A CRITICAL REVIEW ON STEPS APPLIED TO CONDUCT ACTIVITIES IN READING CLASSES TO IMPROVE STUDENTS' VOCABULARY DEVELOPMENT AND EXPAND VOCABULARY USE

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ABSTRACT

A majority of people consider intense reading as a great strategy to improve competence in vocabulary and language skills. However, educators believe that the time commitment required to use the intensive reading technique is a major barrier to its adoption. In order to teach students about short stories, novels, poems, and other types of creative writing, literature professors frequently use the intense reading method. The value of the intensive reading technique is a topic of much investigation. This study compared reading to intensive reading and considered how the two could be integrated. The primary objective of this study is to determine whether the Intensive Reading Method works well for teaching new vocabulary words utilizing its suggested procedures. In order to explore the intensive reading approach to improve language proficiency in writing, reading comprehension, and vocabulary, a systematic literature review was used. The results showed that the procedures taken in 70% of the studies were acknowledged as essential for carrying out the intensive reading approach. The Intensive Reading Method was employed in 14 out of 20 research studies, and it was proven to be successful in assisting learners in acquiring new vocabulary.

Keywords: Vocabulary learning; Vocabulary Development; Intensive Reading Method

INTRODUCTION

The intensive reading method has long been recognized as a useful strategy for increasing vocabulary and language ability. 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. However, it is notable from the preliminary research that many literature lecturers employ the intensive reading method to teach poetry, short stories, novels, and other types of creative writing. According to (Shokarimova 2021) teachers should select materials that students love reading outside of the classroom and provide engaging pre- and post-reading assignments to go along with those texts. The usefulness of the intensive reading approach with regard to tasks and activities that foster good writing abilities has thus been the subject of numerous research. As explained in the earlier segments, some researchers compared intensive reading to extensive reading and studied integrating these two approaches. It is crucial to understand the standard procedures within the intensive reading method if this study is to respond to its first and second research objectives. Table 1 provides a list of researchers that have employed the intensive

reading method as well as the procedures they use to improve language competency, notably in writing, reading comprehension, or vocabulary acquisition.

LITERATURE REVIEW

According to the studies the researcher looked at, it is likely that a lot of well-known researchers have employed the intensive reading method in their research to investigate certain language competence topics or questions. However, there were some differences in the steps or processes adhered to during their experiments. According to a study by (Miller 2013), the intensive reading method has historically been preferred in English reading classes at Japanese institutions. In his research, the researcher discovered that students in an intensive reading course often read passages from their textbooks while the teachers address any grammatical, vocabulary, text organization, and meaning errors that occur. He also supported the idea that while the focused reading is taking place, reading abilities like recognizing inference and determining word meaning from context may be addressed.

Even though the English Reader Marathon has raised awareness of intensive-extensive reading in Japanese universities, it is evident that more can be done to provide students a greater opportunity at developing their English reading proficiency. The study also recognized that since the volume of reading demonstrated the effectiveness of students' intensive reading habits, the word "extensive" in the phrase "extensive reading" must be interpreted literally. Additionally, (Miller 2013) suggested that intensive reading needs to be systematically integrated into the curriculum, and it needs ongoing support and encouragement from highly effective teachers.

According to a separate research conducted by (Rahman 2007), students' performance on important reading sub-skills was generally good. However, the reading rate is slow, and there was a sign that they did not have any significant issues that prevented them from engaging in intense reading activities. According to the results of this survey, which involved four college students in Bangladesh, teachers are happy with their students' performance. Through this investigation, they were able to prove that none of their pupils struggle during class reading assignments. The study's findings also suggest that students appear to be proficient in extracting specific information from a given paragraph. However, while having positive opinions of their teachers and appearing to be happy with their teaching methods, they performed poorly when guessing word meaning.

The study by Chi (2005) explores the methods for teaching vocabulary in an English course that employed the intensive reading method by focusing on analyzing the significance of teaching vocabulary. Long-term accumulation and a significant amount of reading are required for language study. With regard to extensive reading, a certain amount of intensive reading will build a strong foundation for learning the language. As a result, teachers should advise pupils to read extensively from limited sources in order to increase their vocabulary and gain knowledge in order to improve their language application skills.

METHODOLOGY

The relevant literature that was chosen based on the inclusion and exclusion research criteria was critically reviewed for this study. The literature that served as the main source of information for this study was carefully reviewed for its applicability to the goals of the investigation. Therefore, reviewing the literature is a crucial supporting tool in the research process. The systematic literature review is a research technique for compiling, analyzing, and assessing a corpus of

literature. This technique follows pre-established guidelines. The purpose, hypothesis, and data collection strategies are developed beforehand and used as a guide for carrying out the process in this method to minimize bias. Similar to traditional literature reviews, the goal is to find, critically evaluate, and synthesize the information that is currently accessible regarding a clearly defined topic.

FINDINGS AND DISCUSSION

Table 1 presents the list of researchers that have used the Intensive Reading Method in their studies and the steps that the researchers have identified as vital and employed in their reading activities. Table 1 is a crucial tool that contains the list of assumed events that occur during intensive reading classes. Twenty well-known studies that used the intensive reading approach were examined in total. Table 2 summarizes and identifies them based on the steps' highest frequency of recurrence in these research.

