

## IMPROVING STUDENTS' READING COMPREHENSION THROUGH INTENSIVE READING

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**Abstract:** *This study aims to see the improving students' reading comprehension through intensive reading for college students. The researcher used a quantitative method in this study. This research statistics played a key function as a tool for analyzing data in research, and it is critical to consider the research design. According to Muijs (2004: 1), quantitative research is the process of explaining phenomena by gathering numerical data and analyzing it using mathematically based approaches (particularly statistics). It refers to quantitative research approaches that use numbers and anything quantifiable in a methodical way to investigate phenomena and their relationships. The researcher employs correlative research in this study. correlative research designs are used to assess the link between two or more continuous variables. It suggests that in a correlations study, the researcher is looking for variables that appear to be related. The sample for this reseacrh are third semester at Universitas Bina Sarana Informatika. The writer gave the pre-test and post-test to gained the data and to find out wheather there is an improvment on students reading comprehension before and after the treatment. Based on the finding for this research, there is an improvment on students reading comprehension after give the treatment by using intensive reading in reading process.*

**Keywords:** *reading, reading comprehension, intensive reading*

### INTRODUCTION

Reading is one of the essential skills that students must accomplish. Students will get some information when they are reading. Students will increase their knowledge and skill in English when they always read every day. Students may be facing some problems when they are reading. Some

problems caused the student's poor comprehension. One of the factors that caused the student's poor comprehension is Limited vocabulary knowledge as (Westwood, 2001) stated that "If a student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the

student's knowledge of word meanings (expressive and listening vocabulary) and the words used in the text". Students have limited vocabulary knowledge will cause poor comprehension. The other factor that makes students poor at comprehension is recalling information after reading. Recalling after reading is important for the reader so that they know the detail of the texts and they can resume what detail on the texts after reading. ((Westwood, 2001)stated that "Recall is dependent partly upon factors such as vividness and relevance of the information in the text, but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details". The other factor that makes students poor comprehension is the teacher/tutor giving unfamiliar subject matter in the classroom to students. Using the school textbook as the medium for first introducing new information to students is not usually the most effective method of delivery. The teacher needs to give some information before teacher reading as (Westwood, 2001)stated that" It is better to provide information first by other means (e.g.

video, posters, mini-lecture, discussion) to build firm background knowledge before students are expected to read about that theme in printed texts". These three factors need to be refined by the teacher or tutor. So that the students can face these problems they can comprehend the text correctly and become good readers.

Teachers have a role in the classroom. ((Harmer, 2004))stated that teachers have five parts: controller, prompter, participant, resource, and tutor. As the controller, the teacher must control the class or activity and often lead from the front. As a controller, he takes the register, tells students, organizes drills, reads aloud, and in various other ways exemplifies the qualities of a teacher-fronted classroom. Then as the prompter, the teacher gives the solution to students if they get a problem in the learning process. The teacher only provides the solution without giving the answers to their students. Like the participants, the teacher stands back from the activity of learners to get on with it and only intervenes later to offer feedback and correct mistakes. As the resource, the teacher takes part or tries to control the students, or even turns up to prompt

they might be entirely unwelcome. The help should be capable of applying suitable methods and techniques of language learning. Based on these explanations, it proves that teachers have an essential rule learning process.

Teachers' strategies are essential in the learning and teaching process. The teachers must improve the teaching method by implementing good strategies. They play a necessary strategy in helping the student achieve the goal of language learning. Teacher also needs to improve their techniques in teaching. (Ariyanti&Fitriana, 2017))said that teachers must move away from various traditional methods and switch to a new approach to apply in the writing classroom to improve their students in all aspects of essay writing. In addition, modern teaching techniques and aids are indeed very helpful in enhancing students' writing abilities. The teacher must help them express ideas in the language being taught. The teachers are obligated to find suitable teaching strategies. According to ((Horby & Garry, 1980)), strategy is the technology of planning operations and actions, especially the movements of the army and navy, or the ability to organize and carry out

something. Another theory from Ahmad (Ahmad, 2007)stated that this strategy is intended as a teacher's effort to create an ecosystem that enables the educational process to achieve and succeed in formal learning goals.

## **REVIEW OF RELATED LITERATURE**

The previous study about improving student reading has gained much attention from some researchers. Mustofa(2020) the writer analyzed Improving reading comprehension through the development of critical thinking of students at madrasah aliyah. This research was collaborative classroom action research. The subjects were the 11th-grade students of Madrasah Aliyah Al-Ikhlash Cicalengka, Bandung.

