Reading intensively: What do the students really need?

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Abstract
Intensive reading plays a great role in enhancing students' reading comprehension. Effective teaching materials are the best assistance for students. Often, in intensive reading class, lecturers neglected the students' needs and preferences regarding the reading texts and topics being discussed. The materials only come from the lecturers' perspectives. This study explores the students' needs and lecturers' perceptions toward the effective teaching materials of intensive reading. A questionnaire, delivered to 71 English Department students who have completed the Reading 1 course, is used for analysing the students' needs and preferences on intensive reading materials. Moreover, two English lecturers who experienced in teaching intensive reading for five years were interviewed to get detailed information about the students' needs and effective materials on intensive reading. The data were then analysed using a quantitative and descriptive qualitative approach. The result showed that the reading materials which offer various genres and topics, lists of new vocabularies, clear explanations about reading and vocabulary skills, as well as complete exercises to test the reading comprehension were viewed proper for both teachers and students. This research finding gives important information to develop effective reading materials for both sides.

Keywords: *effective materials; intensive reading; need analysis*

INTRODUCTION

English is the most popular foreign language nowadays. People have many reasons to learn English in this globalized era. Going to other countries for studying, traveling, doing business, and having more opportunities to get a better job are some of the reasons. Therefore, learning a foreign language especially English at a higher education level is required (Andrés, 2020). Among four skills to master English ability, reading is the most valuable and encouraging skill. Reading as a receptive skill helps students to comprehend and respond to the text they read. As a source of information, reading will enhance students' knowledge and trigger critical thinking skills to reveal the implicit idea in a text (Safaeia & Bulca, 2013). Reading is considered crucial since it is a technique for expanding one's linguistic expertise as well as obtaining information (Mohibu & Ismail, 2021). Further, Odwan (2012)

emphasizes that reading skill is essential for academic success and achievement.

Intensive reading is intended to strengthen the reading skill, text comprehension, and reading speed of the students. Therefore, intensive reading is considered the most important subject in learning English (Yin, 2015). Different from extensive reading where students can read the texts based on their choices (Ni'mah & Umamah, 2020), intensive reading is a classroom-oriented activity where students must read and understand the texts given by the teachers. Moreover, the students are directed to understand the lexical meaning of vocabularies and the language structure of the text (Ali, 2019).

Knowing the importance of intensive reading practice to improve the students' reading skills, the development of effective reading materials to suit the students' needs and desires is viewed to be crucial. Richards (2001) states that teaching materials are the basis of language input and the practice of language used in the classroom. Reading materials can ease the learners to understand the topic given. Learners will face problems in comprehending the lesson and practicing reading without having the appropriate reading materials (Abrar, 2017).

To develop the materials which are suitable for the student's needs and desires, a need analysis is needed. Need analysis is the technique for collecting and assessing information that is relevant to the course design based on the students' needs as the basis for curriculum development according to learning needs for specific students are called need analysis (Hariyadi & Yanti, 2019; Hyland as cited in Kuzborska, 2011). Conducting students' need analysis is essential to develop intensive reading materials which can meet the students' demands and conditions.

There are some relevant studies about this issue. Yuniarti & Yulian (2019) revealed that need analysis gives information about the students' problems in comprehending the texts due to lack of vocabulary mastery and reading skill including identifying main idea and information detail found in the text. Another study showed that the first step to creating reading materials based on the students' multiple intelligence is conducting the need analysis (Setyowati & Sugirin, 2020). In addition, Nimasari (2018) who conducted the research about the needs of English for Informatics Engineering through need analysis confirmed that ESP students considered English learning as fundamental for their formal study because English plays an essential role for the students' academic performance. The students are eager to engage classroom that provides a suitable Informatics Engineering context through active interactions between students and lecturers. The need analysis is also necessary to develop the appropriate ESP syllabus. A study by Jeong & Kim (2012) also indicated that elaborating the teachers' needs of teaching materials is essential to develop the appropriate materials for underachievers.

Regarding the results of previous studies, it can be inferred that need analysis is always important and relevant for creating and developing effective teaching materials which suit the students' needs. The current study also explored the lecturers' perspectives to gain more information about the

effective teaching materials in intensive reading. This issue is considered important because the teacher will give additional and different information which provides a complete description of the students' needs (Nation & Macalister, 2010). The present study is intended to explore the two different points of view from students and lecturers regarding students' needs to develop an effective intensive reading material.