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
While-Reading	Word Recognition/Identification/Semantic Cues	16
	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

The steps that were included in 70% of the studies were included in the observation checklist based on the list of steps in Table 2. In other words, the steps that were used in more than 14 out of 20 research were included in the checklist. However, this checklist was modified to be specific, hence some steps were divided so that the findings of the study could be accurately reported. For an example, the discussion step was separated into group discussion and class discussion. It was assumed that the lecturers teaching the literature classes and literature students practice certain steps while doing the intensive reading in their classes. The observation checklist also allowed the researcher to tick (/) if each occurrence happened in class and record any other necessary information during the observation. All the items that were used to construct the observation checklist could be openly observed in the class except for the suitability of the reading materials. As mentioned by (Du 2016) in his study, reading materials should be selected based on the schema theory, which includes the language schema, content schema, formal schema and strategy schema.

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			
	Selection of Materials – frequency of words	Identifying reading purpose	Skimming and Scanning (1st reading)	Making predictions	Word Recognition/ Identification/Semantic Cues	Re-reading/ Reading aloud/ Pronunciation	Inferencing & Guessing from context	Semantic mapping	Teachers attend to grammar, vocab & meaning deriving issues	Note-taking/ highlight/ underline words	Details by listing important keywords	Discussion as a group	Students ask questions	Summarizing/Responding (critical thinking)	Making reading and writing connections
Conway (2013)	✓	✓	✓	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓
Chall (1987)	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	X	✓
Nation (1993)	X	X	✓	X	✓	✓	✓	✓	✓	X	✓	X	✓	X	✓
Starks & Brown (2007)	X	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	X	X
Nation (2009)	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	X	✓
Nuttal (1996)	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	X	X	✓	X
Susser & Robb (1990)	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	X	X	✓
Richard & Renandya (2002)	X	✓	✓	✓	X	X	✓	✓	✓	X	✓	✓	X	✓	X
Harmer (2001)	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hedgcock & Ferris (2018)	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
Miller (2013)	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	X	✓
Rahman (2007)	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
Chi (2005)	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	X	✓	✓
Nilvius & Anvegard (2015)	✓	X	✓	X	✓	✓	X	X	✓	X	✓	X	✓	X	✓
Shen (2008)	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	X	X
Indrawati (2014)	✓	X	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	X	X
Gonzalez (2011)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Yang et al. (2012)	X	X	✓	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	X
Erfanpour (2013)	✓	✓	✓	X	X	✓	✓	X	✓	X	✓	✓	✓	X	X
Sun (2014)	X	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓

Language schema refers to the selection of reading materials that have been merged and have a variety of vocabulary so that it can increase the repetition rate of relevant English vocabulary to some degree, as it makes language learning easy for learners. Content schema, on the other hand, refers to the previous language learning experience and appropriate background knowledge of learners about the reading materials, as (Du 2016) believes that reading materials should facilitate students in establishing and activating their content schema. Therefore, according to formal schema, the texts should cover the styles, lengths, and completion of the reading as well as include the key information from various academic courses. This means that the course structures should also be considered to ensure that the reading materials are appropriate to fulfil the course objectives. Lastly, strategy schema emphasizes that reading materials should also focus on learners' ability to do a few thinking processes while reading. Meaning the reading materials must enable students to judge right and wrong, make decisions and analyse plots while reading happens. The suitability of the reading materials that were used in the classes observed, fulfilled the criteria for the selection of reading materials as mentioned by (Du 2016) and other researchers with similar proposals (Dole and Osborn 1989). Reading materials that are selected for its good quality can effectively reduce the effect of inadequate teaching experience among pre-university teachers, but help them organize the classroom teaching well, as well as improving students' reading interest, communication ability and comprehensive academic ability (Du 2016). As such, this checklist serves as a guideline to determine the frequency of occurrences that should happen in a class to help students improve their vocabulary development.

CONCLUSION

In conclusion, several of the research felt that using the Intensive Reading Method when learning new vocabulary was essential. Based on the studies listed in Table 1, it is likely that many well-known researchers have used the intensive reading technique to explore particular subjects or issues related to language proficiency. Although, they used various techniques or procedures in their investigations. Additionally, it is possible to concentrate on reading inference and determining word meaning from context when learning to read.

Although students can benefit from focused and prolonged reading (intensive and extensive reading), more can be done to improve their English reading abilities. Reading at a high intensity will lay a solid foundation for language development. On the other hand, to expand their vocabulary, comprehend what they read, and improve their language application skills, students should read frequently. According to (Fälth, Nilvius, and Anvegård 2015), reading lists help teach young children how to decode more effectively. To better understand the content, concentrate on specific areas of it. This is consistent with (Chan 2018) study, which found that the knowledge transformation strategy is used in reading-to-writing tasks. In this approach, ideas are changed through a series of higher-order processes that include selecting, connecting, and organizing concepts from reading sources.

The study's findings imply that using the Intensive Reading Method greatly improves students' reading comprehension while teaching them new vocabulary. Additionally, the application of the Intense Reading Method produced beneficial outcomes, such as increased reading comprehension among learners.

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