INTENSIVE AND EXTENSIVE READING IN IMPROVING TEACHING READING COMPREHENSION

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Abstract

The research investigated the implementation of Intensive Reading (IR) and Extensive Reading (ER) that is suitable for English class in Polytechnic that focuses on the ability of English practice. This research is a Classroom Action Research (CAR), which consists of three stages, namely pretest, treatment, and posttest. Based on the results of the pretest, it can be concluded that reading skill of the second semester students from Computer and Networking Engineering study program before the implementation of 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 times cycles of treatment by using three different articles for English reading text, the reading skill of students increased significantly in the presence of 2 students (4.5%) in the classification of very good and there were only 6 students were in poor and very poor classification. Based on post test result, reading skill of students IR and EF managed to enhance teaching reading comprehension significantly with 5 students (11.4%) were in very good classification.

Keywords: Intensive reading, extensive reading, English text

INTRODUCTION

The process of learning English includes four skills namely listening, speaking, reading, and writing. Reading is a learning activity dominated by the eyes and brain, where eyes receive the message, and then the brain processes to obtain the meaning of the message received. Reading included in the receptive skill. Receptive skill isemphasis on active involvement of the student as a reader. In each session of English class the four English skills are integrated in different topics.

Based on the previous research in teaching reading at the level of Vocational Higher Education (Polytechnic) there are several things that affect student achievement in understanding English text. It can be caused by several factors such as internal factor, and external factor. The example for internal factors namely students assumes English is very difficult, and underestimate English subject. In

addition to these factors, there are also external factors such as the lack of teaching materials or teaching aids, ineffectiveness of lecturer in presenting the material, and monotonous teaching and learning English method by applying conventional method. Conventional method in teaching reading comprehension is lecturer translates the English text with the students and after that the students asked to answer the question based on the text given. This method will lead the classroom atmosphere becomes monotonous and make students feel bored and uninterested in learning English.

In teaching reading comprehension, lecturer gives a reading text with the new theme, try to execute the process of eliciting the general knowledge or prior knowledge of students related with the theme by answering questions or inquires their opinions about those themes then students have an opinion what will be discussed in progress. During the process, students used their experience related to themes so it can help them in understanding the text. This method is emphasis on lead-in stage that is finding out how so that students are interested in the material, asking the students to predict the content of reading and providing motivation to read.

Lecturer's creativity needed in determining the proper method in teaching reading comprehension for students. The method that can be applied in improving the reading skills is Intensive Reading (IR) and Extensive Reading (ER) to produce satisfying output in learning. IR and ER theoretically have the advantage that continuously review and test in a number of studies in various places all over the world. If applied appropriately in the learning process, IR and ER not only can improve reading comprehension, but also to accelerate the ability to read English

text (Pigada & Schmitt, 2006). ER is a very different approach to IR which is a commonly conventional method applied for learning reading skills. ER is an alternative method to teach students' ability in comprehending English text. ER considers as a supplementary method, not to replace IR method. Therefore, there should be studies to determine the extent of the ability to read English text for students with the adoption of IR and ER method. This prompted the authors to conduct research with the title "Intensive Reading and Extensive Reading in Teaching Reading Comprehension. "Many previous studies have been done in Intensive Reading (IR) and Extensive Reading (ER). Budiastuti and Nugraheni (2015) suggested that continuously innovation in developing model based on learner's background needs to be done to increase student interest in learning with fun; one of the developments is to design a model of collaborative web-based e-learning for Extensive Reading subject. The development of particular model can improve the creativity of teachers and students. It is reported that student learning outcomes that uses collaborative web-based e-learning in the course Extensive Reading was increased for 18.55%.

Based on the results and the facts found during the study by Afriyeni et.al. (2013) entitled Improving Students' Reading Comprehension by Using Intensive Reading Technique for primary students, IR method improved students' reading comprehension in each of reading comprehension indicator based on KTSP 2006. By applying pre test, treatment, and post-test, this study consisted of three cycles that produce dan average learning outcomes of students increased from 67 pretest, 72 in the first cycle, and 77 in the second cycle.

By the implementation of IR method in a study entitled Teaching Reading of Narrative Text by Using

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Intensive Reading, Dani et. al. (2008) stated that the score of student achievement in reading comprehension were in line with the development of their reading interest, it proved that the IR greatly assists students to understand the text started from an easy passage up to advanced reading level. IR can overcome obstacles encountered by teachers and students while most importantly students can read the text easily and fun. Based on the empirical results, it concluded that IR and ER method can be applied in English subject to improve students' comprehension in reading English text.

