

# THE EFFECT OF INTENSIVE READING APPROACH ON STUDENTS' READING COMPREHENSION

Dewi Mutiara Al Lailiyah, Lailatul Masruroh

*English Language Education Program, Faculty of Teacher Training and Education, Qomaruddin University, Indonesia*

[mutiaraallyh@gmail.com](mailto:mutiaraallyh@gmail.com), [lailatulmasruroh@uqgresik.ac.id](mailto:lailatulmasruroh@uqgresik.ac.id)

## Abstract

The aim of the research was to determine that students' reading comprehension of narrative texts can be increased by using an intensive reading approach. The subject of this research are students at MA Ma'arif Miftahul Ulum Melirang Bungah Gresik. The sample of this research consists of 23 tenth graders students. The researcher uses a pre-experimental research design with a quantitative method. Pre-test, treatment, and post-test are the tools used in this research to gather data. The findings demonstrated that students who were taught using an intensive reading approach were more adept at reading and comprehending the text. The result of the t-score is 17.34, the degree of significance at 0.05 and the t-table with degrees of freedom (df) of 22 were 2.074. Considering that the t-score exceeds the t-table, the alternative hypothesis in this research was allowed based on the data analysis ( $17.34 > 2.074$ ). The test's accuracy was determined by the data analysis. The results showed that the students' reading comprehension had been significantly affected by learning through an intensive reading approach. As a result, students reading comprehension of narrative texts is enhanced by the intensive reading approach.

**Keywords:** *effect, intensive reading, reading comprehension, narrative text*

## I INTRODUCTION

English is a common international language. English is widely recognized as a global language, primarily due to its frequent usage across various contexts. This prominence has made English a necessary language for individuals to acquire, considering its widespread use. In the context of English as a Foreign Language (EFL) or English as a Second Language (ESL), learners typically engage in integrated learning of the four language skills: speaking, listening, reading, and writing (Sianipar et al., 2020). This integrated approach is crucial as it helps learners develop proficiency in all aspects of the language. As a result, English has become a lingua franca, facilitating language contact and communication among speakers of different languages, as highlighted by Mauranen (2018). In Indonesia, English holds significant importance, being taught as a compulsory subject from middle schools to universities. The mastery of English is considered essential for Indonesian learners, as emphasized by (Haerazi et al., 2019), reflecting the global significance of English as a language of communication and education. Before learning English, students must know what entails. The four fundamental skills in English that students should be taught to master are speaking, listening, reading, and writing (Masruroh & Miladiyah, English 2023). Each of them has an essential function that needs to be taught, especially in terms of reading ability. Reading is important for learning other skills. Kusumawanti, & Bharati (2018), explain how reading abilities, among of all the English language skills, are most crucial to students' performance in the classroom since reading activities serve as the foundation for and the source of all other learning activities. They emphasize that among all the English language skills, reading abilities are particularly crucial for students' performance in the classroom. This is because reading activities serve as the foundation and primary source of all other learning activities. Masruroh, (2022), further reinforces the importance of reading comprehension, stating that it is essential for recognizing and comprehending text or elements. Students must not only comprehend the material being studied but also understand the content once it has been read. Moreover, Waugh (2018) underscores that reading comprehension holds significant value within schools' language arts programs, illustrating its essential role in academic success. These insights collectively underscore the critical role of reading comprehension in education and highlight its significance as a foundational skill for students' overall learning and academic achievement. Students may find it difficult to succeed in many subjects if they lack the necessary reading comprehension abilities. An essential ability in all areas of school is reading comprehension. These are a few of the reading obstacles that students frequently struggle with them. Low comprehension levels can be seen while reading word by word, not reading in meaning units, having trouble grasping the primary concept, reading distractedly, and not exercising reading comprehension very often. (Natasya et al., 2022).

As of late, students in senior high school's Curriculum Merdeka, a diversified intra-curricular learning system, are required to develop their ability to read and respond to a range of texts, including reports, expositions, procedures, descriptions, and narratives. Among these text varieties, narrative texts hold a prominent position in the curriculum of tenth-grade students, particularly during the second semester. As defined by Sudarwati & Grace (2016), narrative text is one that tells a creative tale to keep the reader interested. A narrative text's aim is to involve the reader in a variety of experiences through various means. Its general structure includes the components of an introduction, a problem, a solution, and a reorientation.