Intensive reading

Reading instruction is closely related to intensive reading activity, where students are directed to read various short texts and are obliged to understand the literal meaning of the text. The vocabulary and comprehension tests are also part of the intensive reading class. Brown (2000) states that intensive reading is a classroom-oriented activity in which students should pay more attention to grammatical forms, discourse markers, and other structural details to achieve the goal of understanding literal meaning, implications, rhetorical relationships, and the like. Despite the monotonous activity in class, intensive reading is considered the most important course in English major (Yin, 2015). Intensive reading is proved to contribute to developing text comprehension. Zhang (2020) declares that intensive reading plays a great role in students' language skills and literacy. As students are directed to read intensively with paying attention to the vocabulary, reading skills, and strategies, they are expected to obtain more knowledge and develop reading habits in intensive reading class.

Intensive reading employs three stages of activity, pre-reading, while-reading, and post-reading. In pre-reading, students are directed to activate their background knowledge related to the reading topic. Silent reading may be implemented in the while-reading stage to identify the specific details and comprehend the general information of the text. In post-reading, students can do follow-up activities such as answering the comprehension questions or writing the text summary (Widodo, 2009).

Need analysis

Kuzborska (2011) in her research showed that effective teaching material for reading should be based on the students' needs. Some suggested learning objectives in reading material include developing reading comprehension abilities, the awareness of academic genres, and the awareness of discourse structure knowledge. In intensive reading class, the lecturer should create learning activity that suits the students' learning styles, support the use of appropriate reading strategy, and promote students to actively participate in the reading activity. Real life tasks are expected to be applied in reading class, rather than comprehension questions (Kuzborska, 2011).

The procedure to gather information on students' needs is known as need analysis. Nation & Macalister (2010) state that needs analysis is needed to set the objective and content of the course. By doing need analysis, the course content will be relevant and useful. Zhu & Liu (2014) notice that need analysis is conducted to determine the teaching goals, strategies and carry out teaching activities that can meet the need and demands of the students. Some purposes of need analysis are deciding language skills, determining the course

that suited the students' needs and gathering information on students' problems in the class (Richards, 2001). Moreover, Richards (2001) exposes the procedure of collecting information through need analysis that can be obtained from questionnaires, self-ratings, interviews, meetings, observation, collecting learner language samples, task analysis, case studies, and analysis of available information.

Intensive reading implemented guided reading in language classroom which helps learners to enhance reading achievement. The reading materials with detailed analysis let the students master the language effectively (Mart, 2015). To develop effective reading materials that meet the student's needs and interests, the procedure of need analysis is required. It is believed that the students' and lecturers' exploration of the need and expectation of reading materials can bring a positive impact on intensive reading class and result in text comprehension. Many studies have found that the important element in improving students' comprehension is teaching reading skills (Küçükoğlu, 2013). The result of the previous study also revealed that vocabulary knowledge is a decisive factor to succeed in reading comprehension activity (Sidek & Rahim, 2015).

METHOD
Design and participants
This study employed mixed methods which combined the quantitative and qualitative designs. Creswell (2014) points out that mixed methods research is an approach that involves both quantitative and qualitative data, integrating the two forms of data and using distinct designs that may involve philosophical assumptions and theoretical frameworks. Quantitative data involve the numerical data from the result of the students' questionnaires, while qualitative data are the verbal data from the interview results with reading lecturers. This current study involved 71 students of the second semester who completed Reading 1 course and two lecturers who have taught Reading for more than 5 years in the English Education Department, Universitas Islam Malang.

Instruments
Digital questionnaires and interviews were used as the instruments of the study. Seventy-one students became participants and responded to the series of questions and statements through the Google Form, considering the pandemic situation. The questions and statements in the questionnaire include students' perception of intensive reading materials, students' responses on the need for reading skills and strategies, and need analysis of the intensive reading book. While in an interview, the researchers dig up information about the lecturers' experience in teaching reading, the students' problems in intensive reading class, and the lecturers' perception of the effective intensive reading materials.

