

**USING INTENSIVE READING TO TEACH DESCRIPTIVE
TEXT TO IMPROVE STUDENTS' READING SKILLS AT
MADRASAH TSANAWIYAH SATU ATAP DATOK
SULAIMAN PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of S1 Education
and Teacher Training Faculty of the State Islamic Institute of Palopo in Partial
Fulfillment of Requirement for S.Pd Degree in English Education*



Composed By:

MUHARNI

REG.NUM. 19 0202 0089

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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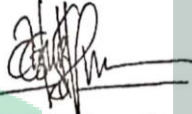
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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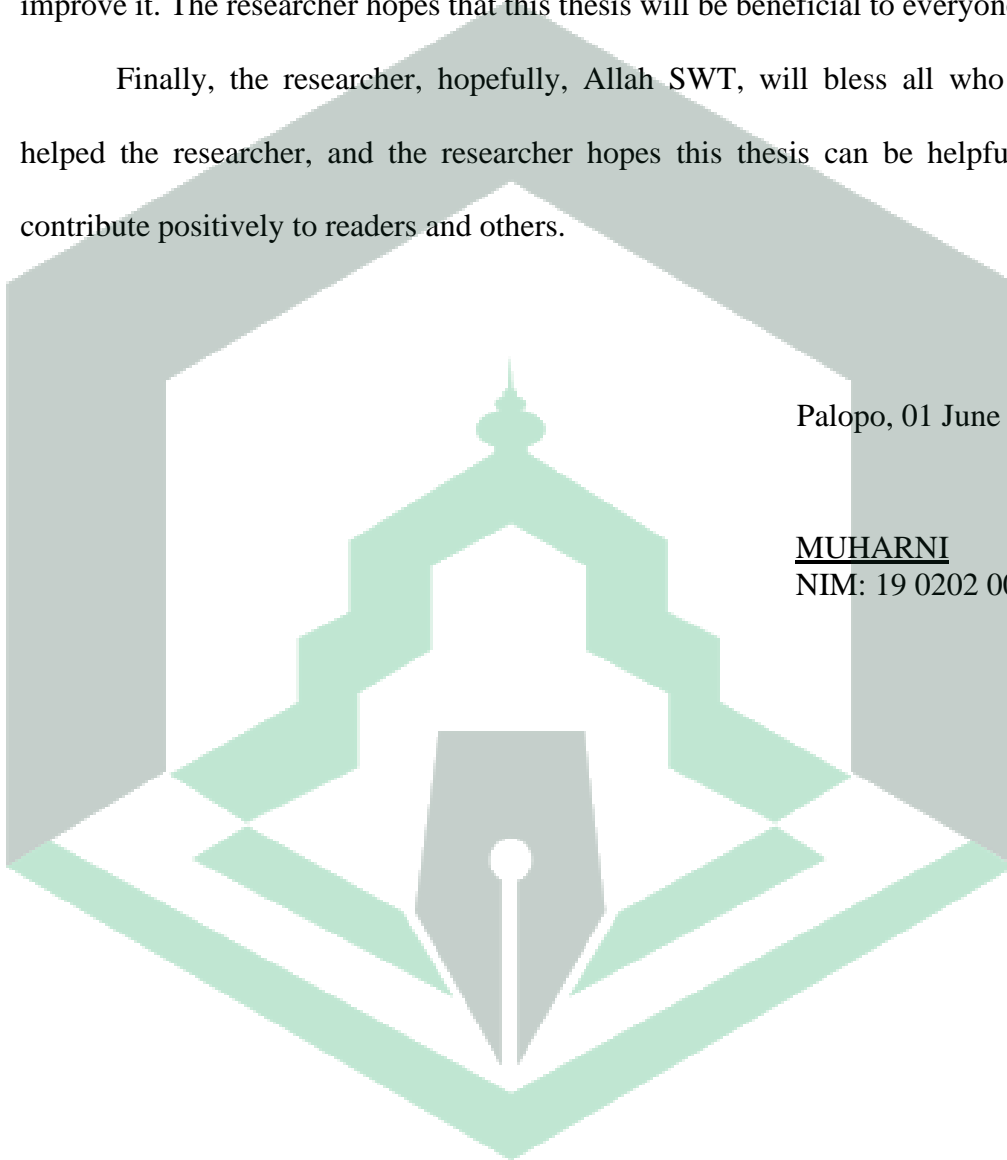
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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher, hopefully, Allah SWT, will bless all who have helped the researcher, and the researcher hopes this thesis can be helpful and contribute positively to readers and others.

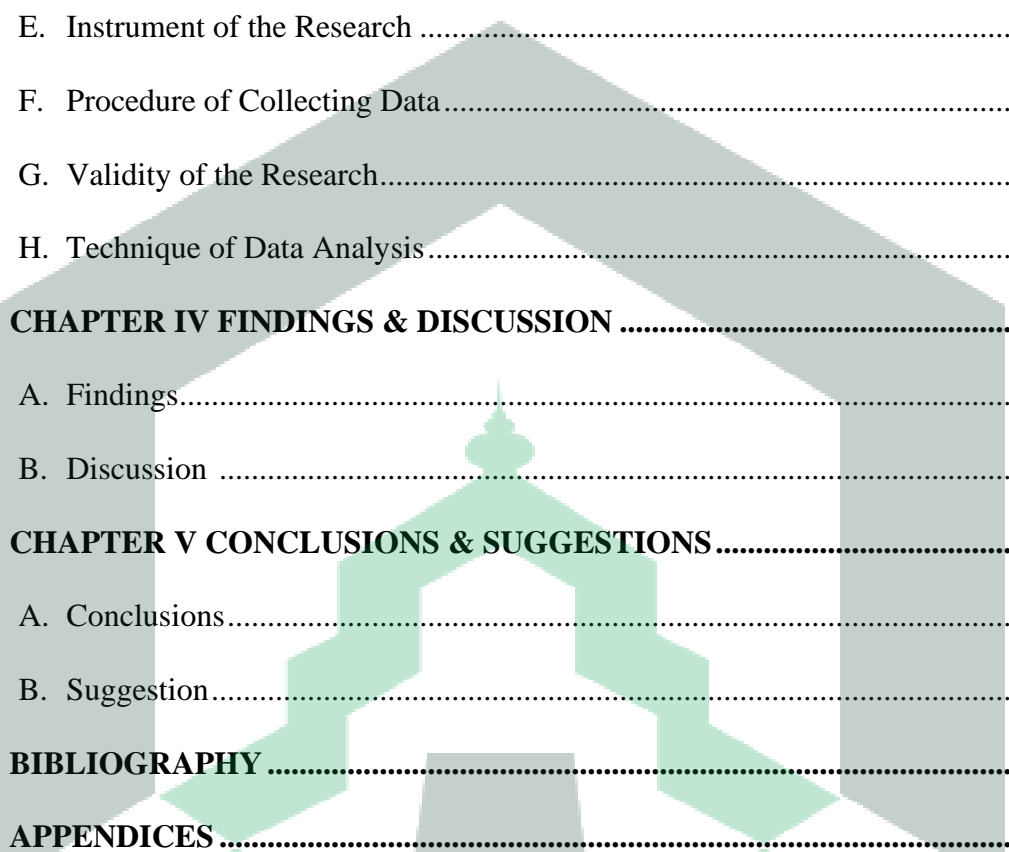
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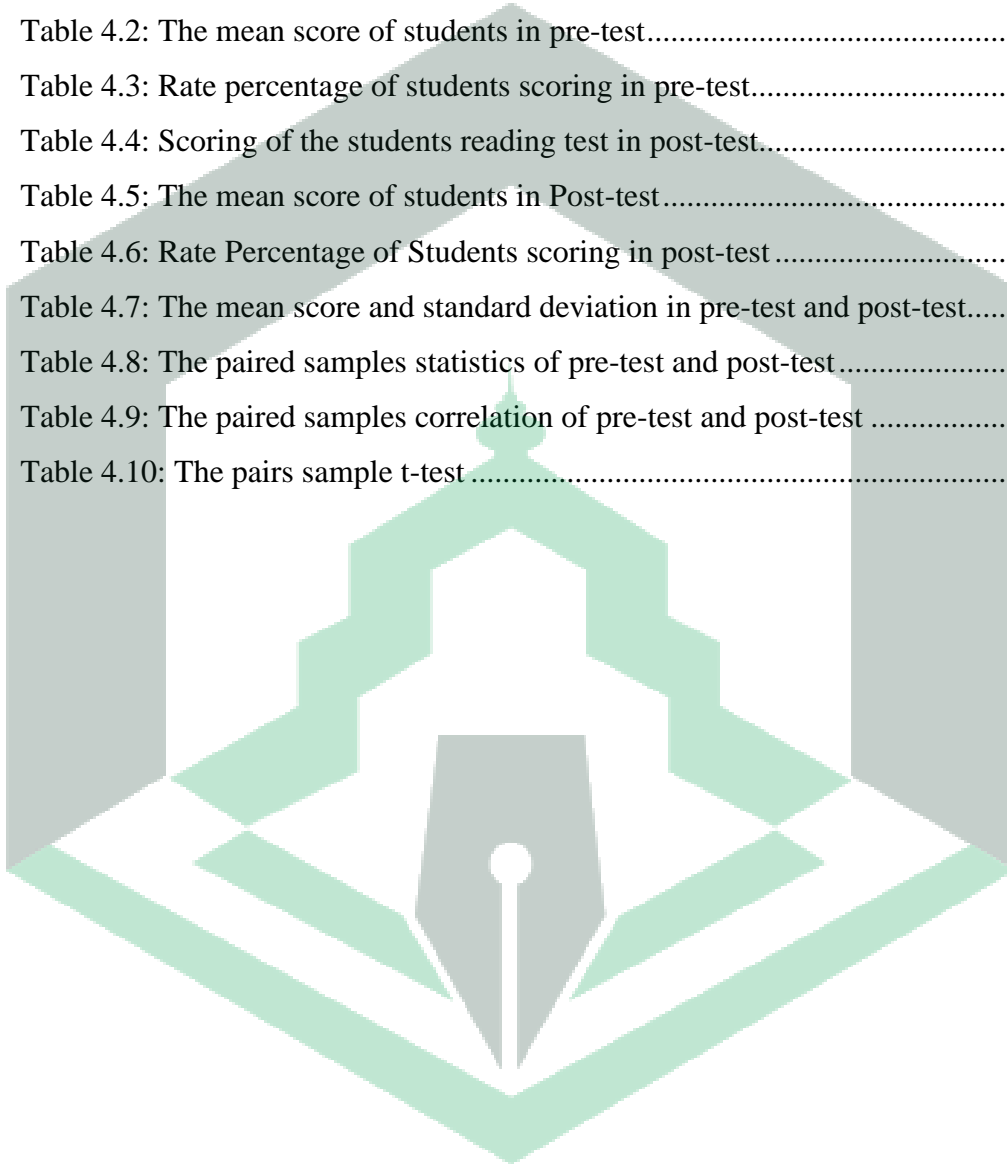
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ABSTRACT

Muharni, 2023. " *Using Intensive Reading to Teach Descriptive Text to Improve Students' Reading Skills at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo*", a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Madehang, S.Ag., M.Pd. and Andi Tenrisanna Syam, S.Pd., M.Pd.

This research aimed to use intensive reading to teach descriptive text for eighth-grade Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo. This research applied the pre-experimental research design focus on one group's pre-test and post-test design. The population of this research was all of the students in the eight-grade of Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo, which comprised 58 students divided into three classes, and the researcher took 18 students' from class VIII C. The sample was taken by using a random sampling technique. The data were analyzed using SPSS 22 by calculating and describing the mean score statistically. This research shows that the average value of the post-test (55.50) is higher than the pre-test (27.28). The significance value is smaller than the standard p-value ($0.000 < 0.05$). On the other hand, the alternative hypothesis (H1) is accepted, and the null hypothesis (HO) is rejected. It can be concluded that intensive reading is effective and the use of intensive reading improves students' reading skills.

Keywords: Intensive Reading, Reading skill, Descriptive Text.

CHAPTER I

INTRODUCTION

A. Background

Reading is an important activity in learning because it prioritizes the eyes and brain, where the eyes receive messages and the brain processes the meaning received. In the 1980s, in many second or foreign-language teaching settings, some progress was made in research on reading in both the initial and second-language contexts.¹ It is also a complex, planned, interactive, understanding, and flexible activity that requires a lot of time and energy resources to develop.² It is a source of information, enjoyable activity and a facility for consolidating and expanding language knowledge.³

One of the well-known reading activities is intensive reading. It is very suitable for improving students' reading skills because this technique requires full concentration and appreciation in reading. Besides that, it can also be done repeatedly until the contents of the reading are understood and can be digested by the brain. According to Nation, intensive reading involves reading the text in Prince to understand the text and study the characteristics of the language through a deliberate focus on this item.⁴ And also according to Flemming

¹ Willy A Renandya, Jack C Richards, and Willy A Renandya, "Methodology in Language Teaching An Anthology of Current Practice Chapter 1 ~ English Language Teaching in the ' Post - Method ' Era : Toward Better Diagnosis , Treatment , and Assessment," 2022, <https://doi.org/10.13140/RG.2.2.36344.72962>.

² M Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes," no. September (2010): 1–5.

³ Praveen M. Jain Dr. M.F. Patel, *English Language Teaching* (jaipur: sunrise publishers & distributors, 2008).

⁴ Alethia Paola Bogoya González, "Fostering Fifth Graders' Reading Comprehension through the Use of Intensive Reading in Physical Science TT - La Comprensión de Lectura de Estudiantes de Quinto Grado a Través Del Uso de La Lectura En La Clase de Ciencias," *Colombian Applied Linguistics Journal* 13, no. 1 (2011): 38, http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-46412011000100004&lang=pt%0Ahttp://www.scielo.org.co/pdf/calj/v13n1/v13n1a04.pdf.

defines intensive reading as a reading activity that requires a person to read certain information.⁵

Based on the curriculum, many texts are taught in junior high schools, such as descriptive, narrative, procedure, explanation, news, recount, etc. Among the types of text, descriptive text will be the topic of this research. The descriptive text describes certain objects, events, places, and characteristics in great prince using the five human senses in the explanation process. And also, descriptive is a type of reading used by the author to describe how something looks, smells, feels, acts, feels, and sounds.⁶ As explained by Gerot and Wignell, descriptive text is a text that is used to describe certain things, and places.⁷

Based on research experiences in learning to read descriptive texts at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo, the researcher found that most students needed help understanding the text. The researcher also found that the students did not have sufficient background knowledge about English because of their lack of interest in learning English. The last problem is the lack of motivation in reading, the cause is due to low curiosity in reading.

To overcome this problem, the researcher considers improving students reading quality in reading descriptive text by using intensive reading. The intensive reading is carried out with a focus on understanding every detail of a text that aims to improve reading and language comprehension, as well as expand vocabulary and general knowledge.⁸ The technique of

⁵ Ryu Chun Moon and Sang Hee Kwan, "Improving Students' Intensive Reading Ability by Using Survey-Question-Read-Review-Recite-Reflect Method," *Jelita* 3, no. 1 (2022): 14, <https://doi.org/10.56185/jelita.v3i1.95>.