To achieve that, students require an approach, method, or technique that enhances the material delivery, particularly with regard to reading comprehension. Alnaqeeb (2012), states that explains that a combination of thoughts and opinions regarding teaching and learning languages may be regarded as an approach for learning a language. From those statements above, it can be stated that an approach is needed in delivering material, such as in teaching reading comprehension. Students need a suitable approach for getting it. Furthermore, According to Ekasari (2021), the most common approach in teaching reading is by extensive reading and intensive reading. To enhance students' reading abilities, researcher will try to apply intensive reading approach to teaching reading comprehension. According to Purbayani et al. (2020), intensive reading is a reading approach that emphasizes reading texts comprehensively in order to comprehend and acquire up language abilities. However, Brown as cited in Andrés (2020), refers to intensive reading as "narrow reading" since it asks students to assess a range of resources on a range of subjects. Students have the chance of comprehending the content by employing an intensive reading approach to classroom learning. This approach encourages a more careful and detailed examination of the text, allowing students to absorb the language nuances and meaning.

Some earlier research that is relevant to this research. Studies conducted by (Sarwono, 2019), (Diniarti, 2019), and (Panggabean, 2018) discovered that teaching reading comprehension improved the effectiveness of the intensive reading process. It has been discovered that using thorough reading in schools increases students' comprehension. The focus of the research was to determine that students' reading comprehension of narrative texts can be increased by using an intensive reading approach for the tenth graders at MA Ma'arif Miftahul Ulum Melirang.

## II MATERIALS AND METHODS

This research uses a quantitative method to collect data on students' reading comprehension abilities. According to Sugiyono (2019), Quantitative method is a research method used to investigate a particular population or sample, gathering information through the use of research tools, analysing quantitative or statistical data, and describing and testing a predetermined hypothesis. The researcher will employ a pre-experimental design in this research. This decision is based on initial observations by MA student Ma'arif Miftahul Ulum, who noted that while students can read text, only a few truly understand what they read, especially when it comes to English text. Many students face difficulties in reading, such as comprehending the content, grasping paragraph ideas, and understanding word meanings. To address these challenges and enhance students' reading abilities, the researcher will implement the intensive reading approach for teaching reading comprehension. This choice of pre-experimental design, as stated by Sugiyono (2019), pre-experimental design where the sample was not chosen at random and where, because of constraints, there are no control variables. The pre-experimental design consists of a pre-test administered to one group prior to treatment and a post-test conducted following treatment. Before receiving treatment, students' reading comprehension abilities will be evaluated on the pre-test, and the outcomes of the treatment will be assessed on the post-test. This research design allows for a more controlled and unbiased approach to studying students' reading comprehension abilities.

This research was conducted at MA Ma'arif Miftahul Ulum in the second semester of the 2023/2024 academic year in January 2024. It is located at Melirang Bungah Gresik. The sample in this research is one of the experimental class which will be taken from tenth graders consists of 23 students. Tenth-grade students were chosen as the target group because of observations indicating that many students face difficulties in reading, such as comprehending content and grasping paragraph ideas. Their lack of basic reading comprehension skills makes them ideal candidates for this study.

The research methodology for evaluating the impact of the intensive reading approach on students' reading comprehension is carefully designed and justified. The research employs a pre-experimental design with a focus on tenth-grade students, who are at a critical stage of developing their reading comprehension skills. The data collection technique includes pre-tests and post-tests consisting of 40

multiple-choice questions each, drawn from four narrative story texts. These questions are designed to assess various aspects of reading comprehension, such as identifying the main idea, understanding the content, and interpreting specific words or phrases within the text. The choice of multiple-choice questions is justified by their efficiency, objectivity in scoring, and ability to cover diverse subject matter. The treatment involves using Module Ajar, a comprehensive learning method, in two sessions to enhance students' comprehension skills. The post-test is administered after the treatment to evaluate whether the intensive reading approach has led to improvements in reading comprehension. The 60-minute time limit for both pre-tests and post-tests provides students with sufficient time to read and understand the questions, carefully consider each answer choice, and provide precise answers. Meanwhile, the data was collected through the test by using inferential statistical percentages To collect data on the reading comprehension abilities of the students. The researcher does some steps: firstly, quantitative analysis involves scoring students' work; secondly, calculating the pre-test and post-test mean; and lastly, finding the t-score using the t-test formula. A significance value of  $<0.05$  indicates a meaningful influence on the treatment, while a value  $>0.05$  rejects it. The researcher uses Microsoft Excel for data entry and SPSS for accurate computation.

There are some procedures used by the researcher to do pre-experimental to assess students' reading comprehension and narrative text skills. The first procedure pre-test, involves 40 multiple-choice questions, followed by 60 minutes of answering questions on the LKPD. After giving the pre-test, the researcher will do treatments; involve intensive reading using fractured narrative text and a discussion group. The researcher conducts two meetings, discussing the text, triggering questions, and implementing the intensive reading approach. The last post-test, follows the pre-test procedures, with 40 multiple-choice questions and 60 minutes for students to answer questions.