The numerical data from the result of the students' questionnaire were analyzed and described descriptively. While the interview data were transcribed and interpreted repetitively through descriptive analysis and it was specified through a series of methodology such as (1) listening to the

talking data, (2) communicating the talking data with an interpretative meaning, and (3) (re)constructing the talking data (J.W. Creswell & Poth, 2018).

RESULTS AND DISCUSSION
Students' perception of intensive reading materials
Related to the student's perception of intensive reading materials, most students (54.9%) stated that intensive reading is important to improve their reading skills and 40.8% of them agreed that textbook is needed in intensive reading class since 62% of students are in intermediate level of reading achievement. The detailed description is presented in the table below.

Table 1. Students' perception on intensive reading materials

Description/ Question	Responses (%)				
	SA	A	N	D	SD
Intensive reading is important to improve my reading skill.	54.9	36.6	4.2	2.8	1.4
It is important to use the textbook in intensive reading.	40.8	38	16.9	1.4	2.8
	Beginner		Intermediate		Advance
How would you describe your achievement in Reading?	28.2		62		9.9

Most students showed a positive attitude regarding the importance of intensive reading activities in the classroom. In intensive reading class, students are directed to read various texts with three reading stages, pre-reading, while-reading, and post-reading activities which are mainly purposed to improve the reading skill and comprehension. The presence of reading material in the form of the textbook is essential to guide the students chronologically.

The result on students' preferences on the text types and topics of reading revealed that 70.4% of students preferred short stories, 43.7% chose fairy tales, and 39.4% of students wanted biography as the type of text they preferred. Regarding the reading topics, 50.7% of subjects voted music and arts, 43.7% preferred history and 42.3% of the selected culture and society. The detailed results are shown in Figure 1 and Figure 2.

4. What kind of texts that you prefer to read? (You may choose more than one option)
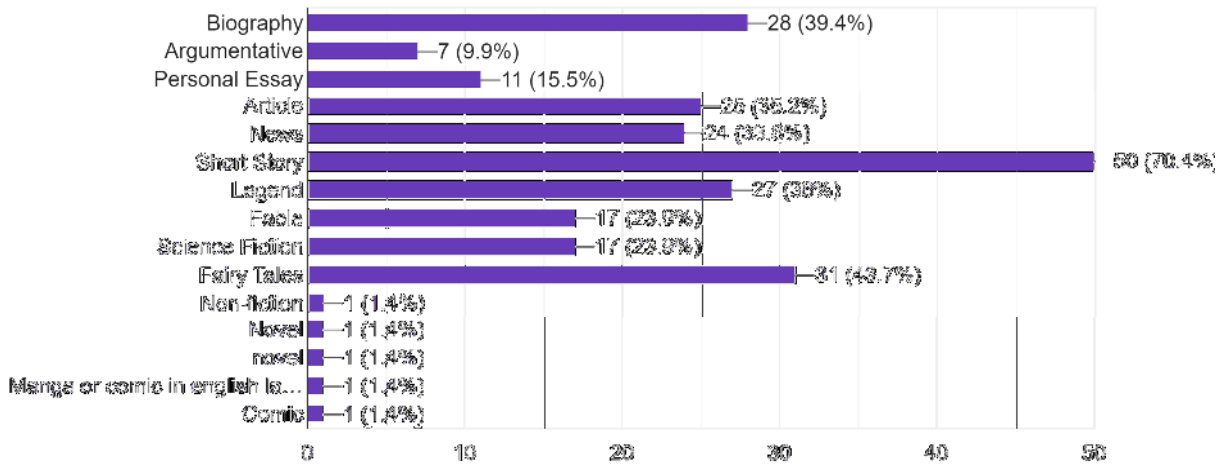71 responses