The data were collected through pretest and posttest, observation, field notes, and interviews. The students were introduced to the concept of critical thinking starting with the concept of position, agreement, disagreement, and argument as well as the categorization of the opinion and facts in the text. The result showed that the significant value of 0.000 was

smaller than the significant level of 0.05 or 5%. This means that the improvement was significant. The result proved that improving reading comprehension skills could be achieved by developing critical thinking in the teaching reading process.

Another researcher is setiyadi This research focuses on examining the online magazine-based reading workshop model for the improvement of fourth-grade students' reading comprehension skills. The research employed quasi-experiment methods with a nonequivalent group design. The research sample was selected purposively from fourth-grade students in primary schools in Cimahi City. The data were collected using the test of reading comprehension skills and were analyzed using inferential statistics with the assistance of the SPSS 21.0 program.

Through this research, the researchers are expected that the online magazine-based reading workshop model affects the improvement of fourth-grade students' reading comprehension skills. Another researcher is Nur Qalby, the researcher This research aimed at explaining the

improvement of the student's reading comprehension focused on identifying the main idea and getting detail at SMP Negeri 33 Makassar. To explain the improvement, the researcher used classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. These research findings indicated that the use of the Explicit Teaching Strategy was significant in improving the students' reading comprehension which focused on identifying the main idea and getting detail. It was proved by the mean score of the Diagnostic Test was 4.94 that classified as poor. The improvement in Cycle I was 6.11 which was classified as fair and Cycle II was 7.26 that classified as fairly good. While the standard target achievement was 6.5, it means that the standard target achievement had been achieved. while this research focuses on students' reading comprehension through intensive reading for college students.

This research uses the quantitative method to calculate the data. For the process of this research, the researcher gives the pre-test and the post-test to find out the differences before and after the treatment by using

intensive reading on students' reading comprehension

### **Teaching Reading**

According to (Patel, 2008), “At the early stage, the necessary precautions should be observed during good teaching reading:

1. The teacher should not insist on the speed of reading but on the accuracy of pronunciation while teaching reading.
2. While teaching reading teacher should ask not more than one pupil to read at one time and he should pay individual attention to every student in class.
3. While teaching reading the teacher should be very careful in pointing out and rectifying the mistakes in pronunciation, articulation, and intonation of the pupil.
4. While teaching reading the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of a mistake.
5. While teaching reading the teacher should be aware of the

right sitting or standing posture for reading”

Based on the above explanation about teaching reading in the class. The teacher has an important rule in the class to manage the situation or to make students understand the material, especially in teaching reading. while the theory from (P.Johnson, 2008) mentions the tips to keep in mind as we create good reading conditions in teaching reading are: Help children fall in love with books, Create a space every day for sustained, silent reading, Allow children to make choices about their reading material, Connect reading pleasure to reading practice, Keep your reading program simple, Keep instruction simple and Make reading like real life.

### **Type of Reading**

According to (Patel, 2008), there are many types of reading. The types as below :

1. Intensive Reading.
2. Extensive Reading
3. Aloud Reading
4. Silent Reading,

### **Intensive Reading**

According (Patel, 2008) stated that “Intensive reading is related to further progress in language learning

under the teacher's guidance". Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Then according to (Mart, 2015) stated that "Intensive allows a reader to carry out a detailed analysis inside the class, led by the teacher, in which vocabulary and grammar points are studied in a short passage".

Additionally, (Brown,Douglas, 2000)calls intensive reading "narrow reading" because it gets students to analyze several texts about the same or different topic. The purpose of intensive reading is to focus on content and grammatical structures. Teachers can also take part in the process by reading aloud, asking questions, and having students predict information of texts. In this way, students get opportunities to understand the meaning of a text. (Brown,Douglas, 2000)says that the key to intensive reading is to give students more opportunities to be in contact with a text; in this way, the more familiar the reader is with the text, the more comprehension is promoted.

Based on the above explanation. Intensive reading is the

reading process when the students focus on the content and grammatical structures.

The teacher also has an important role in the reading process as guidance to give students instruction, ask questions, and have the students predict information from the text. Intensive reading is a reading process in the class and allows a reader to carry out a detail of the text in the class it makes sense with the theory from (Patel, 2008) stated that "Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

### **Characteristics of Intensive Reading**

The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. The learner reads books to acquire knowledge is a kind of intensive reading. There are a few characteristics of intensive reading:

1. This reading helps the learner to develop active vocabulary.
2. Teacher plays the main role in this Reading.
3. Linguistic items are developed.

4. This reading aims at the active use of language.

5. Intensive reading is reading aloud.

6. In intensive reading speech habits are emphasized and accent, stress, intonation, and rhythm can be corrected (Patel, 2008).