⁶ Rosnani Sahardin, Cut Salwa Hanum, and Sofyan A. Gani, "Using Think-Pair-Share for Writing Descriptive Texts," *Studies in English Language and Education* 4, no. 1 (2017): 57, <https://doi.org/10.24815/siele.v4i1.7004>.

⁷ Peter Wignell Linda Gerot, "Making Sense of Functional Grammar," in *The Jerusalem Talmud, First Order: Zeraim, Tractate Berakhot*, 2013, 39–155, <https://doi.org/10.1515/9783110800487.39>.

⁸ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Second Edition, Teaching and Researching Reading, Second Edition*, 2013, <https://doi.org/10.4324/9781315833743>.

intensive reading was developed and further described by several linguists and educators, such as Michael West and Harold Palmer, in the 1920s and 1930s. Intensive reading began to be used as a learning technique for reading and understanding English at the beginning of the 20th century when English began to be taught as a foreign language in various countries worldwide. At that time, linguists began to develop various English learning strategies, including intensive reading. This technique suited students because they were motivated and interested in learning English, especially reading. In this way, students were asked to read a descriptive text and focus on the vocabulary they knew or were used to seeing, and the grammar to understand the whole story. Hopefully, this technique made students' reading skills more effective.

Nilam Ayu Diniarti (2019) found that intensive reading effectively affects students' comprehension of descriptive texts. This can be seen from the statistical data of pre-test and post-test students undergoing treatment using intensive reading.⁹ Insuasty Cárdenas and Andrés (2020) found that the results of this study indicate that the application of intensive reading with students attending English classes can be an alternative to involve and motivate students in reading.¹⁰

Based on the explanation above, the researcher intends to research to stimulate students' reading skills with the title *“Using Intensive Reading to Teach Descriptive Text to Improve Students' Reading Skills at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo”*.

⁹ Nilam Ayu Diniarti, “The Effectiveness of Intensive Reading on Students' Reading Comprehension of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade Students of Madrasah Aliyah,” *Nilam Ayu Diniarti*, 2019.

¹⁰ Andrés Insuasty Cárdenas, “Enhancing Reading Comprehension through an Intensive Reading Approach,” *How*, 2020, 71, <https://doi.org/10.19183/how.27.1.518>.

B. Research Question

Based on the background above, the researcher formulated one research question allows:

“Does Intensive Reading improve students’ reading skill of descriptive text at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo?”

C. Research Objective

The research questions set out above, the researcher aimed to find out whether or not use of intensive reading improves students’ reading skills of descriptive text at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo.

D. Research Significance

1. Theoretically

Researcher assume that the results of this research can contribute and provide evidence to support the use of intensive reading in improving reading skills, especially for boarding schools. Then this study can improve reading skills and make learning more creative.

2. Practically

a. For students

The results of this study are expected to be used to improve students ' reading skills in English textbooks and students are expected to acquire the habit of reading English texts.

b. For Teachers

The results of this study are expected to be used by teachers as a starting point to improve reading skills and improve student reading achievement.

c. For other researchers

The results of this study can be a reference for other researchers to conduct further research on improving reading skills using intensive reading techniques.

E. Research Scope

The scope of the research is limited to the use of intensive reading for teaching reading in Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo. The Researcher used descriptive text to determine students' reading skills and the researcher focused on students' vocabulary.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Research Findings

some previous research related to this research, they are as follows:

Naely Muchtar, in her research entitled “*Intensive and Extensive Reading in Improving Teaching Reading Skills*”. The research investigated the implementation of Intensive Reading (IR) and Extensive Reading (ER) that is suitable for English classes at Polytechnic that focus on the ability of English practice. This research is a Classroom Action Research (CAR), consisting of three stages: pretest, treatment, and posttest. Based on the results of the pretest, it can be concluded that the reading skills of the second-semester students from the Computer and Networking Engineering study program before the implementation of the IR and ER method were still relatively low, in the classification of poor (25%) represented by 11 students and in very poor classification (18.2%) achieved by 8 students. After three treatments using three different articles for English reading text, students’ reading skills increased significantly in the presence of 2 students (4.5%) in the classification of very good, and only 6 students were in poor and very poor classification. Based on post-test results, the reading skill of students IR and EF enhanced teaching reading skills significantly, with 5 students (11.4%) in very good classification.¹¹ The similarity between researchers and previous studies is the same as using intensive reading techniques. However, what distinguishes researchers from previous studies is that previous studies apply the method of classroom Action (CAR) while researchers apply pre-experimental methods.

¹¹ Naely. Muchtar, “Intensive and Extensive Reading in Improving Teaching Reading Skills,” *Lingua Pedagogia* 1, no. 2 (2019): 1–13, https://journal.uny.ac.id/index.php/lingua-pedagogia/article/view/18687/pdf_1.

Nilam Ayu Diniarti's research entitled "*The Effectiveness of Intensive Reading on Students' Reading Skills of Descriptive Text*" used a quantitative method with quasi-experimental research as its design. The data from the pre-test and post-test were calculated and analyzed using T-test. The result revealed that the post-test mean score of the experimental class was higher than the control class. Additionally, the result of the hypothesis analysis showed that the significance of the 2-tailed was lower than the alpha, which was $0.010 < 0.050$. It indicated that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. Then, the result was supported by the effect size of 0.64, categorized as moderate. All the explanations above meant that intensive reading was effective on students' reading comprehension of descriptive text in tenth grade at MA Jam'iyyah Islamiyyah.¹² The similarities between researchers and previous studies are the same in using intensive reading techniques. However, what differentiates researcher from previous research is that previous research selected samples using purposive sampling while researcher selected samples using random sampling.

Maipokaa and Soontornwipast in their research entitled "*Effects of Intensive and Extensive Reading Instruction on Thai Primary Students' English Reading Ability*" The quantitative results of the students' English reading ability in the English reading ability pretest and posttest revealed a statistically significant difference of $p < .01$, indicating that the student's English reading ability in terms of their English vocabulary knowledge and their English reading comprehension improved significantly after receiving IIERI. Furthermore, the qualitative results obtained from the interviews revealed the students held positive opinions towards IIERI: the students enjoyed receiving IIERI; the students saw the

¹² Diniarti, "*The Effectiveness of Intensive Reading on Stidents' Reading Skills of Descriptive Text (A Quasi-Experimental Study at the Tenth Grade Students of Madrasah Aliyah.*" (2019)

improvement in their English language knowledge and skills as a result of receiving IIERI; the students' reading habits changed after receiving IIERI; and the students recognized the benefits of IIERI.¹³

B. Theoretical Review

1. Definition of Reading

Learning multiple languages is a worldwide trend. People need to learn different languages in a globalized world for certain reasons.¹⁴ Therefore reading can help someone to know various languages.

According to Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt, and Michael L. Kamil, Reading is a process of understanding written texts and an activity involving perception and thought.¹⁵ In addition, Harmer also suggests that reading is a kind of "stepping stone" that a person can do to improve other language skills.¹⁶ Yasemin Kusdemir and Pinar Bulut argue, "Reading is a process that starts with the eyes and then continues with receiving information and producing understanding in the brain".¹⁷

In short, reading is an activity carried out to understand a text which starts with the eyes and then goes on to the brain to be processed into information that can be understood.

¹³ Sasi Ampai Maipoka and Kittitouch Soontornwipast, "Effects of Intensive and Extensive Reading Instruction on Thai Primary Students' English Reading Ability," *LEARN Journal: Language Education and Acquisition Research Network* 14, no. 1 (2021): 146–75.

¹⁴ Insuasty Cárdenas, "Enhancing Reading Comprehension through an Intensive Reading Approach." *How*, 2020, 71, <https://doi.org/10.19183/how.27.1.518>.

¹⁵ Elizabeth S. Pang et al., *Teaching Reading*, *Annual Review of Applied Linguistics*, vol. 18, 1998, <https://doi.org/10.1017/s0267190500003512>.

¹⁶ Jeremy Harmer. *The Practice of English Language Teaching* 4th edition (Cambridge: Pearson 2006). P. 286

¹⁷ Yasemin Kuşdemir and Pinar Bulut, "The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation," *Journal of Education and Training Studies* 6, no. 12 (2018): 97, <https://doi.org/10.11114/jets.v6i12.3595>.

2. The Purpose of Reading

When starting to read, there must have been an initial decision. Sometimes reading to get information and also aims to complete a reading. There are many goals in reading. Grabe and Stoller classify reading purposes into four, namely:¹⁸

a. Reading to Search for Simple Information and Reading Schemes

The ability to read like this is very often done. In reading the text, a scanning process is carried out to find certain words, information, or phrases through a book to get information such as addresses or telephone numbers. Reading a text is usually done slowly to get the right pages and sections to find important information in the text.

b. Reading to Learn Texts

Reading for learning is often done to find some information from a text. The ability is needed to: first remember the main topic and some details that describe the supporting topics in the text. Second, mark and form a rhetorical framework that organizes information in the text. Third, unify the text with the basic knowledge of the reader.

c. Reading to Integrate Information, Write, and Critique Texts

Reading to integrate information requires additional judgment to complete significant information so that the reader can decide what information to integrate and how to integrate it for the reader. In this case, reading, writing, or reading and criticizing both require defining, criticizing, and compiling text information.

d. Reading for General Comprehension

¹⁸ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Second Edition, Teaching and Researching Reading, Second Edition*, 2013, <https://doi.org/10.4324/9781315833743>.

Reading for general understanding is the most basic goal and supports other goals for reading. Reading comprehension is generally more complex than general assumptions. The word "common" does not mean "simple" or "easy". Fluent and skilled readers only need a little time for word processing and occur automatically; deep skills form the general meaning of the main idea representation and are efficiently organized through many processes with very limited time.

3. Intensive Reading

1. Definition of Intensive Reading

Reading skills have many ways to develop these skills. One of them is intensive reading; it can be used to develop students' reading skills and language components. Intensive reading, commonly referred to as "narrow reading", involves students reading selections by the same author or several of the same topics. When this is applied, students have many opportunities to understand the text. The possibility of the success of "narrow reading" in increasing reading comprehension is that the reader is familiar with the text, both subject matter and other works of the same author.¹⁹ The Nation also suggests that intensive reading can be a means to develop language knowledge, set reading strategies, and improve comprehension skills.²⁰ In addition, Patel and Jain explain that intensive reading can provide progress in language learning under the direction of the teacher. Intensive reading can provide basic knowledge in describing structural difficulties and increase knowledge of vocabulary and idioms.²¹

¹⁹ Maija Macleod, "Types of Reading Overview : " 21, no. 1982 (2017): 1–17.

²⁰ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing, Teaching ESL/EFL Reading and Writing*, 2008, <https://doi.org/10.4324/9780203891643>.

²¹ Dr. M.F. Patel, *English Language Teaching*.

Based on the explanation about intensive reading above, it can be concluded that intensive reading is reading by understanding the text in detail, increasing reading knowledge, and learning new languages through a deliberate focus on items in the text under the direction of the teacher.

2. Focuses on Intensive Reading

Intensive reading engages students in reading in detail about specific learning tasks and goals through a conscious focus on the elements of that passage. Intensive reading focuses on several aspects. Nation mentions seven aspects that become the focus of intensive reading. The following are aspects of intensive reading focus:

- a. Understanding. Intensive reading can aim to master certain readings.
- b. The relationship between orderly and irregular sound spelling. This can be done through teaching phonics, teaching spelling rules, and reading aloud.
- c. Vocabulary. The learner's attention can be drawn to useful words, and the underlying meaning and usage can be explained. Words from the passage can be assigned for later study.
- d. Grammar. Difficult grammatical features can be described and analyzed.
- e. Cohesion. Students can practice interpreting what the pronouns refer to in the reading, what are the conjunctions between sentences, and how different words are used to refer to the same inspiration.
- f. Information structure. Certain readings have specific data types. News message reports, for example, can describe what happened, what caused it to happen, what the possible effects were, who participated, and when and where it happened. Students can be helped to recognize these various types of data.

- g. Features of genres. Vocabulary, grammatical features, cohesive features, and data all contribute to the communicative impact of reading. Intensive reading can focus on how reading achieves communicative goals through these features and what these communicative goals are.

Reviews and reading descriptions do not need to be tried using the initial language, but using the initial language makes the description easier. The effect of this teaching should be to make students pursue a special identity or make them aware of this so that they are aware of it in future reading and thus have a greater chance of learning it later. Education that focuses on language for reading can take place through intensive reading with a teacher, and it can also take place through written practice accompanying a reading.²²

3. The Roles of the Teacher in Intensive Reading

In intensive reading, the teacher is very important. Teacher position so that students like to read in class, we need to generate attention to reading topics and assignments. However, there is a further position we need to adopt when asking students to read intensively:²³

- a. Organizer: we need to tell students their reading goals, give them clear instructions on achieving them, and set out how long they have to carry them out. Once we have said you have 4 minutes for this, we may only change that time if observation (see below) indicates it is necessary.
- b. Observer: when we ask students to read independently, we need to give them space to read to do so. This means refraining from interrupting the text, even though adding more data or instructions may be tempting. While reading, we can observe students' progress

²² Nation, *Teach. ESL/EFL Read. Writ.*

²³ Jeremy Harmer, "The Practice of English Language Teaching," in *Curriculum Inquiry*, vol. 17, 1987, 293–318, <https://doi.org/10.1080/03626784.1987.11075294>.

because this will give us valuable data about how well they are doing individually and collectively. It will also tell us whether to give them extra time or, conversely, control the quick feedback more than we expected.

- c. Feedback organiser: when our students have completed a task, we can manage stage feedback to check whether they have completed it successfully. Let's start by having them match their answers in pairs and then ask for answers from the class in general or from their exclusive partner. Students often appreciate giving answers in pairs like this since, by sharing their knowledge, they also share their responsibility for the answers.

When we ask students to share their answers, we must always ask them to explain where in their reading they find the relevant data. This provokes a detailed study of the text, which will help them when they come to the same part of the text. It also tells us exactly what problem description they had if and when they got the wrong answer. It is important to be supportive when controlling for post-reading feedback to counter students' negative feelings about the process and if we want to maintain their motivation.

- d. Prompter: when students have read a text, we can ask them to look at its language features. We were also able, as a controller, to focus them on certain features of the reading construction, clarifying ambiguities and making them aware of reading structure problems that they had yet to receive beforehand.

In short, the teacher has four roles in intensive reading: organizer, observer, feedback organizer, and prompter. These roles are crucial to motivate students and get special attention in reading class.