Figure 1. Students' preferences of text types

5. What kind of topics that you're interested in reading? (You may choose more than one option)
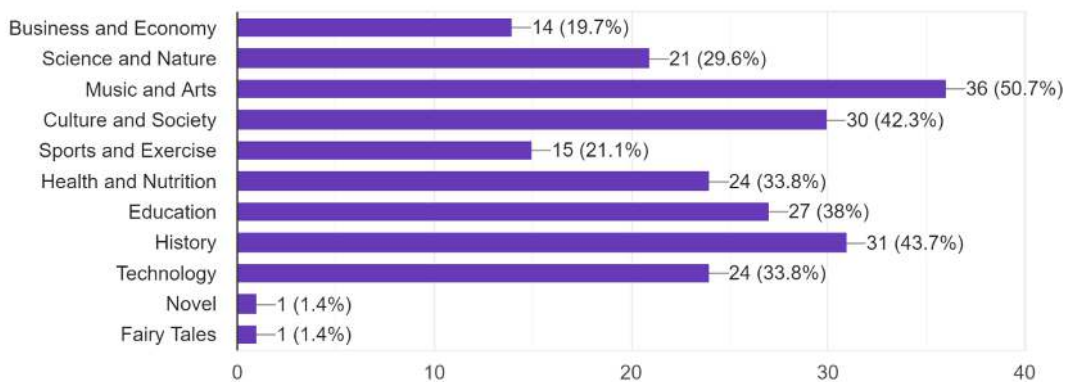71 responses

Figure 2. Students' choices of reading topics

Short stories and fairy tales become the most wanted types of text that students preferred to read. As both texts aimed to entertain and amuse the readers, most students are eager to read them. In contrast with the reading genres, topics that most students expected are music and arts, history, and culture and society. Considering the variety of students' backgrounds, the different choices are acceptable.

The questionnaire results also showed the students' preferences in doing a reading assignment. Most students (50.7%) stated that they preferred to do the assignment individually, 33.8% wanted to work in a group, and 15.5% of

students chose to have pair in doing the assignment. Related to types of questions, most of the students (78.9%) argued that True/False statements are their choices. Next, 60.6% of the students preferred to do multiple choice questions and the rest, 46.5% of them tend to choose matching words.

Table 2. Students' preferences in doing a reading assignment

Description	Responses (%)		
	Individual	Pair	Group
Students' preferences in doing a reading assignment	50.7	15.5	33.8

7. What type of questions that you prefer in doing reading task? (You may choose more than one option)
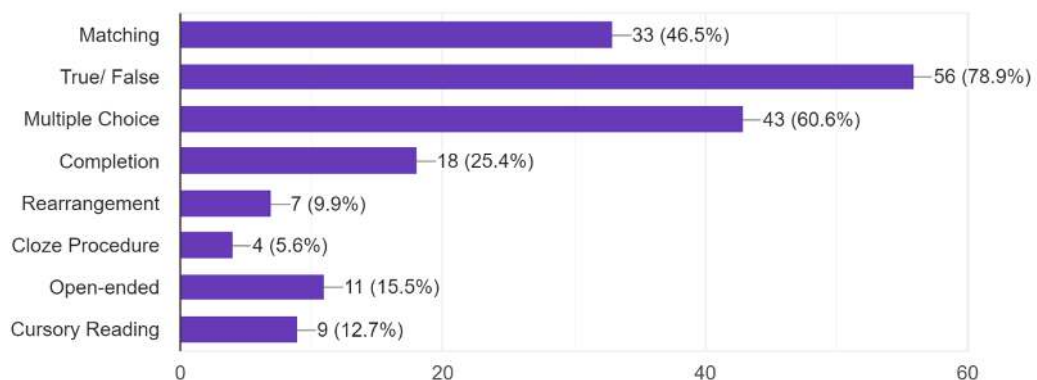
71 responses

Figure 3. Students' preferences of question types

Most students argued that they feel comfortable doing the reading assignment individually. Even though this fact is contradicted with the concept of cooperative learning in the reading activities that should be varied related to the learning objectives. True or False (T/F) statements and multiple choices are types of questions that many students preferred to do in reading tasks. Since the questions provided some alternative answers, the difficulty level is lower than open-ended questions.

The result indicated most students agreed that intensive reading is essential to improve their reading skills. Anderson in Tuğrul Mart (2015) argues that intensive reading activity in the classroom can develop students' reading skills and strategies. The availability of textbooks that relates to students' demand is expected in reading class. The result also showed 56 students show their need for reading materials in intensive reading class. This is in line with Richards' (2001) statement that teaching materials are essential in the language classroom as the basis of language input and practice. The reading materials which meet the students' conditions are appropriate to be used in reading class (Setyowati & Sugirin, 2020).