Another theory from (MacLeod, 2018) mentioned some intensive reading characteristics. They are: “(1) commonly occurs in the classroom; (2) students engage greatly in looking inside the text; (3) linguistic or semantic details of reading are emphasized; (4) students concentrated on surface structure details such as grammar and discourse markers; (5) students identify essential vocabulary; (6) students be allowed to draw pictures to help them (such as in problem-solving); (7) texts are read mindfully, closely, and rapidly; (8) the purpose is to develop more language understanding rather than merely practice the skill of reading; (9) seen more habitually than intensive reading in the classroom”

Based on the above explanation about the characteristic of intensive reading clear that intensive reading is a reading process commonly occurring in the classroom and the teacher as a guide

needs to give instruction and help students when they get the difficulty in reading process. The student will focus on analyzing the text about vocabulary and grammar.

### **The Advantages of Intensive Reading**

Intensive reading is a reading process that commonly occurs in the classroom and the reader focuses on the content of the text like vocabulary and grammar. The teacher also assists students in the reading process to give the explanation and instructions, and asking for some information related to the text. According (Erfanpour, 2013) mention some advantages of intensive reading.

First, intensive reading delivers a foundation to learn structure, vocabulary, and idioms. Intensive reading can be used to advance explicit and deliberate vocabulary. There is a good opportunity that learners may have come across the same vocabulary when they are involved in intensive reading. It is believed that intensive reading is beneficial for studying vocabulary and realizing the way text is constructed.

Secondly, intensive reading delivers a foundation for the learner to

establish an outstanding control of language. Intensive reading is required by the teacher to optimize learning the three stages of pre-, during, and post-reading to improve language preparation, retention, and activation strategies. Lastly, intensive reading delivers a review of the degree of comprehension for the individual. Intensive reading is considered a beneficial instrument for enhancing reading comprehension.

#### **METHODOLOGY OF STUDY**

The researcher used a quantitative method in this study. This research statistics played a key function as a tool for analyzing data in research, and it is critical to consider the research design. According to (Muijs Daniel, 2004), quantitative research is the process of explaining phenomena by gathering numerical data and analyzing it using mathematically based approaches (particularly statistics). It refers to quantitative research approaches that use numbers and anything quantifiable in a methodical way to investigate phenomena and their relationships. The researcher employs correlative research in this study. According (Muijs Daniel, 2004), correlative research designs are used to

assess the link between two or more continuous variables. It suggests that in a correlations study, the researcher is looking for variables that appear to be related. The sample for this research are third semester at Universitas Bina Sarana Informatika

#### **RESULT AND DISCUSSION**

This chapter presents the instrument interpretation and discussion explanation to answer research questions about the use of the extensive reading method on students' reading comprehension before and after being taught by using extensive reading on students' reading comprehension. In this presentation, the researcher presented and analyzed data acquired through two types of testing, pre-test, and post-test. The researcher administered the pre-test to determine the student's comprehension in the absence of treatment. The researcher administered the post-test following the treatment by using extensive reading in the reading procedure. The researcher administered both exams to measure student comprehension before and after the treatment. The researcher used a test as the instrument for collecting the data. It was given to students in the third



semester at Universitas Bina Sarana Informatika Jakarta. The number of questions given by the researcher was 10 questions. It consisted of multiple-choice tests. There were 20 students as respondents or the subject of this research. The data of the pre-test and post-test can be seen in the below table.

**Table 1. Students Score Pre-test and Post-test**

No	subjects	Pre-test	Post-test
1	X1	60	60
2	X2	90	100
3	X3	80	89
4	X4	78	84
5	X5	78	89
6	X6	79	91
7	X7	75	76
8	X8	80	98
9	X9	75	87
10	X10	80	86
11	X11	80	98
12	X12	79	96
13	X13	78	78
14	X14	75	96
15	X15	75	96
16	X16	75	82
17	X17	80	73
18	X18	79	78
19	X19	77	88
20	X2	90	93

After the researcher got the score of pre-test and post- test as the above table. The researcher analyzed it by using SPSS 20 Program to find out the mean score of pre- test and post – test as below table.

