CLASS ACTION RESEARCH: THE EFFECT OF INTENSIVE READING IN TEACHING READING COMPREHENSION

Mustakim Hadi[1]; Siti Wahyu Puji Anggraini[2]; Moh Gufron[3], M. Mizanul Haq[4]
Universitas Nahdlatul Wathan Mataram
mustakimhadi428@gmail.com

Article History	Abstract
   Keywords **Intensive Reading, Teaching Reading Comprehension**	The objective of this research is to know is there any effect of intensive reading in teaching reading comprehension (Class Action Research study of MA Nurul Wahyi NW Mujur). This study investigates the effect of intensive reading in teaching reading comprehension. The writer will intentionally emerge the phenomena. Considering the experts' opinions above, it can be determined that this study is categorized as the class action research study. The population (subject) of this study was all of the second year students of MA Nurul Wahyi NW Mujur in the school year 2023/2024 which consist of 15 students. The data that are needed in this data in this study is the result of pre and post-test. Pre-test was given to the subject before doing teaching-learning process by using intensive reading. While, post test was given after applied the intensive reading, in the teaching-learning. The items of pre and post-test are the same. Based on the data gained for Class Action Research group in pre-test gained the lowest and the highest score 10 and 60. While, in the post-test obtained the lowest and highest score 80 and 100. For the control group in the pre-test gained the lowest and highest score 10 and 60. While, the in the post-test the lowest and highest score were 80 and 100. The effect of intensive reading in teaching reading comprehension Class Action Research study at MA Nurul Wahyi NW Mujur). In the school year 2023/2024 has differences before and after applied intensive reading. It can be seen from the result of data analysis which is indicated that the diagram of the means score was 91.250 for experimental group was 28.6 and the mean score of control group. The deviation scores for experimental group was 28,6 and control group was 6.083.3. While It's means that after treatment by using intensive reading there was a positively significant in teaching reading comprehension.
.	*SILABUS@ 2024*

1. INTRODUCTION

Teaching reading comprehension was not easy. Some students perceived that reading was boring. The boredom could lead the students to have low motivation in doing the activity. Consequently, teachers should pay attention in how to make reading comprehension activities more amusing and optimally understandable. The results of observation was found out that their knowledge in reading comprehension was low. The students had serious problems in reading comprehension, especially to comprehend the text which concerned main idea, information and word meaning. From the preliminary study, when the teacher asked students to read a text, they read without understanding the contents clearly because the students did not understand the meaning of some words in the text and when the teacher asked some questions based on the text they looked at the text and tried to find the right answer, they did not answer the questions from the teacher. The students seemed have no interest in reading.

The goal of close reading is to help the reader comprehend the text's meaning in all of its complexity and intricacy, as well as how it is expressed. The goal of intensive reading is to improve particular reading abilities. When reading closely, the reader concentrates on both the text's content and writing style. Three types of text analysis are expected of middle school readers.

Reading is defined as "the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skill, and knowledge of the world (Albert. J. et al as cited in Thao Le Thanh, 2010). Moreover, Rumptz (2003) explains this in his words "Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words". In very similar view, Goodmann (1988) defined Reading as the process which requires readers to make the interpretation of graphic signs, delineates reading in a variety of ways, i.e. matching sounds to letters" (P, 11-12). In this sense, reading is as a cognitive process which could help readers to create meaning from text. Based on those theories, in can be concluded that reading is the ability to get the information from the text and also the ability to get the implied meaning of the text.

In reading comprehension there are many ways of how to improve reading skill. Intensive reading activity is one of the effective ways that can be used in reading passage. This reading activity is one of the way to appear and develop reading ability critically. Snow (2002:15) states that reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. Intensive reading activity is a usual classroom-oriented activity in which students focus on the linguistic or semantic detail of the passage. Intensive reading calls students' attention to grammatical form, discourse makers, and other surface structure details for the purpose or understanding literal meaning, implication, rhetorical, relationship and the like (Brown, 2000:312).

Patel and Jain (2008:117-119) state 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. It will also provide material for developing greater control of the language in speech and writing. 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.

Patel and Jain (2008: 119) also state that there are few characteristics of intensive reading are as follows:
1. This reading helps learner to develop active vocabulary.
2. Teacher plays main role in this reading.
3. Linguistics items are developed.
4. This reading aims at active use of language.