4. Characteristics of Intensive Reading

Intensive reading is reading. This reading aims to increase students' knowledge in understanding short texts. Characteristics of intensive reading include:

- a. Reading to reach a large level of description with the hope of being able to remember it for a relatively long time.
- b. Read in detail to find a full description that includes the contents and parts of the reading.
- c. This reading method is a basis for learning better descriptions and remembering them longer.
- d. Intensive reading does not use a single reading method but various variations of reading methods, namely scanning, comprehensive reading, skimming, and other methods.
- e. The purpose of intensive reading is to develop skills in reading in detail, which emphasizes understanding words, developing vocabulary and sentences, and understanding the entire contents of the discourse.
- f. This activity trains students to read sentences in the text carefully and with full concentration, with precision, to find errors in structure, vocabulary, and spelling or punctuation.
- g. This activity can also train students to think more critically, creatively, and innovatively.²⁴

Maija Macleod also mentions several characteristics of intensive reading, namely:²⁵

- a. Generally based on class
- b. The reader plays an important role in reading the text
- c. Students focus on the linguistic or semantic specifications of a reading

²⁴ Dosen Pendidikan 2, Membaca Intensive adalah, (berita online dosen Pendidikan, 11 desember 2022 jumat) tersedia di situs, <https://www.dosenpendidikan.co.id/membaca-intensif/>

²⁵ Macleod, "Types of Reading Overview :"

- d. Students focus on basic forms such as grammar and discourse markers
- e. Learners recognize key vocabulary
- f. Learners can illustrate to help (such as in solving problems)
- g. The text is read in detail and thoroughly repeatedly
- h. Aims to increase knowledge of the language much more than just honing reading skills
looks more mundane than extensive reading in class.

In short, the features of intensive reading are generally carried out in the classroom, focusing on vocabulary, methods, and grammar to gain reading comprehension. The teacher also plays a big role in this activity. However, this activity expected that students could understand the text in detail.

5. The Advantages of Intensive Reading

Intensive reading, in general, is reading in detail to get information and language components. Through intensive reading, students are expected to be able to obtain information and knowledge from reading texts. Intensive reading has several advantages.

First, it provides a foundation for structure, idioms, and vocabulary.²⁶ Intensive reading can increase vocabulary in a text when students are involved in intensive reading. Second, it provides a foundation for enhancing the larger language rules.²⁷ The teacher emphasizes three steps to maximize intensive reading: pre, during, and post-reading preparation for activities, retention, and better activities.²⁸ Finally, provide a level of understanding for each

²⁶ Macleod.

²⁷ Macleod.

²⁸ Mohammad Ali Erfanpour, "The Effect of Intensive and Extensive Reading Strategies on Reading Comprehension: A Case of Iranian High School Students," *English for Specific Purposes World* 14, no. 41 (2013): 1-21.

student.²⁹ Therefore, intensive reading is considered to be able to develop reading comprehension skills.³⁰

Intensive reading is useful for broadening students' insights to understand every word and sentence structure. This can also make students think critically because it encourages them to answer every question needed after reading.

6. Teaching Reading using Intensive Reading

Intensive reading can be used in learning to read in class. Intensive reading is used as an effective tool for developing reading comprehension. Harmer describes two ways to teach reading using intensive reading. That is:³¹

a. the vocabulary questions

a common paradox in reading lessons is when the teacher asks students to read in general understanding without worrying about the translation of each word, and on the other hand, students are very curious and want to know the translation of each word. Therefore, students can ask questions about words whose meaning has not been known or provide the opportunity to look for them. But the amount of time spent on vocabulary checking can be limited in the following ways:

The first is the time limit. The teacher can give five minutes to check vocabulary, whether it is necessary to use a dictionary, search the language corpus or ask questions to the teacher. The second is word/phrase. The teacher will only answer questions of about five or eight words or phrases. The third is the consensus of meaning. Teachers can create groups to make students work together to find the meaning of words. The steps are that each student

²⁹ Macleod, "Types of Reading Overview :"

³⁰ Erfanpour, "The Effect of Intensive and Extensive Reading Strategies on Reading Comprehension: A Case of Iranian High School Students."

³¹ Harmer, "The Practice of English Language Teaching."

writes 3 to 5 words in the text that they want to know the meaning of. Then the word lists students make are combined with others, creating a new list of only 5 words. After that, students can look up the meaning in the dictionary, or the teacher can help answer the meaning of the words that have been chosen.

This method works for two reasons. First, students can share words about words other students don't know. More importantly, when students are asked the meaning of a word, they want to know it because the procedure encourages them to invest time searching for meaning.

b. letting students in

Teachers often ask students to do textbook comprehension assignments, which means students are asked to find answers to someone's questions. On the other hand, it is much easier for students to understand texts if they express their knowledge and feelings in assignments rather than just finding answers to other people's questions. The way to get students to enter is to allow them to create their comprehension assignments. The teacher can encourage them to complete the chart with things they know or don't know (or want to know) about the text. This activity is a good start since students will be involved, will activate schemata, and finally will read well.

Things I/we know	Things I/ we are not sure of	Things I/ we would like to know

To carry out this activity, the teacher will combine two ways of teaching intensive reading, which lets students enter and question vocabulary.

4. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is one type of reading. Descriptive text is a text that can provide information about certain people, places, or things.³²

According to Oshima and Hogue, descriptive text can appeal to the senses to explain how something looks, feels, smells, and sounds.³³ According to Rega Detaprawatiwi, the descriptive text explains a certain place, person, or thing, making it easier for the reader to understand certain things drawn in the text.³⁴ Zemach and Rumisek also argue that descriptive text explains how the shape or feeling of someone or something and explains how something is explained.³⁵

In short, descriptive text is a text that details something related to people, things, places, events, situations, etc. So that it can invite the reader to imagine and explain it because descriptive detail allows the reader to visualize the elements in the story that can be shown through the senses of sight, hearing, smell, and touch.

2. Characteristics of Descriptive Text

Some characteristics of description text set it apart from other types of text. Ahmad Thommy divides the characteristics of description text into three major categories, which are as follows:³⁶

- a. The use of the simple present tense in word arrangement. This tense is used in almost every sentence. It means that descriptive text depicts the real subject or object from the

³² Imelda Wardani, Basri Hasan, and Abdul Waris, "Improving the Ability in Writing Descriptive Text through Guided-Question Technique," *Journal of English Language Teaching Society (ELTS)* 2, no. 1 (2014): 1–13, <http://jurnal.untad.ac.id>.

³³ Alice; Ann Hogue Oshima, *Third Edition Academic English*, 1998.

³⁴ Rega Detaprawatiwi, "The Impact of Team Pair Solo Technique and Round Robin," *Journal of English Language* 2, no. 2 (2013): 1–8.

³⁵ Dorothy E. Zemach and Lisa A. Rumisek, "Academic Writing: From Paragraph to Essay," 2006.

³⁶ Ahmad Thommy, *Writing Genre in English*, (Surakarta: Era Intermedia 2008), 15.

writer's perspective. Its goal is to make the readers imagine the presence of something described.

- b. Descriptive text frequently discusses a specific object. It means that no human participants are required for the text. It concentrates its description on the topic being explained.
- c. The descriptive text paints a vivid picture of a person, thing, or location. This text typically employs an adjective phrase to depict the object at hand.

Based on the explanation above, descriptive text characteristics are simple present tense. It describes humans and some objects and uses the adjective phrase to visualize a person, a place, or a thing.

3. The Purpose of Descriptive Text

According to Dietsch, there are three general purposes of Description, namely:³⁷

- a. To create imagery, a mood, or an aura of a place.
- b. To stimulate understanding and convince.
- c. To urge the listener to action

4. Generic Structure of Descriptive Text

There are two generic structures in the descriptive text: identification and description.³⁸

- a. Identification

In this part, the paragraph must contain the identifications of the object. It includes an introduction and a general description of the object. The identifications of the object are written in the first paragraph.

- b. Description

³⁷ M Dietsch, Betty, "Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook. Ohio: Graw Hill Marion Technical College," 2006.

³⁸ Mursyid, *Learning DescriptiveText, English for Special Purposes*, n.d.

The next paragraph contains specific characteristics of the object, such as qualities, parts, material, color, size, and other specific characteristics needed to deliver so that the readers can imagine the described object easily.

5. The Kinds of Descriptive Text

According to Luber stated that descriptive has 3 parts kinds, namely:³⁹

a. Description of People

People are different, and writing descriptions of people is different. Let's examine each:

1.) Identification

Identification consists only of certain specific information (height, weight, age), visible characteristics (colour of hair, skin, and eyes), and recognizable marks (scars, birthmarks).

2.) Impression

Unlike identification, the impression may not identify a person, but it does deliver an overall idea of someone. The writer has a general feeling about the subject. Although the impression is usually less complete than identification, it may more effectively capture an individual's striking or distinctive traits.

3.) Character Sketch

More complete descriptions of people are usually called character sketches; they may also be called profiles, literary portraits, and biographical sketches. A character sketch is like a type rather than an individual, revealing the characteristics of the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, and television devotees.

³⁹ Juliant Luber, "Descriptive Text," 2016.

b. Description of a Place

The description must be structured so that the reader can imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And then the arrangement of the details in your description depends on your subject and purpose.

c. Description of a Thing

To describe a thing, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting to our readers as they are to us: use proper nouns and effective verbs.

1.) Using Proper Noun

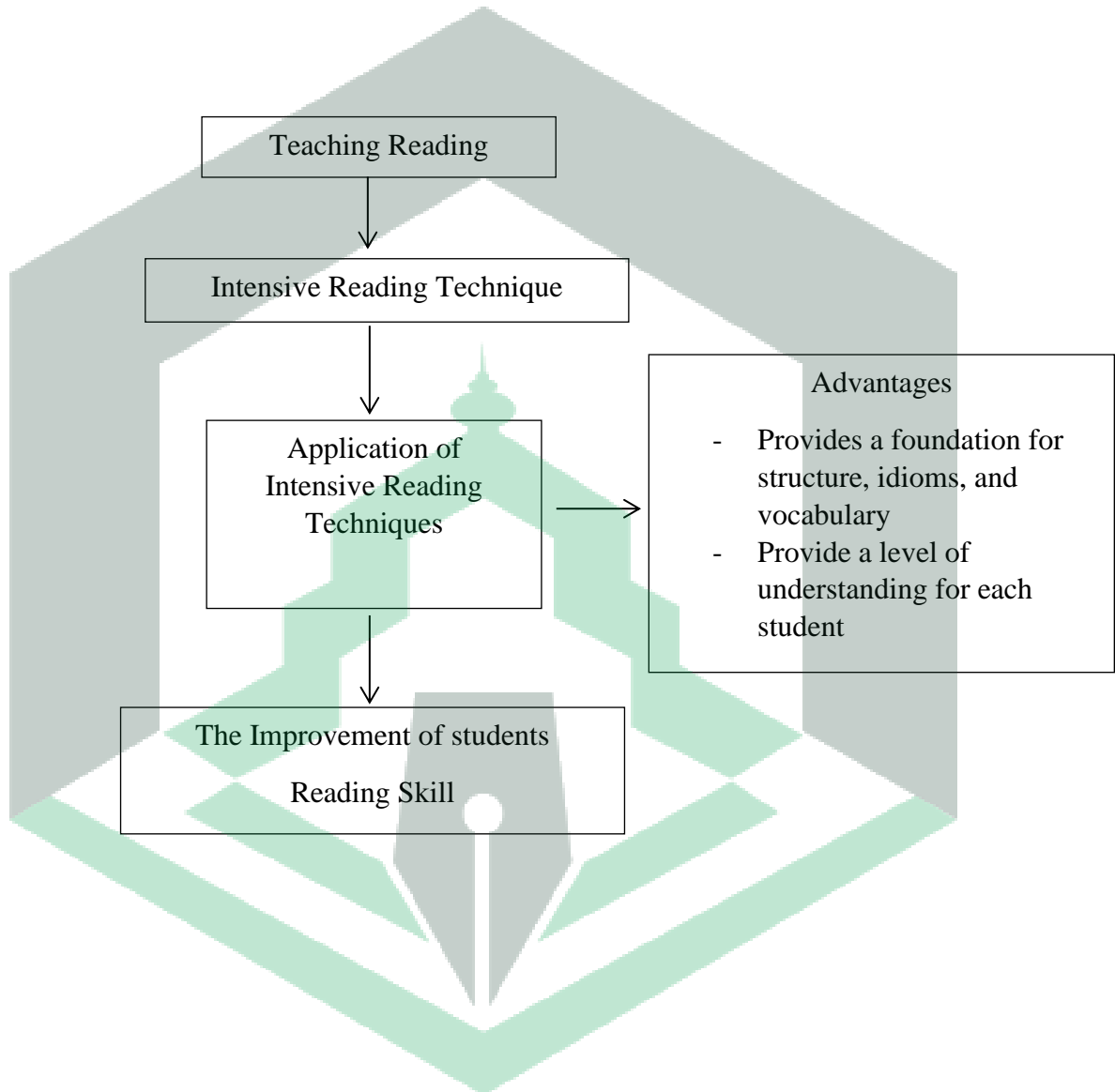
In addition to filling our descriptive writing with concrete details and figures of speech, we should include several proper nouns, which, as we know, are the names of particular persons, places, and things.

2.) Using Effective Verb

Effective verbs can add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting.

C. Conceptual Framework

The conceptual framework describes what the researcher wants to do to carry out this research systematically. This study aims to determine the effectiveness of using intensive reading to teach descriptive text for Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo. The conceptual framework underlying this study is depicted in the diagram below:



The conceptual framework above shows the research process in the teaching and learning process. This research used intensive reading techniques to improve students' reading skills. The researcher used a pretest and post-test to ascertain students' reading skills.

Pre-tests were tests given to students before treatment. Treatment is an action given to students to determine the effect of the method to be tested. After providing treatment to students, the researcher provides a post-test to check students' reading skills. From the test results, researchers can see whether students' reading skills improved after treatment or no improvement and focus.

D. Hypothesis

Based on the above theory, the hypothesis of this study is formulated as follows.

H₁: Using Descriptive Text is effective in Intensive Reading to Improve Students' Reading Skills at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo.

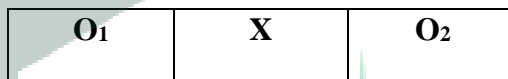
H₀: Using Descriptive text is not effective in Intensive Reading to Improve Students Reading Skills at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used the pre-experimental method. The researcher chose pre-experimental because it focused on a given class of tests (pre-test and post-test). According to Sugiyono, the pre-experimental design includes only one group or class that is given pre and post-test. This one-group pre-test and post-test design comprises one group without a control or treatment group. As for the design research pattern, one group pre-test and post-test by Sugiono, as follows;⁴⁰



Notes:

O₁: Pre-test (Before Treatment)

X: Treatment

O₂: Post-test (After treatment)

B. Time and Location of Research

1. Research Time

This research started on 16 June until 26 June :

Activity	Time
Pre-test	Friday, 16 June
Treatment	17- 25 June
Post-test	Monday, 26 June.

⁴⁰Sugiyono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2010).

2. Location of the research

This research was conducted at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo is located in Dr. Ratulangi Street No. 16, Balandai, Bara District, Palopo City, South Sulawesi Selatan.

C. Variables of Research

The variable of this research consisted of two variables, namely:

1. The Independent Variable is Intensive Reading

Intensive Reading is an approach to language learning that emphasizes in-depth understanding of specific texts. In this method, the focus is given to a detailed understanding of the sentence structure, vocabulary, and deeper meaning of the texts studied.

2. The Dependent Variable In This Research is Students' Reading Skills

Reading skills are a person's ability to understand, interpret, and process information contained in written texts. This includes the ability to recognize letters, words, phrases, and sentences, as well as being able to understand and structure the meaning of the text as a whole.