The finding also revealed that 70.4% of students chose short stories as the reading genre they preferred in reading books. It is supported by Hasbaini

& Manan's study (2017) which found that short stories give a positive impact on students' comprehension and reading interest. As the fiction texts aimed to entertain the readers, this genre can boost the students' motivation in reading. Regarding the students' preferences in doing a reading assignment, 36 (50.7%) of 71 students prefer to work individually. Some students may feel more comfortable completing the reading exercises independently. The experiment result also indicated that the opportunity to control the planning and assessment of classroom learning can promote the learners' autonomy (Benson as cited in Egel, 2009).

Students' responses on the need for reading skills and strategies

The following result presented the students' need for reading skills and strategies. The nine statements are asking about the students' responses on reading skills and strategies necessity including background knowledge, main idea, specific details, implicit information, skimming and scanning, words in context, organization of the passage, and a good summary. The detailed description is presented in the table below.

Table 3. Students' need of reading skills and strategies

Statements	Yes (%)	No (%)
I need to improve my ability to predict the content of the passage from the picture or parts of the passage.	100	0
I need to improve my ability to identify the main idea of the passage.	95.8	4.2
I need to improve my ability to identify the specific details of the passage.	97.2	2.8
I need to improve my ability to make logical guesses to find the implicit information in the passage.	94.4	5.6
I need to improve my ability to read quickly and find the general information in the passage.	91.5	8.5
I need to improve my ability to read quickly and find the specific information in the passage.	95.8	4.2
I need to improve my ability to guess the meaning of new words from the context.	97.2	2.8
I need to improve my ability to recognize the organization of the passage.	94.4	5.6
I need to improve my ability to identify a good summary of the passage.	98.6	1.4

Almost all students are expected to improve their understanding of the 9 aspects of reading skills and strategies. The whole students needed to activate their background knowledge before reading the text by using pictures. Prediction is an important strategy to understand the text easily; it helps students to predict or visualize the text before they start reading. To comprehend the text, the main idea, stated and implied details should be well understood by the students. Therefore, it is not surprising that most students, 95.8%, 97.2%, and 94.4%, need to improve these skills. Reading speed is highly required for reading activity which is followed by reading assignment. To complete the assignment quickly, the students are obliged to master the reading techniques, skimming, and scanning. There are several steps to implement those reading techniques successfully. As the intensive reading class is closely related to the reading assignment, 91.5% and 95.8% of students stated that they need to enhance these skills.

Vocabulary mastery is the key to success in reading ability. The more students master the vocabulary, the better they comprehend the text. Context clue is one of the skills to guess the meaning of new words. Having this skill provides great assistance for students in understanding the content of the text. Table 3 presented that 97.2% of students wanted to increase this skill which shows the students' awareness of the vocabulary importance. Text organization is crucial to help students in finding the most important information quickly. Therefore, mastering this skill will improve the students' comprehension. The result showed that 67 students are eager to boost this skill. The last statement asked students' responses regarding the need for good summary understanding. The total number of 70 students argued that they need improvement of this skill. It is assumed that if students can identify the best summary of the reading, in other words, they successfully comprehend the whole text.

Most of the students agreed that reading skills and strategies understanding is essential to comprehend the text. As English plays a significant role in students' academic performance (Nimasari, 2018), reading comprehension is considered significant for improving English achievement. More than 90% of students responded positively to the need for reading skills and strategies in intensive reading class. Many studies have found that the vital element in improving students' comprehension is teaching reading skills (Küçükoğlu, 2013). This is in line with Yuniarti & Yulian (2019) who indicated that the students faced problems in reading comprehension due to a lack of vocabulary mastery and reading skills. All of students agreed that they need to develop the predicting strategy by using pictures in the pre-reading activity. This strategy helped students to increase their reading interest and text understanding (Oczkus as cited in Küçükoğlu, 2013). The 67, 68, and 69 students claimed that they are willing to improve the key skills in reading comprehension, including understanding the main idea, reading for details, and reading for inference. Alexander (1998) argues that main idea understanding is important to the comprehension process. Intensive reading activity is emphasized on the comprehension exercises where students are required to have adequate knowledge on comprehending main idea, details, and inferences. Intensive reading gives a positive effect on students' reading

performance including making predictions, summarizing, vocabulary checking, and contextualizing unfamiliar words (Andrés, 2020).

