

ANALYSING THE EFFECTIVENESS OF THE INTENSIVE READING METHOD IN LEARNING NEW VOCABULARY

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Abstract

Many have considered intense reading as an excellent strategy for vocabulary and language competence. However, educators find that the duration or amount of time needed to utilise the intensive reading technique is a significant deterrent to their approach usage. Literature instructors extensively employ the intense reading approach to educate on short stories, novels, poems, and creative writing materials. Much research investigates the usefulness of the intensive reading approach. The comparison made in this research focused on reading to comprehensive reading and looks at how they may be integrated. The primary aim of this study is to investigate the effectiveness of the Intensive Reading Method in learning new vocabulary using the steps introduced in the Intensive Reading Method. Thus, the intensive reading method to increase language competency in writing, reading comprehension, and vocabulary was investigated by employing a systematic literature review. The findings indicated that the steps that occurred in 70% of the studies were accepted to be vital when conducting the intensive reading method. 14 out of 20 research studies used the Intensive Reading Method and found it effective in helping students learn new vocabulary.

Abstrak

Ramai penyelidik menganggap bahawa membaca secara intensif adalah strategi yang sangat baik untuk membaiki perbendaharaan kata dan kecekapan dalam berbahasa. Walau bagaimanapun, para pendidik mendapati bahawa tempoh atau jumlah masa yang diperlukan untuk menguasai teknik membaca secara intensif adalah penghalang yang signifikan terhadap keberkesanan penggunaan pendekatan ini. Tenaga pengajar sastera menggunakan pendekatan membaca secara intensif untuk mendidik tentang cerpen, novel, puisi, dan bahan penulisan kreatif. Banyak penyelidikan telah menyelidiki kegunaan pendekatan membaca secara intensif. Perbandingan yang dibuat dalam penyelidikan ini tertumpu pada pembacaan biasa hingga pembacaan yang komprehensif dan melihat bagaimana mereka dapat disatukan. Tujuan utama kajian ini adalah untuk mengkaji keberkesanan Kaedah Membaca Intensif dalam mempelajari perbendaharaan kata baru menggunakan langkah-langkah yang diperkenalkan dalam Kaedah Membaca Intensif. Oleh itu, kaedah membaca intensif untuk meningkatkan kecekapan berbahasa dalam penulisan, pemahaman membaca, dan kosa kata disiasat dengan menggunakan tinjauan literatur yang sistematik. Hasil kajian mendapati bahawa penggunaan Kaedah Membaca Intensif didapati penting dalam 70% daripada kajian yang diteliti. 14 daripada 20 kajian penyelidikan yang mengkaji keberkesanan Kaedah Membaca Intensif didapati berkesan dalam membantu pelajar mempelajari perbendaharaan kata baru secara efektif.

INTRODUCTION

The intensive reading method has always been regarded as a practical approach to build vocabulary and enhance language proficiency. However, the duration or length of time taken to conduct activities using the intensive reading method has always been an issue that discourages educators from using it in their teaching. Nevertheless, through the preliminary study conducted, it is evident that literature lecturers widely use the intensive reading method to teach short stories, novels, poems, and any creative writing materials. As suggested by Shokarimova (2021), teachers should choose the same types of texts that learners enjoy reading outside the classroom and design motivating pre-reading and post-reading tasks to go with them. As such, there have been several studies that were conducted to analyse the effectiveness of the intensive reading method with regards to task and activities that encourage good writing skills. As explained in the earlier segments, some researchers compared intensive reading to extensive reading and studied integrating these two approaches. For this study to answer its first and second research questions, it is essential to know the typical steps used to conduct intensive reading activities effectively. Thus, Table 1 lists the researchers that have used the intensive reading method to enhance language proficiency, particularly in writing, reading comprehension, or vocabulary development.