D. Population and Sample

The population of this research is Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo (Class VIII). The sample for this study was Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo Class VIII consisting of 58 students in 3 classes, and the researcher took 18 students' from class VIII C as her sample. In this research, the researcher used random sampling, because random sampling avoids bias that may arise if choosing a sample based on certain criteria. In addition, random sampling also allows the application of extensive

statistical techniques to allow generalizing research results from the sample to the population.

E. Instrument of the Research

The research instrument was a reading test. Reading tests in the descriptive text were used as research instruments before and after treatment. The researcher aimed to collect information about students' skills in reading descriptive text. Before carrying out the treatment, the researcher used several steps to collect data. First, the researcher gave a pre-test to determine their ability to read a descriptive text. Then, the researcher gave treatment to the students and subsequently conducted a post-test to read a descriptive text. The post-test was used to assess the student's ability to read a descriptive text using a statistical formula.

F. Procedure of Collecting Data

1. Observation

Before the research was conducted, the location and population of the observation researcher were at the Madrasah Tsanawiyah Satu Atap Datok Sulaiman.

2. Pre-test

The researcher had given a Pretest during the first meeting. The researcher had provided 15 multiple-choice questions, then allocated 30 minutes for students to answer the questions based on their comprehension. The aim was to ascertain the students' reading abilities before the treatment.

3. Treatment

After giving the pre-test to the students, the researcher provided treatment using intensive reading techniques in six meetings and spent 60 minutes at each meeting. The treatment steps were as follows:

Opening Class

- a. The teacher started the lesson by greeting, praying, checking the attendance list of students, and motivating students.
- b. The teacher gave warming up.

Running Class

1. The teacher introduced materials on descriptive texts.
2. The teacher gave a text on the topic to be discussed.
3. The teacher provided time limits for students to search for vocabulary that needed to be looked up in a dictionary or ask the meaning from the teacher.
4. The teacher only gave answers to questions about five or eight words or phrases.
5. The teacher created groups to make students work together to find the meaning of words.
6. Each student wrote three to five words in the text that they wanted to know the meaning of. Then the word lists created by the students were combined with the word lists of other students, creating a new word list consisting of only five words. After that, students could look up the meaning in the dictionary or the teacher could help answer the meaning of the selected words.
7. The teacher asked students to write words they knew the meaning of, words they knew the meaning of but were not sure about, and words they wanted to know in a chart. Then the students engaged and asked about the vocabulary.

Closing

- a. Teacher repeats the material and checks understanding
- b. Teacher provides input and conclusions

Topics

1. *President of Indonesia*, Describing a person is the process of outlining or explaining the physical traits, personality, traits, experiences, and other characteristics possessed by the individual. Its purpose is to give a clear and detailed picture of the person to the listener or reader. The description of a person can be oral or written and is often used in a variety of contexts, such as in literary works, personal profiles, employee appraisals, or descriptions of characters in stories.
2. *Pancasila Palopo Field*, Describing a place is the process of explaining in detail and clearly about the physical location, environment, atmosphere, characteristics, and other elements present in a place. The purpose is to give the reader or listener a vivid and adequate picture of the place. Place descriptions can be used in a variety of contexts, such as in descriptive writing, stories, travel guides, or Geographic reports.
3. *Phone*, Describing objects is the process of describing in detail and in detail the physical characteristics, functions, shapes, sizes, materials, and other characteristics possessed by an object or item. Its purpose is to give the reader or listener a clear and comprehensive picture of the object. Descriptions of objects can be used in a variety of contexts, such as in descriptive writing, product catalogs, illustrations in stories, or explanations in technical reports.
4. *Junk Food*, Describing food is the process of describing in detail and thoroughly the characteristics of food, including ingredients, taste, appearance, aroma, texture, and other characteristics. The goal is to present a vivid and appetizing picture to the reader or

listener about the food. Food descriptions are often used in culinary reviews, cooking recipes, cooking guides, or literary works that involve elements of food.

5. *Cat*, Describing animals is the process of explaining in detail and clearly about the physical characteristics, behavior, habitat, adaptation, and other characteristics possessed by an animal. The aim is to give the reader or listener a comprehensive and vivid picture of the animal. Animal descriptions can be used in a variety of contexts, such as in the natural sciences, literature, animal identification guides, or explanations of animals in a particular environment.
6. *School*, Describing a place is the process of explaining in detail and clearly the physical location, environment, atmosphere, characteristics, and other elements present in a place. The purpose is to give the reader or listener a vivid and adequate picture of the place. Place descriptions can be used in a variety of contexts, such as in descriptive writing, stories, travel guides, or Geographic reports.

4. Post-Test

The final the researcher had given a post-test. The post-test procedure mirrored that of the pre-test. The researcher provided 15 multiple-choice questions, then allocated 30 minutes for students to answer the questions based on their comprehension after treatment. The results of the post-test were compared with the pre-test results to determine the student's' improvement and progress.

G. Validity of the Research

In this research, before the researcher conducts research on Class VIII researcher make aspects of the feasibility of the validity of test instruments. Then, the researcher asked the supervisors and lecturers who had been entrusted to validate the problem to provide

corrections and fill in the feasibility aspects. The questions are selected according to the level of students.

H. Technique of Data Analysis

The data collected was used to determine whether the Pre-Experimental Research obtained good results on the mastery of reading skills for Eighth-Grade Madrasah Tsanawiyah Satu Atap Datok Sulaiman. After collecting the data, the next step was to analyze the data. The data were pretest and post-test results. Data analysis techniques involved several steps described as follows:

1. Scoring the student's correct answer by using the following formula:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Classification of the student's scores based on the following classification:

Table 3.1
Classification of score Class

Correct Answer	score	classification
15	96-100	Excellent
13-14	86-95	Very Good
12	76-85	Good
10-11	66-75	Fairly good
9	56-65	Fair
6-8	36-55	Poor
0-5	0-35	Very poor

(Depdiknas, 2006)

3. Calculating the rate percentage of students' scores by using the following formula:

$$P = \frac{f}{N} \times 100$$

Note:

P = Percentage

F = Frequency

N = Number of samples

4. Looking for the mean score and standard deviation, the researcher used SPSS 22.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research about score and output research in school-based and explains the detail of the pretest and post-test after giving a treatment by using the Intensive Reading technique.

A. Research Findings

In this case, the research looked at the students' pretest and post-test scores and the mean and standard deviation of their pre-test and post-test scores. The data collected from students' pre-and post-tests served as the primary instrument in this research. The pretest was administered before the treatment, and the post-test was administered following the treatment analysis of students' scores before and after the pretest and post-test.

1. Pre-Test

In this section, the researcher displays the total score of students' ability on the pretest, the mean and standard deviation of the student's pretest, and the percentage of students' pretest scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

Table 4.1 The Students' Pretest Scores

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	1	7	Very Poor
2	S2	3	20	Very Poor
3	S3	6	40	Poor
4	S4	6	40	Poor
5	S5	6	40	Poor
6	S6	2	14	Very Poor
7	S7	2	14	Very Poor
8	S8	7	47	Poor
9	S9	5	34	Very Poor
10	S10	5	34	Very Poor
11	S11	6	40	Poor
12	S12	3	20	Very Poor
13	S13	3	20	Very Poor
14	S14	3	20	Very Poor
15	S15	1	7	Very Poor
16	S16	5	34	Very Poor
17	S17	3	20	Very Poor
18	S18	6	40	poor

Table 4.1 displays the students' pre-test scores overall. It was found that the pre-test score showed that twelve students got a very poor score and six students got a poor score. SPSS 22 was used to compute the mean score of the students' ability. The result can be seen on the table descriptive below:

Table 4.2. The mean score of students' in pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	18	7	47	27.28	12.773
Valid N (listwise)	18				

Table 4.2 shows the descriptive statistics of students' Pre-test scores. This table explains that the highest student score was 47 and the lowest was 7. It was also stated that the average student's Pre-test score was 27.28 with a standard deviation of 12.773.

Table 4.3
Rate percentage of students' scoring in pre-test

classification	score	frequency	percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	-	-
Fairly Good	66-75	-	-
fair	56-65	-	-
Poor	36-55	6	33%
Very	0-35	12	67%
Total		18	100%

Table 4.3 it can be seen that students' reading skills before being given treatment. From all of the students, there was **6** students (33%) got a score **Poor** and **12** students (67%) got the score **Very Poor**.

2. Post-Test

In this section, the researcher displays the total score of students' ability on the post-test, the mean and standard deviation of the students' post-test, and the percentage of students' post-test scores. The researcher presented them in tables and used SPSS 22 to calculate the score.

Table 4.4
Scoring of the Students' Reading Test in Post-test

No	Students	Students Correct Answer	Scoring of the Students	Category
1	S1	6	40	Poor
2	S2	8	54	Poor
3	S3	10	67	Fairly good
4	S4	9	60	Fair
5	S5	7	47	Poor
6	S6	8	54	Poor
7	S7	7	47	Poor
8	S8	10	67	Fairly Good
9	S9	10	67	Fairly Good
10	S10	7	47	Poor
11	S11	11	74	Fairly Good
12	S12	7	47	Poor
13	S13	6	40	Poor
14	S14	7	47	Poor
15	S15	7	47	Poor
16	S16	9	60	Fair
17	S17	7	47	Poor
18	S18	13	87	Very Good

Table 4.4 displays the students' Pre-test scores overall. It was found that the Post-test score showed that one student got a very good score, four students got a fairly good score, two students got a fair score, and eleven students got a poor score. SPSS 22 was used to compute the mean score of the students' ability. The result can be seen on the table descriptive below:

Table 4.5
The mean score of students in post-test

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	18	40	87	55.50	12.748
Valid N (listwise)	18				

Table 4.5 shows the descriptive statistics of students' Post-test scores. It can be explained that the highest student score was 87 and the lowest was 40. It was also stated that the average student's Post-test score was 55.50 with a standard deviation of 12.748.

Table 4.6
Rate percentage of students scoring in post-test

classification	score	frequency	percentage
Excellent	96-100	-	-
Very Good	86-95	1	5%
Good	76-85	-	-
Fairly Good	66-75	4	22%
fair	56-65	2	12%
Poor	36-55	11	61%
Very	0-35	-	-
Total		18	100%

Table 4.6 it can be seen that students' reading skills after being given treatment. From all of the students, there was **1** student (5%) got the score **Very Good**, **4** students (22%) got the score **Fairly Good**, **2** students (12%) got the score **Fair**, and **11** students (61%) got the **Poor**. This means that students' reading skills improved after using intensive reading. Looking at the mean score of students' in pre-test and post-test, the researcher calculated it by using SPSS 22. The result was presented in to the table, descriptive statistics as follows:

Table 4.7
The mean score and standard deviation in pre-test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	18	7	47	27.28	12.773
posttest	18	40	87	55.50	12.748
Valid N (listwise)	18				

Table 4.7 Indicates that the Standard Deviation in Pre-Test Was 12.773 and in post-test 2.748. It also shows that the mean score of the students in pre-test were 27.28 and the mean score of the students in post-test were 55.50. The result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using Intensive Reading was effective in teaching reading.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the research used test analysis and calculates it by using SPSS 22. The result could be shown in the table of paired samples statistics, paired z-sample correlations, and paired sample t-test. It presents in the following tables:

Table 4.8
The paired samples statistic of pre-test and post-test

		mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	27.28	18	12.773	3.011
	posttest	55.50	18	12.748	3.005

According to Table 4.8 samples statistics of pre-test and post-test above, the standard deviation in the pre-test is 12.773 and 12.748 in the post-test. Furthermore, the pre-test standard deviation error is 3.011, and the post-test standard deviation error is 3.005. The table above also shows that the mean score in the pre-test is 27.28 and the post-test is 55.50. It concluded that the student's scores improved from 27.28 to 55.50.

Table 4.9
The paired samples correlation of pre-test and post-test

		N	Correlation	Sig.
Pair 1	pretest & Posttest	18	.700	.001

It paired samples Table 4.9. The correlation of the student's ability before and after treatment is 700, according to the pre-test and post-test correlations presented above. There was a significant relationship between students' ability to read descriptive text before and after treatment.

Table 4.10
The pairs sample t-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-28.222	9.885	2.330	-33.138	-23.307	-12.113	17	.000

Table 4.10 shows the correlation of the pre-test and post-test paired samples. The results of the sample t-test detail test showed a significant number between the pre-test and post-test besides the significant value (2-tailed) $p = 0.000, <0.05$. The null hypothesis (H_0) and this study were rejected, and the alternative hypothesis (H_a) was accepted where there was a significant difference between the two tests. The results showed that intensive reading can improve students' reading skills.

B. Discussion

Based on research experiences in learning to read descriptive texts at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo, the researcher found that most students needed help understanding the text. The researcher also found that the students did not have sufficient background knowledge about English because of their lack of interest in learning English. The last problem is the lack of motivation in reading, the cause is due to low curiosity in reading.

The research was conducted to find out the improvement of students' reading skills in descriptive text through intensive reading. The description of the data collected from

students' reading skills is skills in English for details. The sample of this research was students of the second grade Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo with a population of 18 students. Based on the findings of the data analysis, the researcher determined the effectiveness of using intensive reading. The students' mean pre-test score was 27.28 and post-test mean was 55.50. As determined from data analysis, the pre-test standard deviation was 12.773, and the post-test standard deviation was 12.748.

After giving treatment using intensive reading for students, the researcher gave post-test to measure the improvement of intensive reading in reading skills. The researcher found that the students can understand about the text was better than before gave treatment. The process of teaching learning in the classroom showed that the use of intensive reading was effective for teaching in term of reading skills of students. During the process of teaching learning in the classroom, most of the students enjoyed and understand when they applied this technique.

In intensive reading, there were two strategies that is the vocabulary questions and letting students in. in the vocabulary questions there is three step: The first is time limit, by having a specific time limit, the reader is motivated to concentrate fully on the reading task, minimizing distractions and encouraging active engagement with the text. Time limits encourage students to read at a faster pace than when reading casually. This can help develop fluency and reading efficiency over time. Despite reading quickly, students still strive to understand the main ideas and important details of the text. It encourages active comprehension and trains the mind to extract relevant information efficiently. The second is word/phrases, Attentive reading ensures that every word and phrase is fully understood. It involves reading slowly and thoroughly, avoiding haste to understand the content thoroughly.

When students encounter unfamiliar words, it is important to take note of them and look up their meanings through dictionaries or other sources. Understanding the meaning of these words helps to build an accurate understanding of the text. The third consensus of meaning, Discussing and answering questions related to the text can help clarify incomprehension or uncertainty. By comparing answers and discussing various interpretations, students can work towards a common understanding. Students can engage in group discussions to share their insights and opinions about the text. Through active participation and exchange of ideas, students can refine their understanding and reach consensus on the meaning of the text. As well as students can individually or jointly summarize and paraphrase the main points in the text.⁴¹

The research carried out by Nasser Rashidi and Marjan Pira investigated intensive reading on students' vocabulary while Yutthasak Chuenchaichon investigated the effect on students' writing performance. However, the rest of the researchers investigated the intensive reading effect on student's reading comprehension. In conclusion, although those previous research had some differences with the writer's research, they were still considered a supporter of this research. Thus, the researcher proved that intensive reading had a significant effect on students' reading skills.

