



**WOLKITE UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**ASSESSING THE PRACTICE OF INTENSIVE READING SKILL: IN CASE OF  
WOLKITE UNIVERSITY FOURTH YEAR ENGLISH LANGUAGE AND  
LITERATURE STUDENTS**

**SINIOR ESSAY PROPOSAL SUBMITTED TO DEPARTMENT OF ENGLISH  
LANGUAGE AND LITERATURE FOR PARTIAL FULFILMENT OF DEGREE IN  
ENGLISH LANGUAGE AND LITERATURE**

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## DECLARATION

A senior essay entitled with the practice of intensive reading skill by Melkamu Fedesa submitted to the Department of English language and literature in partial fulfillment of the requirements for the Degree of Bachelor of Art in English.

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## **Abstract**

*This study aimed at assessing intensive reading skill of fourth year English major students at Wolkite University. To conducted this study the researcher collected relevant data by using two data gathering instruments. Those are questionnaire and interview under the questionnaire open ended question were included the participant of the students were 30 students and 3 English language teachers were asked randomly. The sampling technique was implemented by comprehensive sampling technique. In this study data were analyzed through both qualitative and quantitative method of data analysis. It was thus factors affects intensive reading skill of fourth year English major students at Wolkite University. Based on the finding of the study, the following problems were obtained there were factors that affect intensive reading skill of fourth year English major students at Wolkite University. Those factors are*

- *lack of interests of student to read intensively are the factor affecting of students reading skills.*
- *the lack of student the habit of reading intensively is the major factors of affecting students intensive reading skill.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACK GROUND OF THE STUDY**

Reading strategies are the broad term used to describe the planned and explicit actions that help readers translate print to meaning. The type of reading strategies are skimming, scanning, extensive and intensive reading strategies. From those types the researcher will be conducted about the practice of intensive reading skill.

An intensive reading is a method of reading through which readers acquire in depth, through detailed and comprehensive perusal and assimilation of a written piece. To read intensively demands having an all round focus and concentration while reading a piece in order to have the best available understanding of the content and concepts.

Intensive reading is one types of reading skill which requires deep attention of reading to understand the material being reading. Brown (1989) explain that intensive reading skill calls attention to grammatical. From this discourse marker and other structure detail for the purpose of understanding. Literal meaning implication the critical and relation.

Long and Richard (1987) explain that detailed in class analysis lead by the teacher of vocabulary and grammar point in short passage in his research invest reading skill some time narrow reading may involve student reading selection by some authors of several text; also he state low it look usually class room based reading is intensively looking inside the text.

Categories of question that may be used intensively reading skill these include.

- How Plan to understand the factual exact surface meaning of the text.
- What is implication to make inference and be sensitive to emotional tone in text?

Reading in second language remained teacher that the most important objective in the reading class. Should not be testing student to see if they have understood. Teacher should instead by spending most of time training student to understand what they read (Markty1968)

Markey attitude toward intensive reading skill more over focus on teacher centred strategy when he say this anything in learning process of intensive reading skill is not totally done by the teacher. But teacher Should play vital for improvement of intensive reading skill of students specially by preparing some brain storming question for students to practice in class daily through these method student can easily develop their intensive treading skill or habit. As a researcher the aim of this research is to assess the Intensive Reading skill of fourth year English Language and Literature Students in Wolkite University. Finally to get solution for this problem.

## **1.2 Statement of problem**

The meaning of intensive reading to read with concentration and complete focus. Intensive reading is a powerful tool that can help a child to assess their reading skills. Because of take more concentration and more focus the students no have the ability to understand quickly written material.

Mohammed, U. (2010). In his explanation writer need to mention the way in which someone can use intensive reading skill when the researcher meets word and does not know its meaning. The reader always reading by concentrating a given material and understanding their grammar and vocabulary meaning. According to his explanations are very important for the readers and students to know intensively and accurately written material and any text.

Reading material with a lot of new vocabulary and grammar is slow and trying process as a result even if you spend an hour data reading which quite habit for language students (Mark 2008).

The readers carefully and closely read a short text with the intention of gaining understanding of such as details possible (scrivener 1994,P.188).

This means that the learner focuses on the language more than the text. The readers read in the text, focusing on the new vocabulary grammatical forms, the purpose of the author and the problems of the text. These activities help in assessing reading skills such as skimming and scanning a text for specific information and reading for detail information.

Based on these researchers' opinions, findings Wolkite University students' fourth year English language and literature students have the problem to read concentrate a given material and those

sought to read himself due to develop their skills of reading. The researcher to identify this problem was selected the practice of intensive reading skill in case of Wolkite University English language and literature fourth year students.