LITERATURE REVIEW

Based on the studies that were examined by the researcher, it is certain that many prominent researchers have used the intensive reading method in their study to investigate specific themes or questions related to language proficiency. However, there were some differences in the steps or processes adhered to during their experiments. A study conducted by Miller (2013) found that English reading courses at universities in Japan have historically favoured the intensive reading

approach. The researcher found in his study that students in an intensive reading course typically read passages in their textbooks, and the teachers attend to issues of grammar, vocabulary, text organisation, and meaning that arise from the readings. He further substantiated that reading skills such as identifying inference and guessing word meaning from context may be addressed while the intensive reading occurs.

While awareness of intensive- extensive reading has increased in Japanese Universities through the introduction of the English Reader Marathon, it is clear that more can be done to provide students with a better chance at improving their English reading proficiency. The study also understood that the word "extensive" in extensive reading must be taken literally because the amount of reading that takes place illustrates the competence of the intensive reading habit of students. Miller (2013) added that intensive reading must be made a systematic part of the curriculum and continuous support and encouragement from highly influential teachers.

A separate study directed by Rahman (2007) revealed that students' performance concerning significant reading sub-skills was relatively good. However, the reading speed is slow, and there was an indication that they faced no complex problems that hindered intensive reading activities. The findings of this study that was conducted with four college students in Bangladesh indicate that teachers are pleased with their students' performance. They confirmed in this study that their students have no problems during reading activities in the class. The results from the study also indicate that students' proficiency in finding out specific information from a given passage seems to be good. However, their performance in guessing word meaning is poor though they have a high opinion about their teachers and seem satisfied with their teaching methodology.

In another study, Chi (2005) discusses the ways vocabulary is taught in the English course using intensive reading through an analysis focusing on the importance of vocabulary teaching. Language study demands long-term accumulation and a considerable amount of reading. Based on extensive reading, some intensive reading will lay a solid foundation for language learning. Thus teachers should instruct students to use limited materials through intensive reading to expand their vocabulary and obtain knowledge to improve their language application ability.

METHODOLOGY

This research was conducted by critically reviewing the relevant literature selected based on the inclusion and exclusion research criteria. The literature used as the primary data of this study was thoroughly examined on its relevance based on the study's objectives. Therefore, reviewing the literature is a crucial supporting tool in the research process. The systematic literature review is a research method for aggregating, reviewing, and evaluating a body of literature using pre-specified and established procedures. In this method, the reason, hypothesis, and data collecting techniques are created before the review and utilised as a guide for carrying out the process to avoid bias. The objective is to discover, critically assess, and synthesise the available evidence about a clearly defined topic, much like traditional literature reviews.

FINDINGS AND DISCUSSION

Table 1: Researchers Using the Intensive Reading Method in their Studies and the Steps Introduced in the Intensive Reading Activity

Researchers	Pre- Reading					While-Reading						Post-Reading			
	Selecti on of Mater ials – freque ncy of words	Identif ying readin g purpos e	Skimm ing and Scanni ng (First readin g)	Makin g predict ions	Word Recognit ion/ Identific ation/Se mantic Cues	Re- reading/ Reading aloud/ Pronunc iation	Inferen cing & Guessi ng from context	Sema ntic mapp ing	Teacher s attend to gramma r, vocabula ry, and meaning deriving issues	Note- taking/ highlight / underlin e words	Focusi ng on details by listing import ant keywor ds	Discuss ion as a group	Studen ts ask questio ns	Summ arizing /Respo nding (critica l thinkin g)	Making reading and writing connectio ns
1. Conway, 2013 (Teacher-centered Approach)	✓	✓	✓	✓	✗	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓
2. Chall, 1987 (IR – A Methodology for Vocabulary Development)	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✓
3. Nation, 1993 (Direct Vocabulary Instruction)	✗	✗	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗	✓
4. Starks & Brown, 2007 (Bottom up and top-down Processing)	✗	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✗
5. Nation, 2009 (Choosing Materials)	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✓	✗	✓