As for the limitations experienced by researchers, namely: first, time constraints, Intensive reading takes longer because it focuses on in-depth understanding. Sometimes, limited time in the learning schedule becomes an obstacle. Second, the level of difficulty of the text, the text used in intensive reading must match the level of ability of students, but it

⁴¹ Anderson, Neil J.; Cheng, Xiaotang. *Exploring second language reading: Issues and strategies*. Foreign Language Teaching and Research Press, 2004.

is often difficult to find a text that is suitable for all students in diverse classes. Third, student motivation, some students may be less motivated to participate in intensive reading activities because it requires perseverance and high concentration. Monitoring students' progress in intensive reading can be a challenge, especially in measuring their improvement in understanding after applying the technique.

In overcoming these obstacles, it is important that the teacher plans and structures the intensive reading sessions well, selects the appropriate texts and provides the necessary support and motivation to the students. Also, communicate openly with students to find out their feelings and input regarding intensive reading learning.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of this research, it can be concluded that intensive reading is effective to improve the reading skills of eighth-grade students at Madrasah Tsanawiyah Satu Atap Datok Sulaiman Palopo, especially Class VIII C. The mean score pre-test was 27.28 and the mean score of post-test was 55.50. It is proven by the significant value level $0.000 < 0.05$. The intensive reading method encourages students to understand the text carefully and deeply. The focus on detail and analysis helps students understand the nuances, sentence structure, and deeper meaning of the text. Through constant practice, students can develop better reading skills. The ability to recognize vocabulary, understand sentence structure, and identify meaning more thoroughly becomes stronger.

B. SUGGESTION

Based on explanation in previous chapter, the researcher presented a suggestion are:

1. For English Teachers

Using intensive reading in the class means build an interactive environment among students and teacher in discussing and learning. Therefore, it is important for the teacher to make sure that all students are involved in the activity. Furthermore, the teacher can modify some steps in applying intensive reading based on teachers' creativity to create decent activity for the class.

2. For Students

Intensive reading essentially facilitates students to guide them in reading. The vocabulary question section give students opportunities to comprehend text through finding the meaning

of plentiful words. Moreover, the chart of intensive reading assists students to comprehend the main idea as well as the details in the text.

3. For Other Researchers

The result of this research can be used as basic information for further research about intensive reading in teaching reading. As a suggestion, the other researchers are expected to create more proper activity apart from what is already presented in this research. The lack found in this research can be covered through the innovation of the use of intensive reading in another population, sample, or skills.

4. Weakness of Intensive Reading

Intensive reading methods tend to take longer because of the focus on in-depth analysis of the text. This can be a challenge in covering a wider range of material in a limited amount of time. and also it may be less interesting for some students, especially if it is not presented in an interesting way. Despite its shortcomings, the intensive reading method still has an important value in the development of a deep understanding of the text and mastery of more careful reading skills.

5. The latest in this Research

The latest in this research is that the researcher focused on the vocabulary of students by providing a time limit to search for some vocabulary that they want to know the meaning in the descriptive text. The researcher also used only one class in this research to determine whether intensive reading can improve students ' reading skills.

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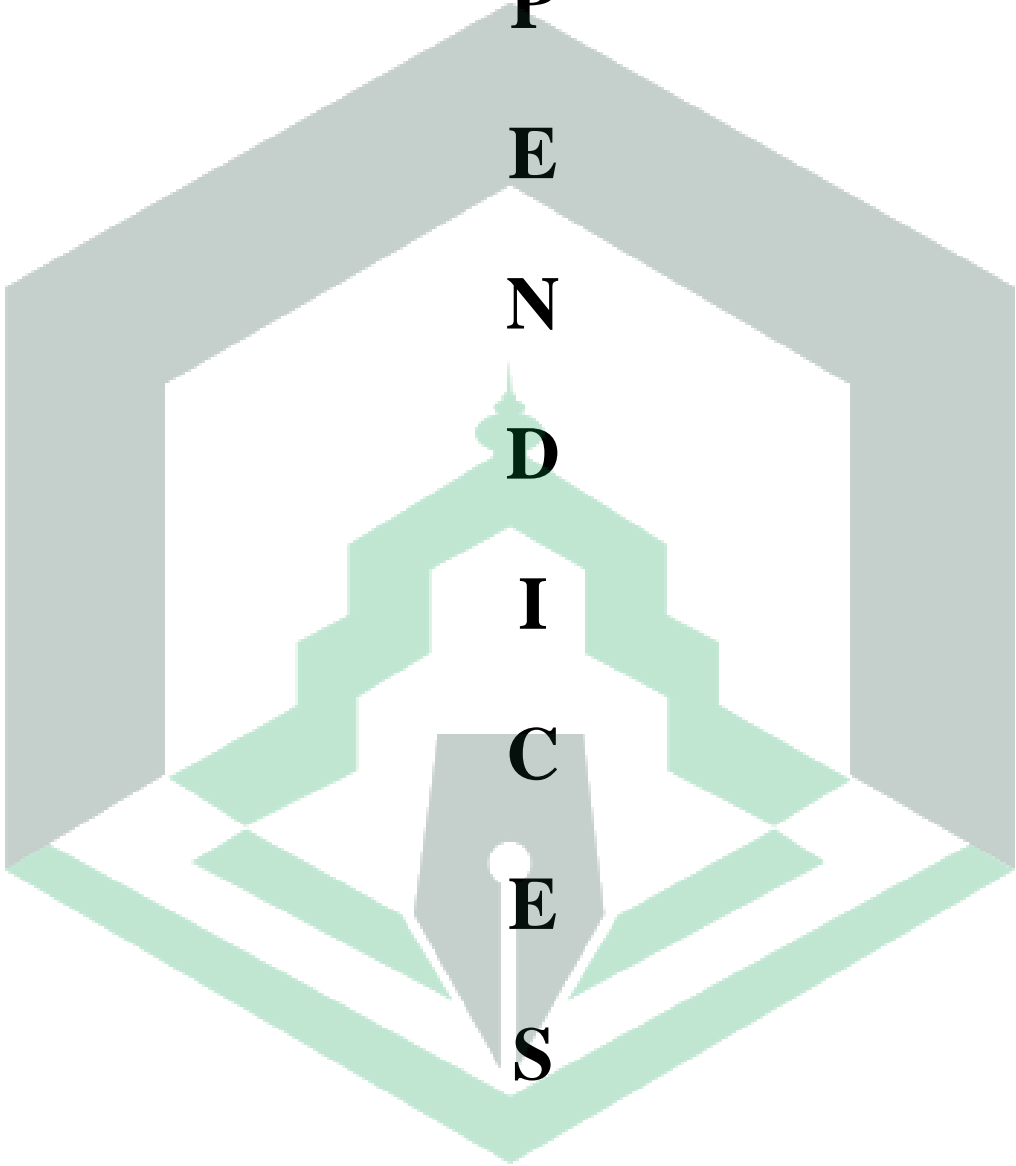
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APPENDIX I

PPP LESSON PLAN AND TEXT

First Meeting

Class/level	8 th Grade of junior high school/Madrasah Tsanawiyah Satu Atap Datok Sulaiman
Meeting	1 (first)
Topic	Descriptive text (president of Indonesia)
Objectives	Students are expected to be able to understand descriptive Text to improve their reading comprehension in english learning
Vocabularies	Name, life, born, skin, colour, hair, work.
Materials	Marker, whiteboard, picture, etc.
Time	60 minutes
Potential problem	Lack of vocabulary, large class, etc.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings T : Assalamu'alaikum warahmatullahi wabarakatuh T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber T: If I say Avengers... you have to say assemble! T: Avengers... SS: Assemble!</p> <p>Lead in - Teacher asks students about what materials to be study</p>	T-SS	5 minutes

<p>Presentation</p> <ul style="list-style-type: none"> - Teacher explains the material about Descriptive text. 	TTT	15 minutes
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Teacher will introduce materials on descriptive texts 2. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 3. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 4. Teacher will only give answers to questions about five or eight words or phrases 5. Teacher creates groups to make students work together to find word meaning 6. Each student writes three to five words in the text that they want to know the meaning. Then the word list that the student created is combined with the word lists of other students and creates a new word list consisting of only five words. 	<p>T-SS SS-SS</p>	<p>30 minutes</p>

<p>After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>7. Teacher will ask students to write words they know the meaning of, words they know the meaning of but are not sure about, and words they want to know into a chart. then let the students engage and ask the vocabulary.</p>		
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Produce : Production activities give the student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - Teacher repeats the material and checks understanding - Teacher provides input and conclusions 	T-SS	10 minutes

Teks deskriptif tentang presiden Indonesia

President of Indonesia



Mr. Joko Widodo, also known as Jokowi, is an Indonesian politician and executive who served as president of Indonesia from 2014 to the present. Born on June 21, 1961, in the city of Surakarta, Central Java, Jokowi is a well-known and respected figure in Indonesia.

Before entering politics, Jokowi began his career as a small businessman in the furniture sector and also as mayor of the city of Solo, Central Java, in 2005. His success in leading the city of Solo made him known as a progressive mayor and has a sensitivity to social issues. His achievements in Solo brought him to the national stage, and in 2012, he was elected governor of Jakarta.

After successfully becoming governor, Jokowi decided to run in the presidential election in 2014, and he managed to win the election with the support of the majority of the Indonesian people. One of Jokowi's main commitments during his tenure was to improve infrastructure in Indonesia and boost the people's economy.

During his leadership, Jokowi has implemented various programs and policies aimed at addressing various challenges in Indonesia. He focused on building infrastructure, such as toll roads, ports, and airports, to improve connectivity and support economic growth. Jokowi also prioritized development in remote areas and marginalized areas, with the aim of improving the equitable distribution of development throughout the country.

PPP LESSON PLAN

Second Meeting

Class/level	8 th grade of junior high school/ Madrasah Tsanawiyah Satu Atap Datok Sulaiman
Meeting	2 (second)
Topic	Descriptive text (pancasila palopo field)
Objectives	Students are expected to be able to understand descriptive tests to improve their reading comprehension in english learning
Vocabularies	City, room, field, building, area, and etc.
Materials	Marker, whiteboard, picture, etc.
Time	60 minutes
Potential problem	Lack of vocabulary, large class, etc.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber</p> <p>T: If I say Hocus focus... you have to say everybody focus! T: Hocus focus ... SS: everybody focus!</p>	T-SS	5 minutes

<p>Lead in</p> <ul style="list-style-type: none"> - Teacher asks students about what materials to be study 		
<p>Presentation</p> <ul style="list-style-type: none"> - Teacher explains the material about Descriptive text. 	TTT	15 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Teacher will introduce materials on descriptive texts 2. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 3. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 4. Teacher will only give answers to questions about five or eight words or phrases 5. Teacher creates groups to make students work together to find word meaning 6. Each student writes three to five words in the text that they want to know the meaning. Then the 	<p>T-SS SS-SS</p>	<p>30 minutes</p>

<p>word list that the student created is combined with the word lists of other students and creates a new word list consisting of only five words. After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>7. Teacher will ask students to write words they know the meaning of, words they know the meaning of but are not sure about, and words they want to know into a chart. then let the students engage and ask the vocabulary.</p>		
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Produce : Production activities give the student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - Teacher repeats the material and checks understanding - Teacher provides input and conclusions 	T-SS	10 minutes

Teks Deskriptif tentang Pancasila Palopo Field

Pancasila Field



Palopo Pancasila field is an open field located in the city of Palopo, South Sulawesi, Indonesia. The Square has a large area and is the center of social, cultural, and sporting activities in the city.

Pancasila Palopo Square is well-designed and has a beautiful landscape. Green gardens adorn the surrounding grounds, providing a fresh and comfortable atmosphere for its visitors. Neat green grass covers the entire field, creating an ideal place for activity.

The field is also equipped with various facilities that support various activities. There are spacious and organized spectator stands, allowing many people to watch sports matches or other events. Lighting lamps installed around the field allow nighttime activities, so the field is often used for new year's Eve celebrations, music concerts, and various other major events.

In addition, Pancasila Palopo Square is also often the venue for official ceremonies, such as Independence Day commemorations, new student admissions events, and cultural parades. With the vast field, all participants and spectators can follow the event comfortably.

PPP LESSON PLAN

Thirth Meeting

Class/level	8 th grade of junior high school/ Madrasah Tsanawiyah Satu Atap Datok Sulaiman
Meeting	3 (thirth)
Topic	Descriptive text (phone)
Objectives	Students are expected to be able to understand descriptive tests to improve their reading comprehension in english learning
Vocabularies	Phone, camera, network, buttons, screen, keypad, etc.
Materials	Marker, whiteboard, picture, etc.
Time	60 minutes
Potential problem	Lack of vocabulary, large class, etc.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber</p> <p>T: If I say Hello... you have to say kring kring kring!</p> <p>T: Hello...</p> <p>SS: Kring kring kring!</p> <p>Lead in</p> <ul style="list-style-type: none"> - Teacher asks students about what materials to be study 	T-SS	5 minutes

<p>Presentation</p> <ul style="list-style-type: none"> - Teacher explains the material about Descriptive text. 	TTT	15 minutes
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Teacher will introduce materials on descriptive texts 2. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 3. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 4. Teacher will only give answers to questions about five or eight words or phrases 5. Teacher creates groups to make students work together to find word meaning 6. Each student writes three to five words in the text that they want to know the meaning. Then the word list that the student created is combined with the word lists of other students and creates a new word list consisting of only five words. 	<p>T-SS SS-SS</p>	<p>30 minutes</p>

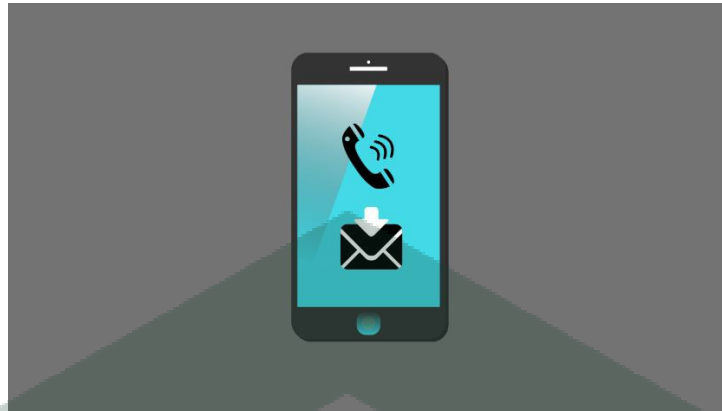
<p>After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>7. Teacher will ask students to write words they know the meaning of, words they know the meaning of but are not sure about, and words they want to know into a chart. then let the students engage and ask the vocabulary.</p>		
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Produce : Production activities give the student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - Teacher repeats the material and checks understanding - Teacher provides input and conclusions 	T-SS	10 minutes

Teks Deskriptif tentang Phone

PHONE



A telephone is an electronic device used to communicate with another person over a distance. In its most general form, a telephone consists of a piece of hardware that has a touch screen, buttons, and other features that allow the user to make voice calls and send text messages.

Modern telephony has undergone rapid development in recent decades. They are not only used to communicate voice, but also provide various additional features. The phone can now connect with the internet via a cellular network or Wi-Fi, thus allowing access to various online applications and services.