Beyond these scholars the intensive reading helps student to focus on accuracy. In addition, while the level of topic is very appropriate to the learner, as it is chosen by the teacher it may not meet their interests. So, in case of Wolkite University fourth year English language and literature students what was the level of intensive reading the researcher is explain it.

The researcher conducted to identify the problem for of Intensive Reading Skill of fourth year English language and Literature students in Wolkite University.

### **1.3. Research Question**

- How can intensive reading skill of fourth year English language and literature students in Wolkite University examined?
- What are the factors that affect intensive reading skill of fourth year English language and literature student at Wolkite University?
- What is the impact of the problem on the intensive reading to improve academic achievements?

### **1.4. Objective of the study**

#### **1.4.1. General objective of the study**

The general objective of the study is to assess the extent of intensive reading skill in case of fourth year English language and literature student in Wolkite University.

#### **1.4.2. Specific Objective of the study**

- To examine the level of intensive reading skill of fourth year English language and literature student in the cause of Wolkite university.
- To identify major factor that affecting fourth year English language and literature student in Wolkite University to read intensively.
- To assess the impact of the problem on the students' academic achievements.

### **1.5. Significance of the study**

The study can be a base for researchers who are interested to investigate for further studying and it may help to identify the major problems in intensive reading skill in case of fourth year English language and literature students. The students more advantageous from this research. Also it is very important issue to make improvement on intensive reading skill for students who have no experience of such reading skill.

### **1.6. Scope of the study**

The study was conducted assessing intensive reading skill of fourth year English language and literature students at Wolkite University. The study was limited on fourth year English language and literature Students. The study was carried out at Wolkite University which is located in Guraghe regional state.

### **1.7. Limitation of the study**

In this research study, the researcher was expected some problems. Among these difficult lack of time and reference material regarded to the topic. But, the researcher was tried to avoid the above mentioned limitation, and studied effective research.

## CHAPTER TWO

### 2.1 REVIEW RELATED LITERATURE

This precise is about then which intensive reading skill can be employed in classroom as well as in children native language class one way to understand intensive reading skill is by contrasting it with extensive reading skill.

The goal of one exercise is to push oneself to build specific skill by taking on difficult material .In focused section while the goal of other is to spend us much time us possible reading and building strong language base (Mark 2005) .

(Julius 2013)stated the activity that should be involved or used in teaching intensive reading skill those activity are preparing reading martial for student with brainstorming question and examining students how they understand it .

(Macky, 2005) stated reading strategy which means collocation. It is intensive reading skill popular in text book is that there are certain words that we tend to use together and others that we don't use .for example if someone ask you how do you do? Both pretty good absolutely fantasy would be natural response .But Pretty and fantasy sound would be a little unusual to many English speakers and absolutely good would be a very strong answer to this question.

### 2.2. Significance of the developing intensive reading skill

Intensive reading skill is designed to enable students to develop their specific receptive skill. such us reading for gist or general understanding often called skimming 'reading for specific information is called scanning and reading for detail or reading for inference is called intensive reading skill Maria in his book stated that the role of teacher in intensive reading skill he said that teacher have to tell students exactly what their reading purpose is? And give them clear instruction about how to achieve it and explain how long they have to do it.[Maria 2002]

(Nutall 1986) suggest that if the teacher read before the text starting work on it then they have assumed the part of the students. Other argues that without someone help some students could not understand the text. Other argues it is still easy to underestimate students it may actually understand more than his /her taught.

Macalester (2011) stated that usually learner read text that are more difficult in terms of content and language than those used for extensive to help learners to make sense of text that may present challenge in terms of vocabulary ,grammar and concept teacher should focus on reading skill. Such as identifying main idea and guessing the meaning of unfamiliar word.

Liang and Dole (2006) explained that when focusing on reading strategies teacher should introduce the idea of skimming (reading rapidly for all idea ) ,scanning (reading rapidly to find specific information and intensive reading (for deep understanding ).Then teachers should ask students to speculate about the content and confirm their speculation after reading the text. The speculation provides sense of direction and purpose for reading practice.

Garret (2011) stated about intensive reading skill in his explanation intensive reading skill is a receptive reading skill among four types of reading skill .and it needs more focus of teacher and students in order to be developed. Garret in explanation he adds compression between extensive and intensive reading skill. He said that extensive reading skill is reading for general information whereas intensive reading skill is reading for deep understanding.