Intensive reading is basically and essentially reading for information. Thus, through the act of intensive reading the students are surely hoped to find out something new in order to do something with the information they got from the reading text. It refers to a high degree of comprehension and retention over a long period of time, in other words, it is reading in depth or carefully to comprehend a given text for example; studying it line by line, using the dictionary, comparing, analyzing, translating, and retainingevery expression that it contains. Brown (1988) explains that intensive reading "calls attention to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like" (P, 400-450). Therefore, intensive reading is reading for a high degree of comprehension and retention over a long period of time (Texas Women's university counseling Center, 2014).

Snow (2002:15) states that reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. Intensive reading activity is a usual classroom-oriented activity in which students focus on the linguistic or semantic detail of the passage. Intensive reading calls students' attention to grammatical form, discourse makers, and other surface structure details for the purpose or understanding literal meaning, implication, rhetorical, relationship and the like (Brown, 2000:312).

Patel and Jain (2008:117-119) state 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. It will also provide material for developing greater control of the language in speech and writing. 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. The main conclusion that this study get from all of the theories, the definition of intensive reading is the reading strategy which is focused in reading all of the text without skipping or scanning any specific words or idea.

Bamford et al (2004) defined "Extensive reading is a language teaching procedures where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text" (P, 1-4). Liana's Extensive Reading Journals (2011), stated "reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go". Similar to Long (2000) who defined extensive reading as the connection of student's choice and pleasure in reading in order to reach enjoyment. Based on those definitions, the definition of extensive reading strategy is the reading strategy which is to find out the specific information in the text. It allow the reader not to get all of the information but only the most important information.

For many students, reading is the act of saying word to their teacher and their friend by looking at the passage. They have not learned that reading is a division of the main idea between the author and them. Reading is a one of the complex and the combination of both lexical and text-progressing skills that are widely be acquainted interactively. Two major approaches have been used to developing reading skill, known as extensive and intensive reading. These both approaches have important role play to gain knowledge in reading comprehension skill (Loucky, 2003:1). A dictionary definition of the word read states that it is the ability to examine and comprehend the meaning of written words. Comprehension, then, is at the heart of any conventional definition of reading. Pang (2003:14) states that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning.

Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. Brassell and Rasinski (2008:11) state comprehension is the essential goal of reading and reading instruction. Effective comprehension instruction goes beyond literal comprehension by challenging students to make deep inferences about texts, to think critically about the material they read, and to creatively transform the texts they encounter into other forms and formats. Moreover, effective instruction in comprehension should be engaging for students and teachers.

Reading comprehension is a complex cognitive process that depends on a number of ingredients all working together in synchronous, even automatic way. Vocabulary clearly plays a critical role in understanding what has been read. Reading comprehension is an essential part of reading instruction and has been examined in many contexts over the years. Typically, teachers have been taught to employ strategies before, during and after reading to get comprehension. The processes in teaching with the notion that students must learn to monitor their understanding and use approaches that help their selves make sense of the text. Reading comprehension is the degree what we understand and read. We are using are using our reading comprehension skills to get the information from the text. It is common place to make a distinction between the process of reading, the result of the process, the product. The process is what we mean by reading proper, the interaction between a reader and the text. In summary, a consideration of the nature of reading must include recognition of frequently made distinction among levels of meaning and understanding from the text.

It is the ability of the readers to understand written materials. According to Seyed et al (2010), the word comprehension refers to "the ability to go beyond the words, to understand the ideas conveyed in the entire text" (P, 376-380). Furthermore, Snow (2002) sees that reading comprehension refers to "the simultaneous ability used by a reader to construct and extract meaning through interaction and involvement with written materials" (P, 11). Besides that, Reading comprehension is the process of extracting meaning from text. The goal, therefore, is to gain an overall understanding of what is describedin the text rather than to obtain meaning from isolated words or sentences (Woolley.G.,2011; P,15). A similar view was given by Katherine Maria (1990) who defined "reading comprehension as holistic process of constructing meaning from written text through the interaction of the knowledge reader brings to the text i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions, readers interpretation of the language that the writer used in constructing the text, and the situation in which the text is read" (Maria. Katherine.1990. P, 14-15). This research conclude the meaning of reading comprehension as the ability of the reader in comprehending the meaning of the text.

Intensive reading comprehension is a reading strategy that help the reader to read through the text intensively. According to Anderson, (2001:5), intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary, distinguish among thesis, fact, supportive and non-supportive details, provide sociocultural insights. Hedge, (2003:202) states that in intensive reading, students usually read a page to explore the meaning and to be acquainted with writing mechanism.