Intensive Reading and Extensive Reading Concept

Extensive reading is to read widely and in large quantities, with the main aim to enjoy reading activities, while the intensive reading is the reading that is only limited to the short text and carried out with the aim of understanding the whole content of reading. As an approach to reading literacy, these two methods differentiated in various aspects relating to reading activities, which include the main objectives of reading, focus on reading text, the sources, and types of reading, the number of reading text, the speed of reading level, and the method of reading. The characteristics of ER and IR method illustrated clearly by Day (2015) in table 1.

Types of Reading	Intensive	Extensive
Class goal (general purpose)	*Read accurately* (reading as accurately as possible)	*Read fluently* (reading as smoothly as possible)
Reading purpose (aim)	*- Translate* *-Answer questions*	*-Get/obtain information* *- Enjoy*
Focus (attention)	*Word by word*	*Meaning*
Material (reading material)	*-Often difficult* *-Lecturer's choice* (determined by the lecturers)	*- Easy* *-Student's choice* (chosen by each students)
Amount (quantity)	*Not much*	*A lot*
Speed	*Slower* (a bit slow)	*Faster* (above normal speed)
Method (way)	*-Use dictionary* (use the dictionary as often as possible)	*-Minimum use of dictionary* (dictionary occasionally used)

Table 1 Characteristics of Extensive Reading and Intensive Reading

From Table 1, it appears that ER is a very different approach compared to IR which is generally used for teaching reading skill. ER is an alternative

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approach that offers a new way to teach the skill in reading English text. By implementing IR in teaching reading skill, the improvement of reading English text is not so significant. The students' only read if asked by their lecturers. Outside of the classroom, the students rarely read, or even never read. According to Day & Harsch (2008), the condition in reading class clearly summarized in three circumstances. First, students have no willingness to read, or if they read they do it slowly and without enthusiasm (students have almost no desire to read, even if they are read, it was done very slowly and less enthusiastically). Second, students come to the class with uneasy feeling, and they quickly intervening become bored to the reading lessons (students attending reading subject with an uncomfortable mood, they are anxious, and very quickly get bored with reading class). Third, students only read English written materials if they are asked by their lecturer; apart from that, they rarely read English texts (students only read English text if it is instructed by their lecturer, beyond that they almost never read).

Day & Harsch (2008) concluded that the reality portrait of teaching reading that applying conventional approach (intensive reading) indicates three things:

1. Students who are learning to read in English do not actually read in English text;
2. Students do not like reading;
3. Students rarely read.

It is highly ironic, when the subject is reading, but in reality, the students are rarely practicing their reading skill in English text. Lecturer asked the students read in English, but in fact, the teaching methods they employ do not produce and lead students to read as often as possible. The skills can only be achieved by frequent repetition. It is a fact that IR method is not able to generate a love and enjoyment of reading within all students; consequently, they are too lazy to read. In other words, the drawback of IR is the method (limited time in reading and poor reading achievement) does not fully support the expected goal (advanced reading).

Based on the condition described previously, educators in the field of English language teaching support the importance of ER method as an alternative and supplementary to conventional approaches over the years. ER is believed to cover the deficiencies contained in the IR. To measure the effectiveness of ER, various studies have been undertaken. In its development, ER then occupies an important position in learning English. This is because any positive effect of this method in improving literacy in particular, and the ability to speak English in general. The effect of ER is very significant to the ability to speak English in general, and particularly on improving the ability of reading, writing, speaking, and enriching vocabulary. In addition, ER also positively affects the affective domain of learners. Attitude and motivation towards reading activities reported to be increasing, and in the later stages ER turns greatly assist the process acquiring a second language.

Rashidi and Piran (2011) stated that one of the advantages of ER is to be a very effective medium to provide input, in the form of reading, as much as possible to the learners. Based on input hypothesis theory (Krashen, 1982), the input is one of the important components that affect success in second language acquisition. Input can be obtained through auditory skills (listening) and vision (reading). To create a good output (such as speaking and writing),the input received by learners should be as frequent as possible, and this is only

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possibly made by ER because this method encouraged students to read as much as possible.

The Importance of Intensive Reading and Extensive Reading

The advantages of ER method are not only because it can arouse positive effect on the ability of language learners, but also because it is very flexible method to be applied in any level of English learners. Research conducted by Renandya in Mart (2015) specifically at ER application on adult learners proved that ER has a positive effect on improving the quality of learning. In connection with the time factor, Shancke (2006) reviewed two studies he conducted to examine the effect of ER on language acquisition. The two studies were conducted in 1986 and 1995 and had similar result, namely the significant development in English language acquisition through ER program, which implemented in only 4 months. This shows that ER can be applied to early learners, adolescents, and adults, and it can be held in the short, medium, and long term of learning or studying form.