The two most essential reading strategies for language learners are skimming and scanning (Brown, 2000). Both are quick reading techniques to identify the general and specific information in the text. Skimming benefits readers to predict the content of the passage and find the main idea. While scanning gives readers advantages to discover the specific detail information quickly without reading the whole text (Brown, 2000). Realizing the benefits of reading strategies, the total 91.5% and 95.8% of students declared that they are eager to develop those strategies. Having the ability to guess the meaning of unfamiliar words helps understand the passage. Brown (2000) proposes some useful techniques to analyze the vocabulary; one of them is looking at semantic context for clues. This supported the current finding where 69 students expected to improve their competence in predicting the words meaning from the context. Moreover, the total 98.6% of students expressed the need for the ability to identify a good summary in reading. The summarization process required readers to distinguish the important details from supporting ideas or small details (Küçükoğlu, 2013). Once the students correctly identify the summary of the reading, they successfully enhance their text comprehension.

Students' result on need analysis in intensive reading materials

The result of the need analysis indicated the intensive reading materials needed by students. The table showed some aspects of reading materials involving pictures, text organization, reading skills, reading tasks, new words, vocabulary skills, vocabulary review, and peer assessment.

Table 4. Need analysis of intensive reading book

Questions	Yes (%)	No (%)
Do you need a picture/ illustration to activate your background knowledge before reading the passage?	85.9	14.1
Do you need an explanation about text organization in the intensive reading book?	90.1	9.9
Do you need an explanation about reading skills (main idea, detail, inference) in the intensive reading book?	90.1	9.9
Do you need to test your reading comprehension in the intensive reading book?	94.1	5.9
Do you need a list of new vocabularies for each passage in an intensive reading book?	97.2	2.8
Do you need the material about vocabulary skills in the intensive reading book?	97.2	2.8
Do you need the exercises about vocabulary review in the intensive reading book?	85.9	14.1
Do you need a peer assessment rubric to know your friends' comments about your pronunciation in reading aloud?	76.1	23.9

The first result showed that 85.9% of students need pictures or illustrations to activate their schemata. Most students realized that predicting the passage content from the picture can improve their reading comprehension. The total 64 students agreed that they need an explanation on text organization in reading books to help them find the important information of the passage quickly. Intensive reading activity always demands the students to identify the main idea, specific and implied details of the text; therefore, students need to understand these reading skills. The result presented that 90.1% of students wanted those skills to be facilitated in the book. To check the students' comprehension, the reading tests are highly recommended. The total 64 students gave positive respond to the need for reading comprehension tests in intensive reading books.

The total 97.2% of students stated that they preferred to have new words lists in each passage in the book, as those lists may help them to comprehend the text easily. The knowledge of vocabulary skills is essential to becoming successful readers. English as Foreign Language encouraged students to learn and understand vocabulary skills. This skill, undoubtedly, should be presented in the book as supported by 69 students. Besides comprehension tests, vocabulary review is also needed to test the students' vocabulary mastery. The total 85.9% of students wished to have the vocabulary exercise in their book. Reading fluency is another influential aspect of intensive reading class. Reading aloud and silent reading are techniques to support fluency in reading. The total 54 students expected to have a peer assessment rubric in the book to promote good pronunciation in reading.

The open-ended question related to the effective reading materials showed various text types and reading topics, detailed explanation of reading and vocabulary skills, appropriate exercises on reading comprehension and vocabulary review, lists of new words in each passage, attractive design, and the presence of illustration or pictures were expected by the students.

The result of the need analysis revealed that 61 students expected to have an illustration in the form of pictures in reading materials. The presence of pictures before students start reading is important to activate their background knowledge that resulted in their reading comprehension. Tarchi (2015) explains that prior knowledge activation caused better reading understanding. Many texts in English are organized predictably. If students understand the basic text organization, they will be able to find the most important information quickly in various kinds of text (Savage A., & Wiese, 2011). Knowing the advantage of text organization, the total 90.1% of students are willing to have a clear explanation of this skill in the book. The same number of students also revealed the need for essential reading skills; therefore, the book which provides the discussion of main idea, details, and inferences is highly anticipated. Most students required reading skills materials covering main idea and information detail understanding to enhance their English text comprehension (Yuniarti & Yulian, 2019).