Features on current phones include an advanced camera, allowing users to take photos and record videos with high quality. In addition, the phone is also equipped with a music player, video player, and other applications that allow users to access entertainment anywhere.

With the development of touch screen technology, the phone is also equipped with a large and high-quality screen, providing a stunning visual experience. Such screens allow users to easily navigate the user interface, explore applications, and clearly view multimedia content.

PPP LESSON PLAN

fourth Meeting

Class/level	8 th grade of junior high school/ Madrasah Tsanawiyah Satu Atap Datok Sulaiman
Meeting	4 (fourth)
Topic	Descriptive text (junk food)
Objectives	Students are expected to be able to understand descriptive tests to improve their reading comprehension in english learning
Vocabularies	Sweeteners, salt, fat, flavorings, preservatives, noodles, sugar, calories, etc.
Materials	Marker, whiteboard, picture, etc.
Time	60 minutes
Potential problem	Lack of vocabulary, large class, etc.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber</p> <p>T: If I say Hocus focus... you have to say everybody focus! T: Hocus focus ... SS: everybody focus!</p> <p>Lead in</p> <p>- Teacher asks students about what materials to be</p>	T-SS	5 minutes

study		
Presentation - Teacher explains the material about Descriptive text.	TTT	15 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Teacher will introduce materials on descriptive texts 2. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 3. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 4. Teacher will only give answers to questions about five or eight words or phrases 5. Teacher creates groups to make students work together to find word meaning 6. Each student writes three to five words in the text that they want to know the meaning. Then the	 T-SS SS-SS	 30 minutes

<p>word list that the student created is combined with the word lists of other students and creates a new word list consisting of only five words. After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>7. Teacher will ask students to write words they know the meaning of, words they know the meaning of but are not sure about, and words they want to know into a chart. then let the students engage and ask the vocabulary.</p>		
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Produce : Production activities give the student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - Teacher repeats the material and checks understanding - Teacher provides input and conclusions 	T-SS	10 minutes

Teks deskriptif tentang Junk Food

Junk Food



Junk food, also known as fast food or unhealthy food, refers to a type of food that is low in nutrients and high in calories. Junk food tends to be high in saturated fat, sugar, salt, and high calorie content, while low in fiber, vitamins, minerals, and other essential nutrients.

Junk food often takes the form of processed ready meals, such as hamburgers, pizza, french fries, chicken nuggets, chips, soda, and candy. These foods are usually easy to get, quick to serve, and have an interesting taste.

One of the main characteristics of junk food is its low nutrient content. These foods tend to contain little fiber, vitamins, and minerals, but have excessive amounts of saturated fat, added sugar, and salt. Regular consumption of junk food can lead to health problems, such as obesity, Type 2 diabetes, heart disease, high blood pressure, and digestive problems.

Junk foods also tend to be low in fiber content, which is important for healthy digestion and maintaining satiety for longer. Excessive consumption of these foods can also interfere with an overall healthy diet, replacing healthier foods such as fruits, vegetables, whole grains, and vegetable proteins.

PPP LESSON PLAN

Fifth Meeting

Class/level	8 th grade of junior high school/ Madrasah Tsanawiyah Satu Atap Datok Sulaiman
Meeting	5 (fifth)
Topic	Descriptive text (cat)
Objectives	Students are expected to be able to understand descriptive tests to improve their reading comprehension in english learning
Vocabularies	City, room, field, building, area, and etc.
Materials	Marker, whiteboard, picture, etc.
Time	60 minutes
Potential problem	Lack of vocabulary, large class, etc.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber</p> <p>T: If I say Hocus focus... you have to say everybody focus!</p> <p>T: Hocus focus ...</p> <p>SS: everybody focus!</p> <p>Lead in</p> <ul style="list-style-type: none"> - Teacher asks students about what materials to be study 	T-SS	5 minutes

<p>Presentation</p> <ul style="list-style-type: none"> - Teacher explains the material about Descriptive text. 	TTT	15 minutes
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Teacher will introduce materials on descriptive texts 2. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 3. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 4. Teacher will only give answers to questions about five or eight words or phrases 5. Teacher creates groups to make students work together to find word meaning 6. Each student writes three to five words in the text that they want to know the meaning. Then the word list that the student created is combined with the word lists of other students and creates a new word list consisting of only five words. 	<p>T-SS SS-SS</p>	<p>30 minutes</p>

<p>After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>7. Teacher will ask students to write words they know the meaning of, words they know the meaning of but are not sure about, and words they want to know into a chart. then let the students engage and ask the vocabulary.</p>		
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Produce : Production activities give the student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - Teacher repeats the material and checks understanding - Teacher provides input and conclusions 	T-SS	10 minutes

Teks Deskriptif tentang Cat

Cat



Cats are popular pets all over the world. They are small mammals that belong to the Felidae family and are one of the species that have been domesticated by humans for thousands of years. Cats have distinctive features, such as a flexible body, claws that can be pulled in, sharp ears, and soft fur.

Cats come in a variety of breeds, sizes, and color patterns. Popular cat breeds include Persian, Siamese, Maine Coon, Ragdoll, Bengal, and more. Each breed has unique characteristics, both in appearance and in nature.

One of the interesting aspects of cats is their different personalities. Cats are generally known as independent, intelligent and curious animals. They can be fun companions and provide entertainment with their behavior. Cats also tend to be independent, but can also be very close to their owners and show affection and affection.

Cats are agile and good at moving. They have sharp reflexes, high jumping ability and incredible agility. Cats are also known to be good hunters and often show hunting instincts when playing with toys or chasing small animals.

PPP LESSON PLAN

Sixth Meeting

Class/level	8 th grade of junior high school/ Madrasah Tsanawiyah Satu Atap Datok Sulaiman
Meeting	6 (sixth)
Topic	Descriptive text (school)
Objectives	Students are expected to be able to understand descriptive tests to improve their reading comprehension in english learning
Vocabularies	City, room, field, building, area, and etc.
Materials	Marker, whiteboard, picture, etc.
Time	60 minutes
Potential problem	Lack of vocabulary, large class, etc.

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
<p>Greetings</p> <p>T : Assalamu'alaikum warahmatullahi wabarakatuh</p> <p>T: Good Morning! How are you today? before we study let's pray together</p> <p>Attention grabber</p> <p>T: If I say Hocus focus... you have to say everybody focus!</p> <p>T: Hocus focus ...</p> <p>SS: everybody focus!</p> <p>Lead in</p> <ul style="list-style-type: none"> - Teacher asks students about what materials to be study 	T-SS	5 minutes

<p>Presentation</p> <ul style="list-style-type: none"> - Teacher explains the material about Descriptive text. 	<p>TTT</p>	<p>15 minutes</p>
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Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ol style="list-style-type: none"> 1. Teacher will introduce materials on descriptive texts 2. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 3. Teacher provides time limits for students to search for vocabulary that needs to use a dictionary or ask the meaning to the teacher 4. Teacher will only give answers to questions about five or eight words or phrases 5. Teacher creates groups to make students work together to find word meaning 6. Each student writes three to five words in the text that they want to know the meaning. Then the word list that the student created is combined with the word lists of other students and creates a new word list consisting of only five words. 	<p>T-SS SS-SS</p>	<p>30 minutes</p>

<p>After that students can look up the meaning in the dictionary or the teacher can help answer the meaning of the words that have been selected</p> <p>7. Teacher will ask students to write words they know the meaning of, words they know the meaning of but are not sure about, and words they want to know into a chart. then let the students engage and ask the vocabulary.</p>		
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Produce : Production activities give the student opportunity to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - Teacher repeats the material and checks understanding - Teacher provides input and conclusions 	T-SS	10 minutes

Teks Deskriptif tentang School

School



A school is an educational institution that has an important role in providing a learning environment and developing the potential of students. In general, a school is a place where students get the formal education and knowledge necessary to face their lives and future.

At school, students are involved in the teaching and learning process guided by teachers. They study various subjects such as mathematics, science, languages, history, and art, among others. In addition, schools also help develop students' social skills, creativity, discipline, and responsibility.

Schools have various levels, ranging from early childhood education, such as kindergarten, to higher education such as colleges and universities. Each school level has a curriculum and teaching methods that match the development and needs of students at that stage.

The school environment usually consists of classrooms, libraries, laboratories, sports areas, and other facilities. These facilities support students' learning process and provide a place for extracurricular activities such as sports, arts,

APPENDIX II

Soal pretest dan post test

Pre-Text

Name :

Class :

Parangtritis Beach

One of the mainstays of Yogyakarta city tourism is Parangtritis Beach. Parangtritis Beach is in kretek District, Bantul, Special Region of Yogyakarta. This beach is located about 27 km south of Yogyakarta.

The view of Parangtritis Beach is very charming. On the left, a very high cliff is visible, on the right, we can see a large rock that seems to be ready to keep the onslaught of the waves that come at any time. The beach is clean with white bubbles graded Gray and green combination is beautiful.

The beauty of the beach feels perfect in the afternoon. In the afternoon, we can see the sunset, a very special moment. A truly mesmerizing painting of nature. The golden red tinge in the sky with the sheen of the beach water that is drawn by the afternoon sun is a stunning sight. A sense of warmth mingled with the soft breeze of the afternoon, enveloping the whole body. As if bewitched we watched the sun slowly as if into the expanse of seawater.

The number of tourists who always visit Parangtritis Beach makes this beach never empty of visitors. At Parangtritis Beach, we can watch the crowd of children playing in the sand. Old Young enjoying a fresh breath of sea breeze. We can also ride a horse or carriage that can take us to a very beautiful coral sea area.

Source : <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

1. The purpose of the text description of Parangtritis nan Indah is...
 - a. Provide detailed information about Parangtritis Beach.
 - b. Presenting the beauty of Parangtritis Beach.
 - c. Describe the beauty of Parangtritis Beach.**
 - d. Detailing the beauty of Parangtritis Beach.
2. The above description text object is...
 - a. Yogya city tour
 - b. Parangtritis Beach**
 - c. The Beauty Of The Beach
 - d. Parangtritis Visitors
3. Details object text description Parangtritis nan beautiful beach is....

- a. The physical beauty of the beach, the beauty of the afternoon (sunset), the atmosphere of people's activities on the beach.
 - b. The location of Parangtritis Beach, the beauty of Parangtritis beach, and activities at Parangtritis Beach.**
 - c. The beauty of Parangtritis Beach and parangtritis place.
 - d. The beauty of Parangtritis Beach and the activities of people on the beach
4. The feeling of the reader to the text description of the beautiful Parangtritis Beach is....
- a. The beauty of Parangtritis Beach
 - b. Admiration and pride
 - c. Enchanted beauty of Parangtritis Beach**
 - d. Proud of the beauty of Parangtritis.
5. Specify the contents of the second paragraph in the description text of the beautiful Parangtritis Beach above!
- a. Park Parangtritis Beach.
 - b. The beauty of Parangtritis Beach in the afternoon
 - c. The charm of Parangtritis beach flanked by cliffs and corals**
 - d. Many tourists are fascinated by Parangtritis Beach

6. Text one

The colossal dance Drama "Ariah " was staged in the Monas area. This colossal dance performance is in the framework of the 386th anniversary of the city of Jakarta. The Musical Drama "Ariah" is taken from the Betawi story. "Ariah," tells The Story of a young Betawi female fighter who is full of spirit and has dignity. Atilah Soeryadjaya initiated and became the director of this Betawi folklore. In addition, the versatile artist also wrote the script and at the same time wrote the lyrics for the staging. From start to finish, this show was amazing.

Text two

Tongkonan is the traditional home of the Toraja people. Tongkonan comes from the word tongkon which means to sit together. Toraja people have this traditional house in the mountains bordering Enrekang Regency, South Sulawesi. This traditional house is one of the icons of the Toraja tribe in addition to the funeral ceremony. Toraja is famous for its unique and beautiful traditional houses. Because of its interesting architecture, Tongkonan has later named a Toraja traditional house.

Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The exact statement of contents in the two excerpts of the description text is...

- a. Text one describes the beauty of the colossal dance and text Two describes the Toraja tribe.
- b. Text one describes the beauty of the colossal Ariah dance and text Two describes the Toraja tribe.

- c. **Text one describes the beauty of the colossal Aria dance and text Two describes the Tongkonan traditional house.**
- d. Text one describes the beauty of colossal dance and text Two describes tongkonan

7. Cave relics of Japanese colonization were not maintained. A lot of graffiti on the walls of the cave interferes with the view. The entrance to the cave is overgrown with a lot of grass and weeds. Sampanh-garbage is scattered at the bottom of the cave. Apparently, the local government is less concerned about these historical objects.

Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The paragraph is included in ...

- a. Description of people
- b. Time description
- c. **Place description**
- d. Objective description

8. My father's name is Abu Salman. Dad is of medium build, about 45 years old. Her hair is grayish-white. Dad's face is typical of Batak with a strong jaw and a sharp but rather big nose. The eyes are sharply black with thick eyebrows.

Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The object described in the text is...

- a. father's origin
- b. father's example
- c. father nature
- d. **physical characteristics of the father**

9. Tongkona is the traditional home of the Toraja people. Tongkonan comes from the word Tongkon which means 'sitting together'. Toraja tribe who have this traditional house is in the mountains bordering Enrekang regency, South Sulawesi.

Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The object described is...

- a. **traditional house**
- b. Toraja society
- c. the Toraja tribe
- d. Enrekang Regency

Read the text to answer questions 10 to 13.

I have a close Friend. She is beautiful, attractive, and trendy. She always wants to be a trendsetter of the day. She always pays attention to her appearance. Recently, she bought a new stylist's foot legs from Blowfish shoe products. These shoes really match her. Her

new blowfish women's shoes are wonderful. When she is walking in those shoes, all her friends, including me watch and admire that she has the most suitable shoes for her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has a perfect appearance. She is really mad about those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choices. Ballet, casual, and boot athletic shoes are designed in an attractive way. The products are international trade mark and become the hottest trend.

Source : <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

10. The writer's friend has just bought ... from Blowfish shoe products.
 - a. A new match shoe
 - b. a new stylist foot legs**
 - c. a trendy and attractive shoe
 - d. a brand and bright color shoes

11. Why does the writer admire her friend?
 - a. She likes wearing international trademark shoes.
 - b. She always wants to be a trendy and attractive woman.
 - c. She has the most suitable shoes for her physical appearance.
 - d. She really has a perfect appearance with her wonderful shoes.**

12. The author writes texts for ...
 - a. Describe her friend's style and her new shoes.**
 - b. Explain an international trademark of shoes.
 - c. share her experience with her friend.
 - d. Tellblowfish shoe products.

13. "She really has a perfect appearance." The word "she" refers to ...
 - a. the writer.
 - b. a close friend.
 - c. the writer's friend.**
 - d. A blowfish women's shoes

Read the text to answer questions 14 to 15.

Angkor Wat was faced a Hindu temple, a man of Buddhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelfth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, the frame of the Devis in Hindu mythology within the mouth, and has an outer

wall that is 3 to 7 km long. It has three rectangular galleries which race about the neck. At the center of the temple stands Queen Cap of Tower.

Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text.html>

14. What is the monolog about?
- a. Buddhist mythology.
 - b. Cambodia.
 - c. Khmer Empire.
 - d. Angkor Wat.**
15. In the twelveth century which Empire was strong enough to build the biggest temple of the world?
- a. Old Empire.
 - b. Yosadapura Empire.
 - c. Khmer Empire**
 - d. The King Empire.



Post-Test

Name:

Class:

1. Probolinggo Regency government offers Mount Bromo eruption tour packages. This offer aims to increase tourist visits while providing assurance that a mountain as high as 2,329 MASL is safe to visit, despite the alert status. Tourists can enjoy the exotic view of Mount Bromo from afar. This tour package offer includes activities to enjoy the harvest and the beauty of the sunrise.

Source: <https://www.wartabahasa.com/2017/11/contoh-soal-teks-deskripsi-kelas-vii.html>

The text discusses...

- a. The Beauty Of Mount Bromo.
- b. Mount Bromo eruption tour package offer.**
- c. Increased tourist visits.
- d. Exotic view of Mount Bromo.

The following text is for questions number 2 to 3 .

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the Orient and, at the same time, an unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention, and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

For more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

2. For how many people the meeting facilities are up to?
 - a. 5000 people.
 - b. 4000 people.
 - c. 2000 people.**
 - d. 1000 people.

3. The text mainly focuses on...
 - a. Bangkok's granduer.
 - b. Bangkok's "River Kings."
 - c. The water of the Chao Praya.
 - d. **Shangri-La Bangkok.**

The following text is for questions number 4 to 6.

Boyolali Regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The color and shape are made in such a way as to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

Source: www.jagoanbahasainggris.com

4. " ... they are seeking in Boyolali" (paragraph 3)
What does the underlined word refer to?
 - a. People from out town
 - b. **Places in Boyolali.**
 - c. Cow statues.
 - d. Real cows.
5. What is the main idea of the last paragraph?
 - a. **The statues help people to find places easily.**
 - b. The statues decorate the town beautifully.
 - c. The cow can get their way easily around the town.
 - d. The people from out of town easily find the statues.
6. The text mainly tells us about
 - a. the color of the statues
 - b. **cow statues in Boyolali**
 - c. a town called Boyolali
 - d. how to raise cows

The following text is for questions number 7 to 9.

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. You will need a lot of energy to reach my village because it is exhausting. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid for by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in

Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

Source: www.jagoanbahasainggris.com

7. What makes Amed different from other places in Bali?
- Amed is a place for scuba diving.
 - It needs a lot of energy to get there.
 - Amed is a calm and peaceful place.**
 - Amed has many star-rated hotels.
8. Where can people enjoy the beautiful scenery in Amed?
- From the top of the hill.**
 - From the top of the factory.
 - From the beach of the village.
 - From the roads of the village.
9. "... Because it is an exhausting trip." (paragraph 1)
The underlined word has a similar meaning to....
- Tiring**
 - Exciting
 - Confusing
 - Challenging

The following text is for questions number 10 to 13 .

Rose is a plant with enchanting flowers from the genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and size, making it one of the popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrance. Some species are used for commercial perfumery while others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

Source: <https://englishclas.com/latihan-soal-descriptive-text/>

- 10 . What does the text tell about?
- Gardening
 - Rose species**
 - Flowers
 - How to grow rose plant

11. This statement is correct, except
- a. Rose has more than 100 species
 - b. Rose is native to Asia
 - c. Rose can be used for ornamental plants
 - d. Rose only has one variant of shape and size**
12. It is typically grown ... (paragraph 2). The word “it” refers to
- a. Asia
 - b. Beauty
 - c. Rose species**
 - d. Medicine
13. Based on the text, which statement is true?
- a. Rose has a minor benefit for medicinal uses**
 - b. People grow roses only for beauty
 - c. Rose is not a popular flowering plant
 - d. North America is not a native to rose species

The following text is for questions number 14 to 15.

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world’s most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D’Louvre, one of the world’s largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is another favorite place to visit.

Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

14. What is the monologue about?
- a. **Paris**
 - b. The Louvre
 - c. Notre Dame
 - d. The crowded city
15. What has become the symbol of Paris?
- a. The Louvre
 - b. The Cathedral
 - c. The Eiffel Tower**
 - d. The lovely garden

APPENDIX III

Pre-Test and Post-Test

Pre-Text

Name : *Dewa*
Class : *VIII.C*
Parangtritis Beach

One of the mainstays of Yogyakarta city tourism is Parangtritis Beach. Parangtritis Beach is in kretek District, Bantul, Special Region of Yogyakarta. This beach is located about 27 km south of Yogyakarta.

The view of Parangtritis Beach is very charming. On the left, a very high cliff is visible, on the right, we can see a large rock that seems to be ready to keep the onslaught of the waves that come at any time. The beach is clean with white bubbles graded Gray and green combination is beautiful.

The beauty of the beach feels perfect in the afternoon. In the afternoon, we can see the sunset, a very special moment. A truly mesmerizing painting of nature. The golden red tinge in the sky with the sheen of the beach water that is drawn by the afternoon sun is a stunning sight. A sense of warmth mingled with the soft breeze of the afternoon, enveloping the whole body. As if bewitched we watched the sun slowly as if into the expanse of seawater.

The number of tourists who always visit Parangtritis Beach makes this beach never empty of visitors. At Parangtritis Beach, we can watch the crowd of children playing in the sand. Old Young enjoying a fresh breath of sea breeze. We can also ride a horse or carriage that can take us to a very beautiful coral sea area.

Source : <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

1. The purpose of the text description of Parangtritis nan Indah is...

- a. Provide detailed information about Parangtritis Beach.
- b. Presenting the beauty of Parangtritis Beach.
- c. Describe the beauty of Parangtritis Beach.
- d. Detailing the beauty of Parangtritis Beach.

2. The above description text object is...

- a. Yogya city tour
- b. Parangtritis Beach
- c. The Beauty Of The Beach
- d. Parangtritis Visitors

3. Details object text description Parangtritis nan beautiful beach is...

- a. The physical beauty of the beach, the beauty of the afternoon (sunset), the atmosphere of people's activities on the beach.
- b. The location of Parangtritis Beach, the beauty of Parangtritis beach, and activities at Parangtritis Beach.

- c. The beauty of Parangtritis Beach and parangtritis place.
d. The beauty of Parangtritis Beach and the activities of people on the beach
- ✗ 4. The feeling of the reader to the text description of the beautiful Parangtritis Beach is....
✗ a. The beauty of Parangtritis Beach
b. Admiration and pride
c. Enchanted beauty of Parangtritis Beach
d. Proud of the beauty of Parangtritis.
- ✗ 5. Specify the contents of the second paragraph in the description text of the beautiful Parangtritis Beach above!
✗ a. Park Parangtritis Beach.
b. The beauty of Parangtritis Beach in the afternoon
c. The charm of Parangtritis beach flanked by cliffs and corals
d. Many tourists are fascinated by Parangtritis Beach
- ✗ 6. Text one
The colossal dance Drama "Ariah " was staged in the Monas area. This colossal dance performance is in the framework of the 386th anniversary of the city of Jakarta. The Musical Drama "Ariah" is taken from the Betawi story. "Ariah," tells The Story of a young Betawi female fighter who is full of spirit and has dignity. Atilah Soeryadjaya initiated and became the director of this Betawi folklore. In addition, the versatile artist also wrote the script and at the same time wrote the lyrics for the staging. From start to finish, this show was amazing.
- Text two
Tongkonan is the traditional home of the Toraja people. Tongkonan comes from the word tongkon which means to sit together. Toraja people have this traditional house in the mountains bordering Enrekang Regency, South Sulawesi. This traditional house is one of the icons of the Toraja tribe in addition to the funeral ceremony. Toraja is famous for its unique and beautiful traditional houses. Because of its interesting architecture, Tongkonan has later named a Toraja traditional house.
Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>
- The exact statement of contents in the two excerpts of the description text is...
a. Text one describes the beauty of the colossal dance and text Two describes the Toraja tribe.
✗ b. Text one describes the beauty of the colossal Ariah dance and text Two describes the Toraja tribe.
c. Text one describes the beauty of the colossal Ariah dance and text Two describes the Tongkonan traditional house.
d. Text one describes the beauty of colossal dance and text Two describes tongkonan

- ✗ 7. Cave relics of Japanese colonization were not maintained. A lot of graffiti on the walls of the cave interferes with the view. The entrance to the cave is overgrown with a lot of grass and weeds. Sampanh-garbage is scattered at the bottom of the cave. Apparently, the local government is less concerned about these historical objects.
Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The paragraph is included in ...

- a. Description of people
- b. Time description
- c. Place description
- d. Objective description

- ✗ 8. My father's name is Abu Salman. Dad is of medium build, about 45 years old. Her hair is grayish-white. Dad's face is typical of Batak with a strong jaw and a sharp but rather big nose. The eyes are sharply black with thick eyebrows.
Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The object described in the text is...

- a. father's origin
- b. father's example
- ✗ c. father nature
- d. physical characteristics of the father

- ✗ 9. Tongkona is the traditional home of the Toraja people. Tongkonan comes from the word Tongkon which means 'sitting together'. Toraja tribe who have this traditional house is in the mountains bordering Enrekang regency, South Sulawesi.
Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The object described is...

- a. traditional house
- ✗ b. Toraja society
- c. the Toraja tribe
- d. Enrekang Regency

Read the text to answer questions 10 to 13.

I have a close friend. She is beautiful, attractive, and trendy. She always wants to be a trendsetter of the day. She always pays attention to her appearance. Recently, she bought a new stylist's foot legs from Blowfish shoe products. These shoes really match her. Her new blowfish women's shoes are wonderful. When she is walking in those shoes, all her friends, including me watch and admire that she has the most suitable shoes for her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has a perfect appearance. She is really mad about those shoes. She

said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choices. Ballet, casual, and boot athletic shoes are designed in an attractive way. The products are international trade mark and become the hottest trend.

Source : <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

10. The writer's friend has just bought ... from Blowfish shoe products.
- a. A new match shoe
 - b. a new stylist foot legs
 - c. a trendy and attractive shoe
 - d. a brand and bright color shoes
11. Why does the writer admire her friend?
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 - b. She always wants to be a trendy and attractive woman.
 - c. She has the most suitable shoes for her physical appearance.
 - d. She really has a perfect appearance with her wonderful shoes.
12. The author writes texts for ...
- a. Describe her friend's style and her new shoes.
 - b. Explain an international trademark of shoes.
 - c. share her experience with her friend.
 - d. Tellblowfish shoe products.
13. "She really has a perfect appearance." The word "she" refers to ...
- a. the writer.
 - b. a close friend.
 - c. the writer's friend.
 - d. A blowfish women's shoes.

Read the text to answer questions 14 to 15.

Angkor Wat was faced a Hindu temple, a man of Budhist temple completed in Cambodia. It is the largest religious monument in the world. The temple was built by the Khmer King, Suryawarman II in the early twelveth century in Yosadapura, the capital of the Khmer Empire as this temple of eventual moslem. It is dedicated to Wisnu. It is designed to represent Khmer Meru, the frame of the Devis in Hindu mythology within the mouth, and has an outer wall that is 3 to 7 km long. It has three rectangular galleries which race about the neck. At the center of the temple stands Queen Cap of Tower.

Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text.html>

14. What is the monolog about?
a. Buddhist mythology.
b. Cambodia.
 c. Khmer Empire.
d. Angkor Wat.
15. In the twelveth century which Empire was strong enough to build the biggest temple of the world?
a. Old Empire.
b. Yosadapura Empire.
c. Khmer Empire
 d. The King Empire.

Pre-Text

Name : **BEBY MARSYA PRATIWI**

Class : **VIII C**

Parangtritis Beach

One of the mainstays of Yogyakarta city tourism is Parangtritis Beach. Parangtritis Beach is in kretek District, Bantul, Special Region of Yogyakarta. This beach is located about 27 km south of Yogyakarta.

The view of Parangtritis Beach is very charming. On the left, a very high cliff is visible, on the right, we can see a large rock that seems to be ready to keep the onslaught of the waves that come at any time. The beach is clean with white bubbles graded Gray and green combination is beautiful.

The beauty of the beach feels perfect in the afternoon. In the afternoon, we can see the sunset, a very special moment. A truly mesmerizing painting of nature. The golden red tinge in the sky with the sheen of the beach water that is drawn by the afternoon sun is a stunning sight. A sense of warmth mingled with the soft breeze of the afternoon, enveloping the whole body. As if bewitched we watched the sun slowly as if into the expanse of seawater.

The number of tourists who always visit Parangtritis Beach makes this beach never empty of visitors. At Parangtritis Beach, we can watch the crowd of children playing in the sand. Old Young enjoying a fresh breath of sea breeze. We can also ride a horse or carriage that can take us to a very beautiful coral sea area.

Source : <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

- ✕ 1. The purpose of the text description of Parangtritis nan Indah is...
- Provide detailed information about Parangtritis Beach.
 - Presenting the beauty of Parangtritis Beach.
 - Describe the beauty of Parangtritis Beach.
 - Detailing the beauty of Parangtritis Beach.
- ✕ 2. The above description text object is...
- Yogya city tour
 - Parangtritis Beach
 - The Beauty Of The Beach
 - Parangtritis Visitors
- ✕ 3. Details object text description Parangtritis nan beautiful beach is....
- The physical beauty of the beach, the beauty of the afternoon (sunset), the atmosphere of people's activities on the beach.
 - The location of Parangtritis Beach, the beauty of Parangtritis beach, and activities at Parangtritis Beach.

- c. The beauty of Parangtritis Beach and parangtritis place.
- d. The beauty of Parangtritis Beach and the activities of people on the beach

- ✕ 4. The feeling of the reader to the text description of the beautiful Parangtritis Beach is....
- a. The beauty of Parangtritis Beach
 - b. Admiration and pride
 - c. Enchanted beauty of Parangtritis Beach
 - d. Proud of the beauty of Parangtritis.

- ✕ 5. Specify the contents of the second paragraph in the description text of the beautiful Parangtritis Beach above!
- a. Park Parangtritis Beach.
 - b. The beauty of Parangtritis Beach in the afternoon
 - c. The charm of Parangtritis beach flanked by cliffs and corals
 - d. Many tourists are fascinated by Parangtritis Beach

- ✕ 6. Text one

The colossal dance Drama "Ariah " was staged in the Monas area. This colossal dance performance is in the framework of the 386th anniversary of the city of Jakarta. The Musical Drama "Ariah" is taken from the Betawi story. "Ariah," tells The Story of a young Betawi female fighter who is full of spirit and has dignity. Atilah Soeryadjaya initiated and became the director of this Betawi folklore. In addition, the versatile artist also wrote the script and at the same time wrote the lyrics for the staging. From start to finish, this show was amazing.

Text two

Tongkonan is the traditional home of the Toraja people. Tongkonan comes from the word tongkon which means to sit together. Toraja people have this traditional house in the mountains bordering Enrekang Regency, South Sulawesi. This traditional house is one of the icons of the Toraja tribe in addition to the funeral ceremony. Toraja is famous for its unique and beautiful traditional houses. Because of its interesting architecture, Tongkonan has later named a Toraja traditional house.

Source: <https://www.materibimdo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The exact statement of contents in the two excerpts of the description text is...