– High/low frequency words)															
6. Nuttal,1996 ('Vicious cycle of the weak reader')	✓	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✗	✗	✓	✗
7. Susser & Robb,1990 (IR as an alternate approach to Extensive reading)	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✗	✓	✗	✗	✓
8. Richard & Renandya, 2002 (IR and ER as a pair)	✗	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✓	✗	✓	✗
9. Harmer, 2001 (IR & ER – A balanced approach)	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. Hedgcock & Ferris,2018	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓
11. Miller, 2013 (English Reader Marathon)	✓	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✗	✓
12.Rahman, 2007 (Proficiency in finding specific information in text)	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
13. Chi,2005 (Vocabulary teaching methods)	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✗	✓	✓

14. Nilvius & Anvegard, 2015 (Wendick's Model Intensive Reading)	✓	✗	✓	✗	✓	✓	✗	✗	✓	✗	✓	✗	✓	✗	✓
15. Shen, 2008 (Teaching reading using schema/background Knowledge)	✗	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✗
16. Indrawati, 2014	✓	✗	✓	✓	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗
17. Gonzalez, 2011 (CLIL Framework)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18. Yang et al., 2012 (The dominance of IR in class contact hours)	✗	✗	✓	✓	✗	✗	✗	✗	✓	✓	✓	✓	✓	✓	✗
19. Erfanpour, 2013 (Intensive reading and reading comprehension)	✓	✓	✓	✗	✗	✓	✓	✗	✓	✗	✓	✓	✓	✗	✗
20. Sun, 2014 (IR improves writing)	✗	✓	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓

The table above is an essential tool that contains the list of assumed occurrences during intensive reading lessons. A total of 20 prominent studies that employed the Intensive reading method were analysed. Table 2 summarises and lists the selected steps based on their highest number of occurrences in these studies.

Table 2:

List of Steps Used in Studies that Employed the Intensive Reading Method

Categories	Steps	Occurrences in Studies (n=20)
Pre-Reading	Selection of Materials	14
	Identifying reading purpose	11
	Skimming and Scanning (First reading)	20
	Making predictions	14
	Word Recognition/Identification/Semantic Cues	16
While-Reading	Re-reading/ Reading aloud/Pronunciation	15
	Inferencing & Guessing from context	18
	Semantic mapping	6
	Teachers attend to grammar, vocabulary and meaning deriving issues	19
	Note-taking/highlight/underline words	14

	Focusing on details by listing important keywords	18
Post- Reading	Discussion as a group	15
	Students ask questions	15
	Summarising/Responding (critical thinking)	10
	Making reading and writing connections	12

Based on the list of steps in Table 2, the steps that occurred in 70% of the studies were accepted to be vital when conducting the intensive reading lesson. Thus, the steps used in more than 14 out of 20 research that were studied were used to create an observation checklist for intensive reading classes.

CONCLUSION

In conclusion, a significant percentage of the studies considered it critical to employ the Intensive Reading Method in new vocabulary learning. Based on the studies provided in Table 1, it is likely that many renowned researchers have utilized the intensive reading approach for studying specific topics or questions linked to language competency. However, they adhered to different procedures or methods in their investigations. While learning how to read, it is possible to focus on reading inference and guessing word meaning from context.

While intensive-extensive reading can be applied to help students, more may be done to enhance their English reading skills. High-intensity reading will provide a strong foundation for language development. Students should read intensively to increase their vocabulary and understanding and enhance their language application skills. Nilvius & Anvegård (2015) state that reading lists

educate young children to decode better. Focusing on sections of the text leads to improved comprehension. This coincides with Chan's (2018) study that task related to reading-to-writing involves the knowledge transformation approach where ideas are transformed through a sequence of higher-order processes of selecting, connecting and organising ideas from reading sources.

The resulting outcome of the study suggests that the Intensive Reading Method significantly increases students' reading comprehension in learning a new vocabulary. In addition, the Intense Reading Method implementation provided positive results, including improved reading comprehension among students.

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