Another interesting thing that should be underlined from the above studies are by implementing ER to support the enhancement of English language proficiency, the teachers generally get a positive response from the students. Day (2015) specifically noted and emphasized that students who learn to read by ER, develop positive attitudes and become motivated to read in the second language. In other words, as an approach, the ER is very compatible with the student affective factors. In fact, it can be underlined that the success of ER is largely supported by the characteristics that give positive impression to the learners. ER employs fun and enjoy elements, those two elements are psychologically very instrumental in the success of learning. The affective dimension (attitudes and motivation) which is not fully accommodated in the conventional approach to teaching reading (IR) fully covered in ER. In fact, it is difficult to expect the success in doing something without accompanied by a positive attitude and high motivation at the same time.

To be able to implement ER as basic concept and its role as one of the language pedagogy models, it should be understood that ER implemented the principle of rich learning environment. The first principle of the language pedagogy emphasizes the importance to create an environment of English class in which faculty and students use English as much as possible. Most teaching generally assumes using English in the active sense, i.e. orally through productive skills (speaking and writing), and this is not in line with the main activity of ER, which is reading. English skill taught in an integrated way; every single skill are interrelated and supported. Speaking and writing is output, which is required to be able to do an adequate input through reading and listening. Thus, ER is the input medium, which in terms Krashen called with comprehensible input, a very important component in learning the language.

Another thing that needs to be clearly described is the definition of rich learning environment actively or passively. If the productive skills (speaking and writing) are active, then the receptive skills (reading and listening) are passive. The advantage of the ER model is opportunity for students to apply the four language skills. Having read (extensively), students can practice their speaking and listening skills through book talk in groups and book presentation. Through the activities of book reports and book response, they instantly practice writing skills.

The Implementation of Intensive Reading and Extensive Reading

The successful IR and ER program are generally adopting the basic characteristics of IR and ER method in teaching English. According to Day & Bamford in Miller (2012), to implement a successful ER program, the following ten characteristics should emerge: students must read reading texts as much as possible, the meterial must be provided in miscellaneous topics, type, and degree of difficulties, students choose what text they want to read based on their own preference, the goals of reading activities are for pleasure, achieve information, and general understanding, the rewards earned from reading the text are the pleasure and satisfaction of reading activities itself, the level of difficulty from reading textmust be similar with the level of students reading comprehension, reading is done per student and in silent reading, reading speed is fast rather than slow speed of reading, lecturer guide students to the aims of the reading activities, explain the methodology, keep record and track of what each student reads, and help students to acquire the benefits of reading, and lecturer should set a good example as an active and extensive reader.

The ten characteristics are the guidelines in designing ER program. These criteria inferred from various studies on the implementation of the ER program that has been done during the last year in various places and contexts of learning in the world. There are two characteristics of ER which is potentially become a major obstacle, first the availability of the text in English and many types of materials/literature (this is considered as the challenging factor regarding the condition of several libraries only has limited English textbook, but at the same time the teacher can simply browse and download the material via internet after selecting the appropriate text for the students. The students also can simply find the material via several websites); and second the role of lecturers/teachers as a model that can be followed by learners (the reading culture in our society is very low, some of teachers and lecturers are facing difficulties in teaching reading comprehension to the students).

Research Methodology

The research was conducted at the Department of Electrical Engineering (EE) Politeknik Negeri Ujung Pandang (PNUP), the research time was from April to December 2017. The Application of IR and ER measured through the results of students' pretest and posttest in understanding the English text with three cycles of treatment consisting of reading three articles as English text topic entitled latest English news on technology, Invention, and Gadgets.

The research is Classroom Action Research (CAR)based on Kemmis and McTaggart three phases of CAR. This research consisted three phases, the first phase is pretest to measure the basic ability of students in reading English text, the second phase is three times treatment by implementing IR and ER in reading the three different articles, the third phase is posttest to see the results of IR and ER implementation in learning process.

The stages in the research are as follows: Pretest aimed to determine the ability of a student before treatment in teaching reading by IR and ER method, ttreatment in the teaching process, several stages applied based on IR and ER method. Treatment divided into three cycles of reading English text, and pposttest aims to determine the

ability of students in reading test after joining treatment with IR and ER method.