Long (2000: 77) argues that, it is only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials. These strategies can be either text-related or learner-related the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and cognitive strategies. The differences between extensive reading and intensive reading, in intensive reading activities learners are in the main exposed to relatively short text which used either to exemplify specific aspects of the lexical, syntactic or discourse system of the second language, or to provide the basis for targeted reading strategy practice. In conclusion, the reader must read the text intensively and in the same time getting thecomprehension of the text or its meaning completely.

2. METHOD

This research uses the classroom action research. According to Creswell action research is the most applied design and the most practical design. Action researchers explore a practical problem with an aim toward developing a solution to a problem. It means that with the existence of practical design applicable will easy the researcher solve a problem that happened so can achieve expected goals.

The design of this research was experimental research design. This research designed by considering the purpose of the research and also the instruments that used in this research. In an experimental research, the data was taken from test and analyzed by using quantitative method. Experimental class and control class made as the part of the design research of experiment. The experimental class was taught by using intensive reading while the control class was taught with conventional strategy. The point was to see the result of the

research if both classes gave same result or experimental class would give higher result. This research used a test as the instrument of the research.

There were two kinds of test; pre-test and post-test. The pre-test of this research consists of 10 multiple choices test and the post-test consists of 10 multiple choices test too. The students chose the most suitable answer from the four options to pass the test. The reliability of each item of the test was tested to make a good test. After giving pre-test and the post test, all tests were checked and scored by the following formula. In this case this research gave 1 point for each number. So if all the answer were correct the student would get 100.

Data will be analysis by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. In gaining in the class percentage which complete the minimum mastery criteria (MMC) 75, use the formula:

P = ------
Note:
P = Class percentage
F = Frequency
N = Number of student
The formula to get the average score of pre-test and post-test:
$AD \square \square^{\square X}$
N
Notes:
AD = Mean
$\square$ X = The total number of students' scores
N   = Number of students

Yougesh Kumar Singh (2006: 297)

The items of the test must be valid and reliable. A valid test is a test that suitable with the subject of the research. As example, if we want to get the data of reading, then the test must be able to measure the reading competence of the students. To make sure that the items of the test was valid, the formula of Pearson Product Moment had been used.

3. RESULTS AND DISCUSSIONS

Reading would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

Based on data result with informan, the researcher concludes that the factors that affect the students in learning the English is not only on the ability of how students master the intensive reading, understand of paragraph, but the environment where the students do the teaching and learning process. This is consistent with the theory that state by John & Ehow (2011) in Sam Rany's jounal (2013: 182) that the problems of learning English language derived from many different factors in different environments such as school resources, quality of teachers, and the school attendance of learners.

The researcher assumes that teaching reading skill by using Intensive Reading Strategy can improve students' reading skill. Intensive Reading Strategy is a strategy that help the students can find the point of the text and can answer the question of the text.
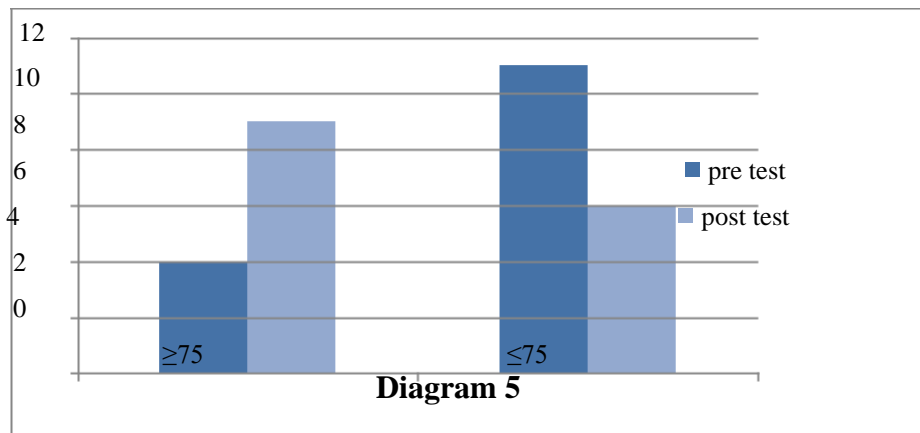
Table 2
The different score between pre-test and post-test of the experiment group