### III RESULTS AND DISCUSSION

#### 3.1 RESULTS

This chapter offers an analysis of the instruments and the explanation of the discussion with the aim to investigate research questions related to the effect concerning the effect of an intensive reading approach regarding students' reading comprehension, both before and after learning. The data gathered the pre-test and post-tests, two distinct test types, were presented and analysed by the researcher in the presentation. The pre-test was given by the researcher to ascertain the students' level of comprehension regarding their deficiency of treatment. When giving the post-test after the treatment, the researcher read with the reading procedure a lot. In order to assess the students' comprehension both prior to the treatment was given, the researcher gave both exams. The researcher utilised a test as a way to collect data. Class MA Ma'arif Miftahul Ulum Melirang received it. The researcher provided 40 questions overall every one of them. There were multiple-choice tests throughout it. 23 students participated in the research as participant or subjects. The table below displays the pre-test and post-test data:

*Table 1. The Result of Pre-test and Post-test*

No.	Name	Pre-test (x)	Post-test (y)
1.	AKFH	57.5	70
2.	AG	47.5	67.5
3.	AF	57.5	70
4.	AS	65	80
5.	BME	65	77.5
6.	DAS	65	77.5
7.	FP	57.5	72.5
8.	FM	60	75
9.	GPH	62.5	82.5

10.	ISM	60	80
11.	JSP	67.5	82.5
12.	KS	65	80
13.	MKH	47.5	72.5
14.	MHA	57.5	70
15.	MN	62.5	82.5
16.	MS	65	70
17.	MR	55	72.5
18.	MK	47.5	70
19.	NFN	65	82.5
20.	NM	65	80
21.	NM	67.5	82.5
22.	ZH	65	82.5
23.	IH	57.5	67.5

The researcher obtained the pre-test and post-test scores, which are displayed in the table above. Utilising the SPSS 26 Programme, to find the mean scores for the pre-test and post-tests, the researcher investigated in the data, which are displayed in the following table:

**Table 2. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	60.2174	23	6.21184	1.29526
	POST-TEST	75.9783	23	5.57690	1.16286

With reference to the Paired Sample Statistics result shown above, it was examined using the SPSS 26 application. According to the statistics, students mean score is 60.21 on the pre-test and mean score of 75.97 on the post-test. Students who took the pre-test had a standard deviation of 6.21, while students who utilised the post-test had a standard deviation of 5.57. citing that result as well as the research finding that students' reading comprehension scores increased. Subsequently, the correlation within students' pre-test and post-test results had to be investigated by the researcher. The correlation score of the student was analysed by the researcher using the SPSS 26 applications, and the outcomes are displayed in the table below:

**Table 3. Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	PRE-TEST & POST TEST	23	.903	.000

According to the above table, there is a 0.903 and sig=0.000 correlation among the scores from the pre-test and the post-test. In terms of choice interpretation based on probability accomplishment results, which is:

- a) Ho is accepted if the sig >0.05
- b) Ho is rejected if the sig <0.05

It suggests that  $H_0$  is rejected as well as  $H_a$  is accepted if  $\text{sig} = 0.000$  is lower than  $0.05$ . As a result, a significant correlation between the results of the pre-test and post-test was found. After looking at the correlation between students' pre-test as well as post-test results, the researcher had to use Paired Samples Tests to analyse this data. The researcher utilised the SPSS 26 application to accomplish this. This research will demonstrate how students' reading comprehension is impacted by intensive reading. The table below displays the outcome:

**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			
Post-test Pre-test	15.76087	4.35856	.90882	13.87609	17.64565	17.342	22	.000

The preceding table illustrates how a paired sample test presents the results of a comparison analysis using the T-test. The standard deviation (2.88), mean pre- and post-test scores (9.56), and mean standard error (0.90). 4.35 is the lower difference and 13.87 is the upper difference. The t-score for the outcome= (17.34), with significance (0.000) and  $df=22$ . The guidelines for the t-score and t-table, where  $df=22$  was obtained from  $t\text{-table}=2.074$ . Therefore, if  $t\text{-score} (17.34) > t\text{-table} (2.074)$ ,  $H_0$  is rejected and  $H_a$  is accepted. The research found that the results of both tests were different significantly, with the mean from the post-test (75.97) being greater compared to the pre-test mean (60.21). This shows that students' reading comprehension is impacted when reading is taught through an intensive reading approach. The intensive reading approach has increased students' reading comprehension, leading to higher post-test scores. This increase can be related to enhanced critical thinking skills, reading comprehension techniques, engaging materials, and feedback. Students who engage in intensive reading benefit from its targeted approach, which also helps them think critically, improve their reading methods, remain inspired, and comprehend texts more effectively. Intensive reading is generally helpful to increasing comprehension and reading abilities.