Comprehension questions are one of the appropriate activities for post-reading in intensive reading class (Brown, 2000). To check the students' understanding of reading content, several questions should be presented in

reading materials. This is in line with the finding, where the total 94.1% of students wanted to have a comprehension check in the book. Chen (2021) emphasizes that vocabulary knowledge is valuable for language development and use. Therefore, the list of new words in reading is expected by 69 students. The total 97.2% and 85.9% of students also expressed that they need the vocabulary skills information completed with the vocabulary review in each chapter of the book. The need analysis result also showed 54 students who expected to have a peer assessment rubric to record the classmates' feedback regarding the pronunciation in reading aloud. Shen et al. (2020) on the result of their study showed that peer assessment can boost the learners' confidence in study ability, which is expected to improve the students' reading fluency.

Lecturers' perceptions on effective intensive reading materials

Two reading lecturers who experienced teaching intensive reading for five years were interviewed to obtain convincing information related to effective intensive reading materials. This is related to the study from Jeong & Kim (2012) who used a questionnaire survey to obtain information on the teachers' needs of teaching materials as the basis to develop the appropriate materials for underachievers. Several questions are being asked to both lecturers. The questions include the lecturers' experience of teaching reading, the problems faced by students in reading class, and the effective reading materials to solve the students' problems.

Both lecturers have five years of teaching experience in reading since they joined the English department at the same time. They confirmed that reading for the first and second-semester students focused on intensive reading activity. In reading class, students are directed to read numerous short texts with various genres. The obligation of completing the reading assignment from each passage is a must for students. Reading aloud is constantly done in reading class to check the students' fluency.

Lecturer 1 argued that some students experienced difficulty in reading fluently. As most students came from different educational backgrounds, they tend to be heterogeneous. Lack of vocabulary also became the struggling point in reading class. The less vocabulary the students have, the more problems they encountered in comprehending the texts. Therefore, effective reading materials are expected by the lecturer. The materials, then, should be more dominant in improving students' vocabulary mastery. Excessive vocabulary exercises are needed for the students.

According to lecturer 2, most students had limited knowledge of reading skills. The presence of a clear explanation of various reading skills in the book is expected to enhance the students' comprehension. Moreover, several students were not motivated in reading class since the book used is the copy version and does not fulfill the students' demand. The original book created by the lecturer is expected to meet the student's needs and interests.

The lecturers suggested providing reading materials that focused on excessive vocabulary skills and adequate reading skills since most students faced difficulty in vocabulary and reading comprehension. Regarding the importance of vocabulary mastery and text comprehension in intensive

reading class, the mentioned problems should be resolved immediately. The study proved that the students' level of vocabulary knowledge plays an essential role in defining the reading comprehension performance (Sidek & Rahim, 2015). Andrés (2020) revealed that intensive reading is considered an effective tool to enhance the learners' reading comprehension. In addition, reading skills are required for language learners to learn new information and acquire knowledge (Odwan, 2012).

Improving the students' interest in reading can create a positive atmosphere in reading class. A reading book with a colorful and attractive layout is expected to motivate students to read. Noviyanti (2018) in her study showed that to create fun reading, reading material should have an attraction for students which, then, supported the reading comprehension. Various reading genres and topics based on student's preferences can also promote the students' interest in reading. A variety of readings is also important to develop literacy among students (Anderson, 2008).

CONCLUSION

The current research finding indicated that most students need reading materials to support the intensive reading activities since more than half of students are in the intermediate level. Short stories, music and arts are reading genres and topics that most students preferred to appear in reading books. Working individually is expected in doing the reading task to promote the learners' autonomy. Regarding the need for reading skills and strategies, almost all of the students argued that predicting, understanding the main idea, details, and inferences, skimming and scanning, words in context, text organization, and good summary are the aspects they want to improve. The result of need analysis revealed that the majority of students require a textbook that provides activity and clear explanation of background knowledge activation, text organization, main idea, details and inference, comprehension test, new words list, vocabulary enrichment, review, as well as peer assessment rubric for pronunciation feedback. The reading lecturers suggested the reading materials which focused on adequate vocabulary and reading skills explanation completed with excessive practices and exercises. The colorful and attractive layout should be the key element in developing the reading book. Regarding the result of this study, reading lecturers and instructors are expected to design and develop the reading materials according to the students' needs and demands. The reading materials which provide reading skills explanation, vocabulary building, various reading genres, excessive exercises, and attractive design are needed for the students.

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