang tepat

Kepala sekolah SMA Negeri 21
Makassar.....

Appendix 5. Pictures in Cycle I

Pictures 1. Teaching and learning process



Pictures 2. Students' work assignment



Pictures 3. Students' were answering the question in cycle I



Pictures in Cycle II

Pictures 4. Teaching and learning process



Pictures 5. Students' Work Assignment



Pictures 6. Students were answer the question in cycle II





PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 21 MAKASSAR

Jl. Tamalanrea Raya Kompleks. Perumnas Bumi Tamalanrea Permai (BTP) Telp. (0411)
4774421 Kode Pos 90245

SURAT KETERANGAN PENELITIAN

NO : 800.2/ 127 / SMA.21/ V / 2015

Berdasarkan surat dari Dekan Universitas Bosowa " 45 " Nomor, A.149/FKIP/U-45/II/ 2015
Maka Kepala SMA Negeri 21 Makassar, Memberikan Izin Kegiatan Penelitian yang tersebut
namanya di bawah ini :

Nama	: Karolus Karno
NIM	: 4512101127
Program Studi	: Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan Universitas " 45 " Makassar
Pekerjaan	: Mahasiswa

Nama tersebut diatas benar telah melaksanakan Penelitian pada SMA Negeri 21 Makassar
dari tanggal 10 Februari 2015 s/d 24 Mei 2015 dengan Judul Penelitian "Enhancing Students'
Vocabulary Through Intensive Reading Method at the Second Grade Students' of SMA Negeri
21 Makassar".

Demikian surat Keterangan Penelitian ini diberikan untuk dapat digunakan sebagaimana
mestinya.

Makassar, 24 Mei 2015
Kepala Sekolah,



Drs. FATAHUDDIN AM. MM
Pangkat : Pembina Tk.I
NIP.19590520 198603 1 023

BIOGRAPHY



KAROLUS KARNO, was born on 15th August 1991 in Pampa, from the marriage of his parents Vinsen Sius Syukur and Kristina Mina. He has three brother and three sister. He is the youngest in his family. In 1998, He started his study in Elementary school at SDK Wae-Wako, Manggarai Barat-Flores-NTT , He graduated from Elementary school in 2004. He continue his study at SMP Negeri 1 Lembor and graduated in 2006, after graduated from Junior High School he continued his study at SMK Swakarsa Ruteng-Flores-NTT, He finished his study from senior high school in 2010. After he graduated from senior high school, He went to Java to take a job, In 2011 He decided to continue his study at STKIP St. Paulus Ruteng take an English program, when he was in the third semester, he moved at English Education Department , Faculty of teachership and Education Science University 45 of Makassar in 2012. and graduated in 2015.