The hypotheses testing in this research, based on the analysis of the data, has identified that:

- (3-1) The null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted when the value of the t-score  $>$  t-table in  $d.f = 22$  with the significant level  $0.05$ . This indicated that there was a significant difference in the reading comprehension of students in the tenth graders before and after they used intensive reading as an approach to learning.
- (3-2) The Alternative Hypothesis ( $H_a$ ) was rejected and the Null Hypothesis ( $H_0$ ) was accepted when the value of the t-score  $<$  t-table in  $d.f = 22$  with the significant level  $0.05$ . It indicated that there was no discernible difference in the tenth graders students' reading comprehension levels before and after treatment.

The researcher initially provided an interpretation for "t" based on the statistical computation made with the T-test. The researcher utilised into consideration the d.f. ( $d.f = N-1 = 23-1 = 22$ ). The value in table "t" was consulted by the researcher at the  $0.05$  significance level. The t-table is actually  $2.074$  with a d.f. of  $22$  and a critical value at the  $0.05$  significance level.

Through a comparison between the value of "t" displayed in the t-score table ( $t_{0.05} = 2.074$ ) along with the value of the "t" that researcher obtained in the calculation ( $t\text{-score} = 17.34$ ), the t-score is known to be greater than the t-table ( $17.34 > 2.074$ ).

Along with acceptance of the alternative hypothesis ( $H_a$ ), the null hypothesis ( $H_0$ ) is rejected due to the t-score greater than the t-table. This indicates a substantial impact on students' reading comprehension performance both before and after utilizing intensive reading for an approach of teaching English for the tenth graders students of MA Ma'arif Miftahul Ulum Melirang.

### 3.2 DISCUSSION

Based on the research method, there are some procedures used by the researcher to do pre-experimental to assess students' reading comprehension and narrative text skills. The first procedure pre-test, involves 40 multiple-choice questions, followed by 60 minutes of answering questions on the

LKPD. After giving the pre-test, the researcher will do treatments, involve intensive reading using fractured narrative text and a discussion group. The researcher conducts two meetings, discussing the text, triggering questions, and implementing the intensive reading approach. The last post-test, follows the pre-test procedures, with 40 multiple-choice questions and 60 minutes for students to answer questions.

The alternative hypothesis ( $H_a$ ) has been accepted and the null hypothesis is rejected based on the data collection and research findings that indicate the t-score is greater than the t-table. There are 9.86 standard deviations between the pre- and post-test scores. It indicates that the tenth graders students at MA Ma'arif Miftahul ulum Melirang experience a noteworthy difference in their reading comprehension achievement before and after utilising intensive reading as a teaching strategy.

The results indicate that using intensive reading as a teaching approach was effective in teaching reading comprehension at senior high school, especially to the tenth graders learning under MA Ma'arif Mifthaul Ulum Melirang. They were moreover dynamic to inquire almost the lexicon that they had not caught on. The understudies felt devottee to examined the content, and can get it the substance of the content.

The result of the research was given because it is a pre-experimental investigation that aims to determine whether or not an intensive reading approach enhances tenth graders at MA Ma'arif Miftahul Ulum Melirang's ability to comprehend narrative texts. The computation reveals the mean scores from both the pre-test and post-test. The post-test the mean was 65.97, while the pre-test the mean was 60.21. Pre-test the mean is lower than post-test. From these data, it can be determined that the students read from the categorization enough to be excellent. It proved that intensive reading helps the students to increase reading comprehension, specifically to encourage students to read narrative story text with enthusiasm and to ensure that they comprehend the information it contains.

The result indicates the calculation of the t-test. by comparing the pre-test and post-test results, the hypotheses are examined using the t-test formula.  $t = 15,89$  is the t-score result. The table's value is 2.074 for  $d.f = 22$  and a level significance of 0.05. As a consequence, the t-test result ( $17.34 > 2.074$ ) is greater than the variable. As a result, the alternative hypothesis ( $H_a$ ) has been accepted and the null hypothesis ( $H_o$ ) has become rejected. It suggests that teaching students reading comprehension through Intensive Reading is effective for the tenth graders at MA Ma'arif Miftahul Ulum Melirang.

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