### **2.3. The method and Approach to Develop Intensive Reading skills**

While improving and developing intensive reading skill in reading simultaneously students build their capacity to understanding the written material in a good way.

In addition to these also students gain the ability to recognize during they read .Because intensive reading skill by its nature involve critical or deep reading which need more attention deeply .Us its name indicate that it is intensive reading skill but not looking through material face only (Long Richard (1989).

### **2.4. The factor that Affecting Intensive Reading skills**

The most factor that affect intensive reading skill is lack of the student reading habit. Because if the student has the habit of reading intensively the student they must be matured. Frankly student has the habit of reading skill make he/ she more matured. This is one factor of affecting reading skill. Chen,Y. (2007).

Another obstacle is the lack of interest among students. Students they don't have interest to read intensively when they go to read somewhere like in library, space and in classroom .Their

interest is too small toward the material that they read they look only for entertainment rather than reading for purpose. Brown,H. (1998).

The third factor is thinking that reading is too difficult especially intensive reading skill. Due to this student dislike reading intensively. Therefore their capacity of understanding will be minimize, because it is one obstacle that students face during they read intensively (Maria 2010).

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1. Study Design

The study was employed both qualitative and quantitative data collection in order to collect idea. Interview was tacked place from teachers. In the quantitative approach data is collected to determine the reading strategy from participant in number and percent. In qualitative approach data is collected to determine by word and any expression rather than by number or percent.

In quantitative research method however, the information is based on the hypothesis or specific research questions. So using this method, the researcher to get the real and acceptable data concerning the study. To conduct this study the researcher in order to gets enough data through interview and questionnaire. The researcher selects those two approaches. Therefore, the researcher used the descriptive research design.

#### 3.2. Population of the study

Population refers to the total number of students in the class. The total numbers of students are 29,except the researcher. Among these 9 are female and 20 are male.

#### 3.3.Sampling size

The size of fourth year English language and literature students are 29 students. From those 21 are males and the left 9 students are female students. The researcher tacked all students / participants in the class. Why because of the researcher tacked all students are the number of students due to small simple to manager for researcher.

#### 3.4 .Sampling Technique

The researcher employed comprehensive sampling technique; because this technique is due to the researcher used all participants/ students in the class.

### **3.5. Instruments of Data collection**

There are many ways to gather information to do a research. Among them however the researcher chooses questionnaire and interview as the major tools to gather information about the intensive reading skills.

#### **3.5.1. Questionnaire**

Questionnaire is one of the most common tools of data collection. Also it is the way in which the researcher uses to get information through distributing question sheet. The researcher has prepared and distributed both open ended and close ended questions for fourth year since the aim of the study is to assess students' skills in answering reading skills in relation the subject the researcher is use as data collecting tools. The respondents expressed their views in a clear and truthful manner based on their questions on intensive reading skill.

#### **3. 5.2. Interview**

The interview was conducted in face-to face encounter (between the researcher and the informant) and in a place where convenient for the interviewees. The interview was carried out for selected English language and literature students. Questions constructed not as an end by themselves rather they are developed in a manner under investigation during the interview. Also it is helpful to supplement the information was gathered through other instruments, as well as for the clarification of some unforeseen information.

Cohen et.al., (2000:268) the following three purposes of research interview: Firstly, it may be used as the main method of collecting data having a direct bearing on the research objectives. Secondly, it may be used to test hypotheses. Thirdly, it may be used in combination with other methods in a research study. Is the method of data collection in which the researcher use to get information by asking people face to face.

### **3.6. Data Analysis**

After gathering the data through different techniques mentioned above. The study is organized and analysed data based on the source or tools of data collection such as questionnaire and interview. For quantitative data descriptive analysis is analyse by using frequency and percentage of respondent opinion and their level of agreement.

## CHAPTER FOUR

### ANALYSIS AND DISCUSSION OF DATA

This chapter deals with data analysis and discussion on questionnaire and interview which were gathered from respondents. The data analysis mainly focus on the assessment of intensive reading skill of fourth year English major students at Wolkite university. Then it contains the result of investigation based on the multiple responses which is gained from respondents.

#### 4.1. Analyses of the students response to the questionnaires

In this section we can see and identify the problem that affects students' intensive reading skill particularly fourth year English major students in Wolkite University. Those factors are students and teachers related factors and their influence also according to teaching and learning process.

Table 1. How often do you read material intensively?