**Table 2. Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
PRE-TEST	75,86	21	5.868	1.280
POST-TEST	80,48	21	9.918	2.168

Referring to the above Paired Samples Statistics, which were examined using the SPSS 20 program. The data showed that the mean score for students in the pre-test was 75,86, and the mean score for students in the post-test was 80,48, with a standard deviation of 5,868 for students in the pre-test and 9,918 for students in the post-test. Referring to that score and the research findings, pupils improved their reading comprehension scores. According to the observations, students on the pre-test felt confused about how to answer the question because they had limited vocabulary knowledge and found it difficult to recall the information after reading, whereas students on the post-test did not have this problem when answering the question because they had received treatment through extensive reading. The researcher then wanted to examine the relationship between the pre-test and post-test scores of the students. The researcher employed the SPSS 20 programs to analyze the student's correlation scores, and the results are shown in the table below.

**Table 3  
Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 PRE-TEST & POST- TEST	21	.333	.003

Based on the above table, shows that the correlations between two scores of pre-test and post-test = 0.333 and sig= 0,003. For interpretation of decision based on the result of probability achievement, that is:

- a) If the sig >0.05, means Ho is accepted
- b) If the sig <0.05, means Ho is rejected

It demonstrates that sig= 0.003 is less than 0.05, indicating that Ho is rejected while Ha is approved. As a result, it was determined that there is a strong link between pre-test and post-test results. After analyzing the association between students' pre-test and post-test scores, the researcher needed to examine this data with Paired Samples Test, which the researcher did using the SPSS 20 program. This analysis will determine whether or not rigorous reading affects pupils' reading comprehension. The outcome is shown in the table below.

**Table 4 Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired	Before treatment intensive reading	-4,619	9,162	1,999	-8,790	-,448	-2,310	20	,032
	After treatment intensive reading								

Based on the table above, the output paired samples test shows the result of comparative analysis using the Ttest. Output shows mean pre-test and post-test (4,619), standard deviation (9,162), and mean standard error (1,999). The lower difference (-8,790) while upper different (-,448). The result test tvalue=(2,310) with df=20 and significance (032). The guideline of Tvalue and Ttable where df= 20 got from Ttable= 1.72. So, Tvalue (2,310) > Ttable (1.72) means that Ho is rejected and Ha is accepted. Therefore, it concluded that there are significant differences between pre-test and post-test scores where the mean of the post-test (80,48) is higher than the mean of the pre-test (75,86) means that there is an effect on teaching reading by using Intensive reading on student reading comprehension.

According to quantitative findings, intensive reading enhances children's reading comprehension. The quantitative finding that there is an influence of the intensive reading method on student reading comprehension after administering the treatment by employing intensive reading student reading process can then be used to provide the second

answer. It was demonstrated by the students' pre-test and post-test scores. The pupils' post-test mean score is higher than their pre-test score. Even though it was the first meeting on the reading process. They were still unsure how to answer the question correctly, therefore they occasionally stopped to read if they thought the material was tough and if they located the problematic word in the texts. Following the researcher's treatment of the student through intensive reading activities on the reading process. The students felt antistatic, and they knew how to answer the question correctly, and they were not perplexed if they came across a difficult word in the texts because the researcher had taught them how to deal with it. It was demonstrated by the students' post-test scores that there was some progress in students' reading comprehension, and the researcher believed that prolonged reading was successful in improving students' reading comprehension.

### **CONCLUSION AND SUGGESTION CONCLUSION**

As previously indicated, the researcher conducted the study to determine the influence of lengthy

reading on students' reading comprehension. The results of the students' pre-test and post-test were used to determine the answer to this inquiry. The student in the experiment did a lot of reading. The intensive reading strategy was then found to be beneficial in improving reading comprehension.

The statistical calculation findings demonstrated that students' post-test scores were higher than students' pre-test scores. During the observation, the students were very enthusiastic about the reading process, they could develop their vocabulary knowledge, and they could recollect the content after reading. It was different before substantial reading was employed in the experimental class; they were perplexed when they discovered new terminology in the reading texts, and students struggled to recollect knowledge after reading.

Several conclusions can be taken from the current investigation. First, an intensive reading strategy improves kids' reading comprehension. It signifies that the hypothesis formulation has been accepted. Reading intensively is more beneficial in enhancing pupil reading

comprehension. It may be stated that the teacher can utilize an intensive reading strategy in teaching reading activities to improve students' reading comprehension. In conclusion, intensive reading improves students' reading comprehension. It was demonstrated by the student's grade. The mean post-test pre-test score, in addition to the student's enthusiasm during the observation of the reading process, when intense reading is implied in the class, indicates that intensive reading will assist the teacher in increasing students' reading comprehension.

### SUGGESTION

According to the research findings, the intensive reading strategy could be used in reading activities. And the rapid reading strategy may aid the student's reading comprehension. As a result, the following suggestions are made:

1. The teacher should allow students to select their reading material.
2. The teacher must be able to encourage and urge students to engage in intensive reading activities.

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