The population of this research is the students of EE PNUP.The number of active students for class of 2015 and 2016 were 620 students. The students for class 2014 were not included in the population as they graduated in PNUP in 2017. The sampling was purposive sampling. The samples of research were44 students of the second semester students of Computer and Networking Engineering Study Program (CNESP)from Engineering Department. The data obtained from this study analyzed by descriptive quantitative method (Arikunto, 1992). The steps are as follows:

1. Scoring students' reading test in pretest and posttest, by using scoring guidelines for TOEFL reading section. Scores obtained in reading test range between 20 as the lowest value and 68 for the highest number of multiple choice questions from 50 items. All of the correct answers from multiple choices converted into of 21 up to 67.
   2. Tabulating scores of students.
   3. Classifying student score in five levels as follows:

Score	Classification
67 - 57	Very Good
56 - 46	Good
45 - 35	Fair
34 - 24	Poor
23 - 21	Very Poor

Table 2 Students' Scores Classification

Findings and Discussion

The results of pretest conducted to determine the score of students' reading skills before the application of IR and ER. Pretest held on 18 and 19 April 2017 attended by 44 students. Pretest was the International Standard Reading Test of Longman Complete Course for TOEFL. Results of pretest showed varied classification based on the conversion guide. Pretest results are as follows:

No.	Classification	Score	Frequency	Percentage
1.	Very Good	67 - 57	0	0
2.	Good	56 - 46	9	20.4
3.	Fair	45 - 35	16	36.4
4.	Poor	34 - 24	11	25

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5.	Very Poor	23 - 21	8	18.2
Total			44	100

Table 3 Pretest result

Based on the results of the pretest reading skills most students are still relatively low in poor classification (25%). The result indicated that students were not applying an effective method in reading English texts, which consists of various topics in the academic field. As many as 8 students (or 18.25%) were classified into 'very poor'. These students had difficulty in understanding the content of the entire reading text.

There were three different reading topics used in this research as treatment for the students, namely Latest English news on technology, Invention, and Gadgets. Three of the articles contain graded reading that offers vocabularies for enriching students' knowledge in understanding engineering text. All reading texts are based on the curriculum that has been set in CNESP. Overall component in IR and ER integrated in communicative teaching readings listed in IR and ER characteristics as follows:

Types of Reading	Intensive	Extensive
Class goal (general purpose)	*Read accurately* (reading as accurately as possible) Students were asked to recall important information related to the topic they have read .	*Read fluently* (reading as smoothly as possible) Students were asked to read a passage quickly either through reading aloud or silent reading.
Reading purpose (aim)	- *Translate* (reading by translating) Words or sentences were translated by students are limited to unfamiliar words or sentences. -*Answer questions* (reading by answering questions) Questions were given to students in the form of oral and written questions. Oral questions given at the time the student has finished completing the reading	-*Get information* (reading to obtain information) Students read the text with the aim of obtaining new information and activating prior knowledge as a comparison in reading. - *Enjoy* (enjoyable reading) Purpose of reading is to enjoy and appreciate reading text, at this stage, students explore the reading based on their field as engineer.

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	while writing questions given in essay format.	
Focus (attention)	*Word by word* (reading word by word) At this stage the students read word by word to identify the vocabulary that they do not understand and then try to figure out the meaning of words based on the complete sentence in the paragraph .	*Meaning* (reading with meaning in general) Students read the entire text to find the idea of the text and concluding their own idea related to the text.
Material (reading material)	*-Often difficult,* (reading material is often difficult to understand) The reading material is selected based on the standard curriculum of CNESP namely Latest English news on technology, Invention, and Gadget. The reading difficulty level corresponds to the students' reading level and the reading results depend on the student's reading style and their reading comprehension of the text. *-Lecturer choice* (reading text is determined by lecturer) The reading material is chosen by the lecturers in relation to the purpose of research, but the standard of the curriculum is as references in selecting the reading material.	*- Easy* (reading material is easy to understand) The reading material is selected based on the standard curriculum of CNESP namely Latest English news on technology, Invention, and Gadget. The level of ease of reading is in line with the student level and the reading results depend on the student's reading style and their reading comprehension of the text. *-Student choice* (reading text is selected by each student) The reading material is chosen by the students in relation to the implementation of the research, but the standard of the curriculum is as references in selecting the reading material.
Amount (quantity)	*Not much* The tendency of students time duration to read is not long.	*A lot* The tendency of students time duration to read reading text in a long duration of time

Speed	*Slower* (a bit slow) Students reading speed is slow.	*Faster* (above normal speed) Students reading speed is fast.
Method (way)	-*Use dictionary* (use the dictionary as often as possible) Using dictionaries can be repeatedly done if students encounter unfamiliar words.	-*Minimum use of dictionary* (dictionary occasionally used) Using dictionary can be done only when the students find unfamiliar word, after they tried guessing through sentence contexts.