Items	Frequency	Percentage
Always	5	17.2
Sometimes	13	48.9
Often	4	13.8
Never your	7	24.1
Total	29	100

Above the table to indicate how often does the students read material intensively as show that 5(17.2%) of respondents said that always they read intensively 13(48.9%) of the respondents said that they read sometimes intensively, 4(13.8%) of respondents said that they read intensively often and 7(24.1%) of the respondents said that never they read intensively. Therefore, as the respondents sometimes should be more emphasis to assess the intensive reading skill of fourth year English major students at Wolkite University

Table 2. How often does your teacher prepare brainstorming tasks to you to read intensively?

Items	Frequency	Percentage
Always	7	24.1

Rarely	11	38
Sometimes	8	27.6
Never	3	10.3
Total	29	100

Above the table to indicate how often do teachers prepare brainstorming tasks to students to read intensively. As shown that 7(24.1%) of the respondents said that teacher prepare brain storming tasks always to read intensively,11(38%) of the respondents said that teacher prepare brainstorm tasks rarely to read 8(27.6%) of the respondents said that teacher prepare brain storm tasks to read sometimes and 3(10.3%) of the respondents said that teacher never prepare brainstorm tasks to read intensively. Therefore as the respondents rarely should be more emphasized to identify how often does teacher prepare brainstorm tasks to read intensively and to asses intensive reading skill of fourth year English major students at Wolkite University.

Table 3. From the following alternatives which one do you think is the major factor(s) affecting your intensive reading?

<b>Items</b>	<b>Frequency</b>	<b>percentage</b>
Teachers' teaching style	5	17.2
Lack of learning material	13	44.9
My attitude towards reading	2	6.9
All	4	13.8
Others	5	17.6
Total	29	100

Above the table to identify the factor that affect intensive reading skill of fourth year English major students at Wolkite University as shown 5(17.2%) of the respondents said that teacher teaching style is the factor that affect fourth year English major students at Wolkite University ,13(44.9%) of the respondents said that Lack of learning material is the factor that affect intensive reading skill of fourth year English major students,2(6.9 %) of the respondents said that my attitude towards reading is the factor that affect fourth year English major students at Wolkite

University and 4(13.8 %) of the respondents said that all are the factors that affect fourth year intensive reading skill, and 5(17.2) of the respondents said that all are the factors that affect fourth year Wolkite university students. Therefore as the respondents' lack of learning material is should be more emphasized to identify the factor that affects fourth year English major students at Wolkite University.

Table 4. Have you scored good result in reading courses?

<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	10	34.4
No	19	65.6
Total	29	100

Above the table to identify the major problem to develop intensive reading skill of fourth year English major students Wolkite University as shown in table 10(34.4%) of the respondents said that 'Yes' I have scored good result in reading courses is the major factor to develop intensive reading skill of fourth year English major students at Wolkite University ,19(65.6%) of the respondents said that 'No' I haven't good score in reading course is the major factor to develop intensive reading skill of fourth year English major students at Wolkite University. Therefore, as the respondents most of the students no I haven't be more emphasized to identify the major factor to develop intensive reading skill of fourth year English major students at Wolkite University.

If your answer is no, for question number 4,why?

On question number 4 most of participants says NO. According to their responses the reason why students not good result by reading courses. The major respondents say because of not knowing the reading strategies. The second reason respondent answered is the students not have the interest of reading concentrated. The absence of material is also the obstacle students to scored good result in reading courses according to the respondents.

Table 5. What is the major impact of the students on reading intensively?

Items	Frequency	percentage
Less attention of students	11	38
Lack of reading material	5	17.2
Lack of reading habit	8	27.6
All	5	17.2
Total	29	100

According to the table above the major impact of the students on reading intensively as shown in is 11(38%) of the respondents said that Less attention of students are the major impact of the students reading intensively 5(17.2%) of the respondents said that lack of reading material is the major impact of the students on reading intensively ,8(27.6%) of the respondents said that lack of reading habit is the major impact of the students on reading intensively,5(17.2) said that less attention of the alternatives are the major impact of the students on reading intensively. Therefore, as the respondents Less attention of students should be more emphasized to the impact of the students on reading intensively fourth year major students at Wolkite University.

Table 6. How to examine the level of student(s) reading skill intensively?

Items	Frequency	Percentage
Depend on the ability of students	8	27.6
Based on the teachers skills	6	20.7
Depend on the abilities of both teachers and students	5	17.2
All	10	34.4
Total	29	100

According to the table above the examine level of students reading skill intensively is 8(27.6%) of the respondents said that to examine of the level of students are depend on the ability of students, 6(20.7) of the students said that to examine of the level of students are based on the teachers skills, 5(17.2) of the students said that to examine of the level of students are depend on

the abilities of both teachers and students, 10(34.4) of the students said that to examine of the level of the students all above listed are the method to examine the level of student(s) reading skill intensively. The majority respondents said that all of the above students are to examine the level of student(s) reading skill intensively.