- a. Text one describes the beauty of the colossal dance and text Two describes the Toraja tribe.
- b. Text one describes the beauty of the colossal Ariah dance and text Two describes the Toraja tribe.
- c. Text one describes the beauty of the colossal Ariah dance and text Two describes the Tongkonan traditional house.
- d. Text one describes the beauty of colossal dance and text Two describes tongkonan

- X 7. Cave relics of Japanese colonization were not maintained. A lot of graffiti on the walls of the cave interferes with the view. The entrance to the cave is overgrown with a lot of grass and weeds. Sampanh-garbage is scattered at the bottom of the cave. Apparently, the local government is less concerned about these historical objects.

Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The paragraph is included in ...

- a. Description of people
- b. Time description
- c. Place description
- d. Objective description

- X 8. My father's name is Abu Salman. Dad is of medium build, about 45 years old. Her hair is grayish-white. Dad's face is typical of Batak with a strong jaw and a sharp but rather big nose. The eyes are sharply black with thick eyebrows.

Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

The object described in the text is...

- a. father's origin
- b. father's example
- c. father nature
- d. physical characteristics of the father

- X 9. Tongkona is the traditional home of the Toraja people. Tongkonan comes from the word Tongkon which means 'sitting together'. Toraja tribe who have this traditional house is in the mountains bordering Enrekang regency, South Sulawesi.

Source: <https://www.materibindo.com/2022/09/soal-teks-deskripsi-pg-dan-jawaban.html>

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- a. traditional house
- b. Toraja society
- c. the Toraja tribe
- d. Enrekang Regency

Read the text to answer questions 10 to 13.

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Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text.html>

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c. Khmer Empire.
d. Angkor Wat.

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Pre-Text

Name : Muh Faldi Ramadhan

Class : 8.C

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Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text.html>

- X 14. What is the monolog about?
- a. Buddhist mythology.
 - X Cambodia.
 - c. Khmer Empire.
 - d. Angkor Wat.
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- X Old Empire.
 - b. Yosadapura Empire.
 - c. Khmer Empire
 - d. The King Empire.

Post-Test

Name: *Irena Adila Fanitha*

Class: *8. c*

- ✓ 1. Probolinggo Regency government offers Mount Bromo eruption tour packages. This offer aims to increase tourist visits while providing assurance that a mountain as high as 2,329 MASL is safe to visit, despite the alert status. Tourists can enjoy the exotic view of Mount Bromo from afar. This tour package offer includes activities to enjoy the harvest and the beauty of the sunrise.
Source: <https://www.wartabahasa.com/2017/11/contoh-soal-teks-deskripsi-kelas-vii.html>

The text discusses...

- a. The Beauty Of Mount Bromo.
- ✗ b. Mount Bromo eruption tour package offer.
- c. Increased tourist visits.
- d. Exotic view of Mount Bromo.

The following text is for questions number 2 to 3 .

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the Orient and, at the same time, an unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention, and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

For more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

- ✓ 2. For how many people the meeting facilities are up to?
- a. 5000 people.
 - b. 4000 people.
 - ✗ c. 2000 people.
 - d. 1000 people.

- ✗ 3. The text mainly focuses on...
- Bangkok's grandeur.
 - ✗ Bangkok's "River Kings."
 - The water of the Chao Praya.
 - Shangri-La Bangkok.

The following text is for questions number 4 to 6.

Boyolali Regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The color and shape are made in such a way as to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

Source: www.jagoanbahasainggris.com

- ✗ 4. "... they are seeking in Boyolali" (paragraph 3)
What does the underlined word refer to?
- ☑ People from out town
 - ✗ Places in Boyolali.
 - Cow statues.
 - Real cows.
- ✓ 5. What is the main idea of the last paragraph?
- ✗ The statues help people to find places easily.
 - The statues decorate the town beautifully.
 - The cow can get their way easily around the town.
 - d. The people from out of town easily find the statues.
- ✓ 6. The text mainly tells us about
- the color of the statues
 - ✗ cow statues in Boyolali
 - a town called Boyolali
 - how to raise cows

The following text is for questions number 7 to 9.

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. You will need a lot of energy to reach my village because it is exhausting. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid for by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in

Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

Source: www.jagoanbahasainggris.com

- ✓7. What makes Amed different from other places in Bali?
- Amed is a place for scuba diving.
 - It needs a lot of energy to get there.
 - Amed is a calm and peaceful place.
 - Amed has many star-rated hotels.

- ✓8. Where can people enjoy the beautiful scenery in Amed?
- From the top of the hill.
 - From the top of the factory.
 - From the beach of the village.
 - From the roads of the village.

- X9. "... Because it is an exhausting trip." (paragraph 1)
The underlined word has a similar meaning to....
- Tiring
 - Exciting
 - Confusing
 - Challenging

The following text is for questions number 10 to 13 .

Rose is a plant with enchanting flowers from the genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and size, making it one of the popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrance. Some species are used for commercial perfumery while others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

Source: <https://englishclas.com/latihan-soal-descriptive-text/>

- ✓10 . What does the text tell about?
- Gardening
 - Rose species
 - Flowers
 - How to grow rose plant

- ✗ 11. This statement is correct, except
- a. Rose has more than 100 species
 - b. Rose is native to Asia
 - ✗ c. Rose can be used for ornamental plants
 - d. Rose only has one variant of shape and size
- ✗ 12. It is typically grown ... (paragraph 2). The word "it" refers to
- a. Asia
 - ✗ b. Beauty
 - c. Rose species
 - d. Medicine
- ✗ 13. Based on the text, which statement is true?
- a. Rose has a minor benefit for medicinal uses
 - ✗ b. People grow roses only for beauty
 - c. Rose is not a popular flowering plant
 - d. North America is not a native to rose species

The following text is for questions number 14 to 15.

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D'Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is another favorite place to visit.

Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

- ✓ 14. What is the monologue about?
- ✗ a. Paris
 - b. The Louvre
 - c. Notre Dame
 - d. The crowded city
- ✓ 15. What has become the symbol of Paris?
- a. The Louvre
 - b. The Cathedral
 - ✗ c. The Eiffel Tower
 - d. The lovely garden

Post-Test

Name: **RIKA RAMADINI**

Class: **VIII-C**

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The following text is for questions number 2 to 3 .

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the Orient and, at the same time, an unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention, and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

For more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

- ✓2. For how many people the meeting facilities are up to?
- a. 5000 people.
 - b. 4000 people.
 - ✗ 2000 people.
 - d. 1000 people.

- ✗ 3. The text mainly focuses on...
- a. Bangkok's grandeur.
 - b. Bangkok's "River Kings."
 - c. The water of the Chao Praya.
 - ✗ d. Shangri-La Bangkok.

The following text is for questions number 4 to 6.

Boyolali Regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The color and shape are made in such a way as to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

Source: www.jagoanbahasainggris.com

- ✗ 4. "... they are seeking in Boyolali" (paragraph 3)
What does the underlined word refer to?
- ✗ a. People from out town
 - b. Places in Boyolali.
 - c. Cow statues.
 - d. Real cows.
- ✓ 5. What is the main idea of the last paragraph?
- ✗ a. The statues help people to find places easily.
 - b. The statues decorate the town beautifully.
 - c. The cow can get their way easily around the town.
 - d. The people from out of town easily find the statues.
- ✗ 6. The text mainly tells us about
- a. the color of the statues
 - b. cow statues in Boyolali
 - c. a town called Boyolali
 - ✗ d. how to raise cows

The following text is for questions number 7 to 9.

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. You will need a lot of energy to reach my village because it is exhausting. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid for by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in

Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

Source: www.jagoanbahasainggris.com

✗ 7. What makes Amed different from other places in Bali?

- a. Amed is a place for scuba diving.
- b. It needs a lot of energy to get there.
- ✗ c. Amed is a calm and peaceful place.
- d. Amed has many star-rated hotels.

✓ 8. Where can people enjoy the beautiful scenery in Amed?

- ✗ a. From the top of the hill.
- b. From the top of the factory.
- c. From the beach of the village.
- d. From the roads of the village.

✗ 9. "... Because it is an exhausting trip." (paragraph 1)

The underlined word has a similar meaning to....

- a. Tiring
- b. Exciting
- c. Confusing
- ✗ d. Challenging

The following text is for questions number 10 to 13 .

Rose is a plant with enchanting flowers from the genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and size, making it one of the popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrance. Some species are used for commercial perfumery while others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

Source: <https://englishclas.com/latihan-soal-descriptive-text/>

✓ 10 . What does the text tell about?

- a. Gardening
- ✗ b. Rose species
- c. Flowers
- d. How to grow rose plant

11. This statement is correct, except
- a. Rose has more than 100 species
 - b. Rose is native to Asia
 - c. Rose can be used for ornamental plants
 - d. Rose only has one variant of shape and size
12. It is typically grown ... (paragraph 2). The word "it" refers to
- a. Asia
 - b. Beauty
 - c. Rose species
 - d. Medicine
13. Based on the text, which statement is true?
- a. Rose has a minor benefit for medicinal uses
 - b. People grow roses only for beauty
 - c. Rose is not a popular flowering plant
 - d. North America is not a native to rose species

The following text is for questions number 14 to 15.

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D' Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is another favorite place to visit.

Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

14. What is the monologue about?
- a. Paris
 - b. The Louvre
 - c. Notre Dame
 - d. The crowded city
15. What has become the symbol of Paris?
- a. The Louvre
 - b. The Cathedral
 - c. The Eiffel Tower
 - d. The lovely garden

Post-Test

Name: AJENG Kemli Lulu

Class: 8C

- X 1. Probolinggo Regency government offers Mount Bromo eruption tour packages. This offer aims to increase tourist visits while providing assurance that a mountain as high as 2,329 MASL is safe to visit, despite the alert status. Tourists can enjoy the exotic view of Mount Bromo from afar. This tour package offer includes activities to enjoy the harvest and the beauty of the sunrise.

Source: <https://www.wartabahasa.com/2017/11/contoh-soal-teks-deskripsi-kelas-vii.html>

The text discusses...

- a. The Beauty Of Mount Bromo.
- b. Mount Bromo eruption tour package offer.
- X c. Increased tourist visits.
- d. Exotic view of Mount Bromo.

The following text is for questions number 2 to 3 .

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the Orient and, at the same time, an unsurpassed range of facilities and leisure activities. There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention, and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

For more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

- ✓ 2. For how many people the meeting facilities are up to?
- a. 5000 people.
 - b. 4000 people.
 - X c. 2000 people.
 - d. 1000 people.

- X 3. The text mainly focuses on...
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 - b. Bangkok's "River Kings."
 - c. The water of the Chao Praya.
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The following text is for questions number 4 to 6.

Boyolali Regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The color and shape are made in such a way as to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

Source: www.jagoanbahasainggris.com

- X 4. "... they are seeking in Boyolali" (paragraph 3)
What does the underlined word refer to?
- a. People from out town
 - b. Places in Boyolali.
 - c. Cow statues.
 - d. Real cows.
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 - c. a town called Boyolali
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The following text is for questions number 7 to 9.

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. You will need a lot of energy to reach my village because it is exhausting. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid for by the beauty of my village.

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Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

Source: www.jagoanbahasainggris.com

7. What makes Amed different from other places in Bali?
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 - b. It needs a lot of energy to get there.
 - c. Amed is a calm and peaceful place.
 - d. Amed has many star-rated hotels.
8. Where can people enjoy the beautiful scenery in Amed?
- a. From the top of the hill.
 - b. From the top of the factory.
 - c. From the beach of the village.
 - d. From the roads of the village.
9. "... Because it is an exhausting trip." (paragraph 1)
The underlined word has a similar meaning to ...
- a. Tiring
 - b. Exciting
 - c. Confusing
 - d. Challenging

The following text is for questions number 10 to 13 .

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Source: <https://englishclas.com/latihan-soal-descriptive-text/>

10. What does the text tell about?
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 - c. Flowers
 - d. How to grow rose plant
11. This statement is correct, except
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 - b. Rose is native to Asia
 - c. Rose can be used for ornamental plant

d. Rose only has one variant of shape and size

X¹². It is typically grown ... (paragraph 2). The word "it" refers to

- a. Asia
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- c. Rose species
- d. Medicine

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The following text is for questions number 14 to 15.

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Source: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

✓¹⁴. What is the monologue about?

- a. Paris
- b. The Louvre
- c. Notre Dame
- d. The crowded city

X¹⁵. What has become the symbol of Paris?

- a. The Louvre
- b. The Cathedral
- c. The Eiffel Tower
- d. The lovely garden

Pre-Test



Share about pretest

Treatment



Explain about descriptive text



Share text for each student



Dividing students into 4 groups



Help students understand the meaning of words



Closing Lesson

Post-Test



Share about posttest



APPENDIX IV



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 709/IP/DPMTSP/VI/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi,
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja,
3. Peraturan Mendagri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian,
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penderghaan Perizinan dan Non Perizinan di Kota Palopo,
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : MUHARNI
Jenis Kelamin : Perempuan
Alamat : Jl. Balandi Kota Palopo
Pekerjaan : Mahasiswa
NIM : 1902020089

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING INTENSIVE READING TO TEACH DESCRIPTIVE TEXT FOR EIGHT-GRADE OF MTs SATU ATAP DATOK SULAIMAN PALOPO

Lokasi Penelitian : MTs SATU ATAP DATOK SULAIMAN PALOPO

Lamanya Penelitian : 14 Juni 2023 s.d. 14 Agustus 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya

Diterbitkan di Kota Palopo
Pada tanggal 15 Juni 2023

Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK, K. SIGA, S.Sos
Pangkat: Penata Tk. I
NIP.: 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul Sel,
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Perencanaan dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



SURAT KETERANGAN TELAH MENELITI
NOMOR:191/A-PST_DS/PLP/MTs/VII/2023

Yang bertanda tangan di bawah ini, saya :

Nama : Sudarwin, S.Kom.I.,Gr.
NIP. : -
Jabatan : Kepala Madrasah
Alamat : Jl. DR. Ratulangi No. 16 Komp. PMDS
Putra Palopo

Menerangkan bahwa :

Nama : **MUHARNI**
NIM : 1902020089
Program Studi : **PENDIDIKAN BAHASA INGGRIS**
Jurusan : **TARBIYAH**

Mahasiswa tersebut diatas telah melakukan penelitian sehubungan dengan judul Skripsi : **"USING INTENSIVE READING TO TEACH DESCRIPTIVE TEXT FOR EIGHT-GRADE OF MTS SATU ATAP DATOK SULAIMAN PALOPO"**.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 11 JULI 2023

Kepala MTs-SA Datok Sulaiman Palopo



Sudarwin, S.Kom.I.,Gr.

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S. S, M.Hum
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

*The Using Intensive Reading to Teach Descriptive Text for Eight-Grade MTs Satu
Atap Datok Sulaiman Palopo*

dari mahasiswa:

Nama : Muharni
Program Studi : Pendidikan Bahasa Inggris
NIM : 1902020089

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Instruksi nomor 9 di hapus
2. Pertanyan nomor 12 diganti

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 08, Juni, 2023

Validator,



Dr. Masruddin, S. S, M.Hum

NIP. 19800613 200501 1 005

*coret yang tidak perlu