Table 4 The Characteristics of ER and IR

The processes of treatment in CAR were:

1.   Distributing three articles in English text for three weeks in a row with different types of text title namely Latest English News on Technology for the first week, Invention for the second week, and Gadget for the third week.

2.   Studying English by reading with IR and ER method. Based on the students' pretest classification result, the lecturer provides special treatment for students in very poor, poor, and fair classification. They were given IR method before ER method. IR method is given to support students' lack of vocabulary and minimize the usage of dictionary in understanding paragraphs. For students with good classification, they were given ER method to support their speed and comprehension in understanding reading text.

3.   In the first week the students in special treatment felt surprised to get reading task with IR method, they have to adapt with the text and unfamiliar vocabulary. Since, this is the first week they still use dictionary as frequently as possible to search for the meaning or even the definition of words. For the good achiever they felt comfortable in reading the text about Latest News on Technology with ER method as they can read and understand the content of text faster than students in special treatment.

4.   In the second week, the students already in tune with IR and ER method therefore the lecturer decided to use ER method for both of special treatment and good achiever students. The good point is the good achiever students works in groups with special treatment and they can help the students in comprehending the content of the text. In this week, the usage of dictionary minimized, thus the students were asked to find out synonym and antonym of unfamiliar words from Invention reading text.

5.   In the third week, the students were given Gadget reading text. Both of the groups must read the text individually and they cannot ask their friends about anything related with the text. The students show positive performance in delivering the contents of text, they are enjoy to read, and their speed of reading is increased.

6.   Treatment test conducted to know the progress of the students in three cycles of IR and ER method.

After three times treatment cycles completed, treatment test conducted to measure the result of treatment to find out the development

of students' reading skills. The results listed in the following table:

o.	Classification	Score	Frequency	Percentage
.	Very Good	67-57	2	4.5
.	Good	56-46	15	34.1
.	Fair	45-35	21	47.8
.	Poor	34-24	2	4.5
.	Very Poor	23-21	4	9.1
Total			44	100

Table 5 Treatment results

Based on the results of treatment, students' reading skills increased in the presence of 15 students in good classification(34.1%) and there were only two students in poor classification(4.5%). IR and ER can be well received by the students, even though there were 4 students classified very poor (9.1%),this means that students need to practice the skills of reading English text routinely by reading a variety of academic and non academic topics .

The final stage of this research is posttest, which was held on 24 and 25 May 2017 and attended by 44 students. The results of posttest showed a significant increase of students reading skill when compared with the pretest The result of posttest reflected the result of treatment. The result of posttest is as follows:

o.	Classification	Score	Frequency	Percentage
.	Very Good	67-57	5	11.4
.	Good	56-46	14	31.8
.	Fair	45-35	19	43. 2
.	Poor	34-24	3	6.8
.	Very Poor	23-21	3	6.8
Total			44	100

Table 6 Posttest result

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Based on posttest, students' reading skill increased significantly as 5 students classified very good (11.4%). IR and ER can be well received by the students. The students' competency and skill in reading will develop along with the diversity of the topic of reading and the long duration of reading time done by students every day.

The result of studies indicated that there is positive progress on students' achievement. This studies' outcome is in line with the previous research findings' by Budiastuti and Nugraheni (2015) and Dani et. al. (2008). IR and ER are not only assists the students in increasing positive attitude and motivation towards reading but also activating students' prior knowledge on mastering the knowledge based on their own field.

Conclusion

The students' reading skills of English text before the application of IR and ER is relatively low. Based on the studies the exposure of three times cycles in treatment by providing english text related to students' major gave positive progress for students' achievement in reading. As a result in postest, students' skill in reading was increased. IR and ER method is suitable to be applied as reading method in vocational higher education.

Suggestion

Based on the conclusions researchers suggest these following activities: first, the need to improve students' reading skills with various vocabulary difficulty levels in reading English text in a variety of topics, second reading skills will increase rapidly if it is applied by practicing; therefore all of the aspect of language can be integrated and will allow students to understand diverse information from any media, and third reading should be set as a routine activity by students since it will help the process of studying in every subjects.

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