No	Name	Pre-Test Score	Post-Test I Score	Improving	Explanation
1	SA	40	100	60	Improve
2	SRP	20	100	80	Improve
3	SYH	10	80	70	Improve
4	DA	30	90	60	Improve
5	DSY	30	80	50	Improve
6	AAS	30	90	40	Improve
7	AJI	50	100	50	Improve
8	SS	20	90	70	Improve
9	RYA	20	90	70	Improve
10	ZA	20	90	70	Improve
11	RNA	20	80	60	Improve
12	PS	60	100	40	Improve
13	RS	20	80	60	Improve
14	SK	30	80	50	Improve
15	MAK	30	90	60	Improve
Total		**430**	**91.250**	760	
Average		**28,6**	**6.083,3**	11,4	

Table 3
The Comparison of Students' Pre-Test in cycle 1 and Post-Test I in Cycle 2

Interval	Pre-Test	Post-Test I	Explanation
≥75	0	15	Complete
≤75	15	0	Incomplete
Total	**15**	**15**	

Then, the diagram of comparison students reading skill pre-test and post-test I score in cycle I could be seen as follow:

Diagram 5

The Comparison of Percentage of the Students' Completeness Score in Pre-test in cycle 1 and post-test 2 in cycle 2

Based on the table and the graphic above, in pre-test it could be inferred that 15 students (100%) were not successful. The successful students were those who got the minimum mastery criteria at MA Nurul Wahyi NW Mujur at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 28,6, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 15 students (100%) got score up to the standard and 15 students (0%). From the post-test 1 result, the researcher got the average of 6.083.3. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 100% students got grade researcher got the average of 28,6, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 15 students (100%) got score under to the standard and 15 students (0%). From the post-test 1 result, the researcher got the average of 6.083.3. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 100% students got grade 75. The fact showed that the result was unsalted feed. 75. The fact showed that the result was unsalted feed.

d. Comparison of Grade in Pre-Test in cycle I, and Post-Test I, in Cycle II

English learning process was successfully in cycle I but the students' average score was low. While the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 4
The Comparison of Reading Skill ofPre-Test, Post-Test I in Cycle I and in Cycle II

No	Grade	
	Pre-Test	**Post-Test I**
1.	40	100
2.	20	100
3.	10	80
4.	30	90
5.	30	80

6.	30	90
7.	50	100
8.	20	90
9.	20	90
10.	20	90
11.	20	80
12.	60	100
13.	20	80
14.	30	80
15.	30	90
Total	**430**	**91.250**
Average	**28,6**	**6.083.3**

Table 5
The Comparison of Students' Pre-Test, Post-Test I Grade
in Cycle I and Grade in Cycle II

Interval	Pre-Test	Post-Test I	Explanation
≥ 75	0	15	Complete
≤ 75	15	0	Incomplete
Total	**15**	**15**	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. Based on the result of the pre-test, post-test I, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score 75 from 4 to 9 became 13. The average score from 53.0 to 72.8 became 84.7. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the diagram of the result of pre-test, post-test I and post-test II, as follow:

Diagram 9
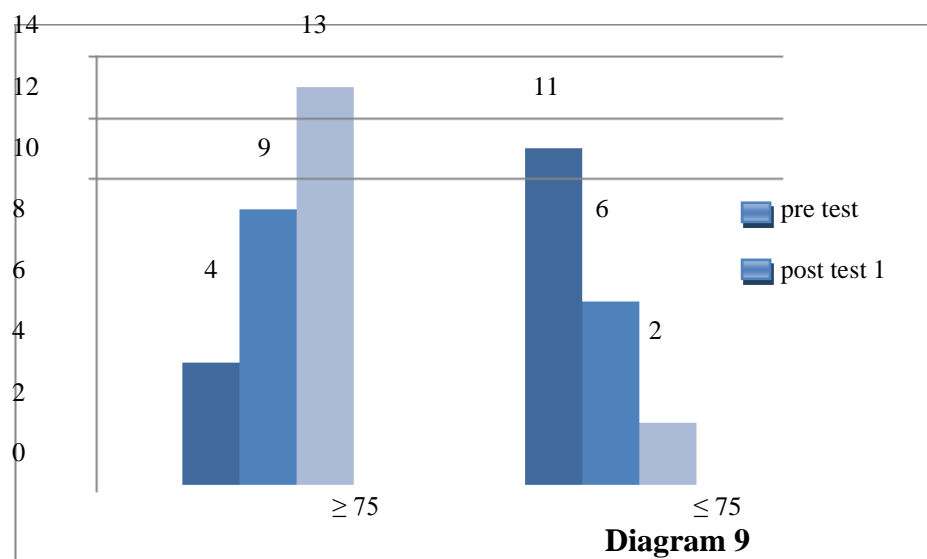
The Comparison Grade of Students Reading Skill in Pre-Test, Post-Test I in Cycle I, in Cycle II

Based on the graph above, it could be inferred that Intensive Reading Strategy could improve the students' reading skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II. The improving students from pre-test to post-test I is 15 students, from post-test I to is 15 students.

4. CONCLUSION

The effect of intensive reading in teaching reading comprehension an experimental study at MA Nurul Wahyi NW Mujur in the school year 2023/2024 has differences before and after applied intensive reading. It can be seen from the result of data analysis which is indicated that the figure of the means score was 53,4 for experimental group was 28,6 for control group. The deviation scores for experimental group was 6,083.3 and control group was 10,29 where the maximum score of the experimental group in pre-test was 75 and the minimum score was 75 and the maximum score of the control group in pre-test was 100 and the minimum was 75. While, the maximum score of the experimental score of the control group in post-test was 100 and the minimum score was 75.

The significant differences between before and after applied intensive reading method in teaching reading comprehension at MA Nurul Wahyi NW Mujur in the school year 2023/2024 can be seen from the mean category. The mean score for experimental in pre-test was on average category but in post-test was on high category. While, for control group in pre-test and post-test was on average category and there is significant effect of intensive reading method in teaching reading comprehension at MA Nurul Wahyi NW Mujur in the school year 2023/2024. It indicated with the result of hypothesis testing (2,84) was higher than t-table (to) in degree of freedom 28 at significant rank 5 % (2,04).

REFERENCES
John W. Creswell/J.David Creswell. 2014. *Research Design .Quanlitavive, quantitavie and Mixied Mehods Approaches*. SAGE Publication India Pvt. Ltd.
Agustien and Helena M. 2005. *English For Better Life.* Bandung: Pakar Raya.
Brooks, Finichero, Marr. 1979. *English As Second Language From Theory of Practice*. Graw: Hill Book company.
Bistok.1998. *Reading concept For TEFL.* London : Oxford University Press.
Chomsky, Naom. 1975. *Perfecting Or Language*. New York: Pathen Books.
Finochiro, Marry. 1979. *English as Second Language From Theory To Practice*. New York:Regent Published Company.
Gorge Papas, Jb. 1982. *Language Testing*. New York : Modern English Publication.
Horenby, AS. 1986. *Oxford Advance Learners Dictionary Of Current English*. Londen: Oxford University Press.
Haris . 2006. *The Abilities In Reading Comprehension*. Thesis S1 IKIP Malang.
Hadi, Sutrisno.2002.*Metodology Penelitian.Yogyakarta*: Thesis S1Yayasan   Penerbit UGM.
Iqro'. 2005. *The Influence Of Curriculum Basic In Teaching Process*. Thesis S1Bandung Press.
Lado in Jony Helondry. 2005. *Reading Definition Book*. Londen University Press.
Palmer. 1983. *Intensive Reading*. Bandung. Yrama Medya.
River, Crimon, MC. 1984. *Writing With Purpose*, New York. Hougton : Milffin Company.

Salim, Agus. 2007. *Students Difficulty In Reading Comprehending English Text*. Thesis S1. IKIP Mataram.

Setiawan, Djuharie, Otong. 2008. *Intensive Reading Bottom-Up Reading*. Yrama Media. Bandung.

Sparago. 1980. *Improving Reading Skill.* Londen : Oxpford University Press.

Tri Takarina. 1999. *Reading Comprehension*. Thesis S1IKIP Malang.

Tarigan, Henry, G. 1979. *Membaca Sebagai Keterampilan Berbahasa*. Bandung: PT Angkasa.

Widiyamarta.1987. *Reading Comprehension*. Bandung : Yrama Widya.

M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Technique,* (New York: Sunrise Publisher *and* Distribution, 2008), p. 117.Wiresma, William.1985. *Research in Education.* New York: Oxford University Press.

Wiriaatmadja, Rochiati. 2005. *Metode Penelitian Tindakan Kelas.* Bandung: P.T. Remaja Rosdakarya