Question 7. What is your weakness for intensive reading skill?

Items	Frequency	Percentage
Don't knowing definition of words	13	44.9
Lack of the able to read much time	5	17.2
Lack of knowing how to read intensively	4	13.8
Lack of the interest of students	7	24.1
Total	29	100

According to above table my weakness of intensive reading skills 3(20%) are don't knowing definition of words, 5(33.3%) are said that my weakness of intensive reading skills are the lack of able to read much time, 4(26.7) are said that our weakness of intensive reading skills are the lack of reading method or lack of knowing how to read intensively, 3(20%) are said that weakness of intensive reading is the lack of the interest of students . Therefore according to their responses unknown of definition of words are major weakness on intensive reading skills.

QUESTION 8. Do you think students have the problem on reading skill?

Yes students have the problem on reading skill.

Question 9. If your answer is Yes what is those problem?

Those problems are most of the participants said that the lack of reading habit of students are mentioned at the top of first from the participants. As the second point is the lack of interest of reading. The another problem in reading is the lack of students enough knowledge .

Table 8: To identify major factors of that affecting reading intensively of Wolkite University fourth year English language and literature students who have more responsibility?

Items	Frequency	Percentage
Lecture	5	33.3
Students	3	20
Department head	4	26.7
Others	3	20
Total	15	100

According to above table major factors affecting reading intensively is 5(33.3) are said that the obstacle factor is lecturer, 3(20) are said that the obstacle factor is students itself, 4(26.7) said that the obstacle factor is department head, 3(20) are said that the obstacle factor is others. Therefore, according to respondent result the major factors of students to reading intensively the text is the lecture is the major factor.

#### **4.2. Teachers Response on interview question**

Item 1. How do you describe fourth year English major students intensive reading or their reading?

The first participant teacher is said that when I look it fourth year students in intensive reading, they are at a low level and it is expected to be worked on. The ways to work on it are to make the reader understand the benefits and create interest in the reader.

The second and the third participants are said that the way they focus on reading is very good because these students are in good shape based the change of their scores and their focus on reading is skills in the class room as well as outside the class room. Depend on the teachers response the students of English language and literature are there very good position on their reading skills.

Item 2. Have you observed any factors that affect the intensive reading of fourth year English major students? If yes what might be those factors?

Two of participants said that are there many factors that affect the student reading skills those factors are:

- The lack of interest of students to read materials
- The focus of teacher to teaching students deeply
- The focus of students give to read is the important factor that affect the intensive reading of fourth year English major students

The third participants said that they are not known clearly the strategy of reading and the interest of students are low.

ITEM 3 what can we say about the level of these students in terms of their intensive reading?

In terms of their intensive reading skill two of the participants were said that it requires a lot of attentions and effort from the students and the students must practice always reading skill to change her/him reading style. So, the situations of the fourth year students were poor when I evaluate depend on the respondent. The third participants were said that their condition is better, but most of all their reading attention must to increase the reading habits through practice day to day reading the material.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDITION

#### 5.1. CONCLUSSION

This study was aimed at assessing the intensive reading skill of fourth year English major students at Wolkite University. In order to attain the intended research objective, relevant data were gathered through questionnaire and interview with teachers .The data were organized by both qualitative and quantitative data analysis. Based on the discussion of data, the following summary was drown. The overall finding of the study revealed that students have low level of intensive reading skill. Those factors were

- ❖ lack of interest to read intensively
- ❖ students low proficiency in reading and unfavourable teaching method
- ❖ Lack of able to read much time for developing their intensive reading
- ❖ Unknown of definition of words or statements.
- ❖ Less attention of students to read deeply and focusing
- ❖ Lack of reading material for students
- ❖ Unknown of strategies of reading those all are the major factor that affect intensive reading skill of fourth year English major students at Wolkite University.

Therefore, based on the entire study and finding discussion made above, the following conclusions were mentioned. This study aimed at assessing the intensive reading skill of fourth year English major students at Wolkite University. The finding of the study indicated that there were factors that affect intensive reading skill of fourth year English major students at Wolkite University.

## **5.2. RECOMENDITION.**

Based on the finding of the study and the conclusion above, the following recommendations are forwarded.

First of all as reading is the receptive skill the teachers should give the great emphasize for the course of reading skill in order to improve the intensive reading skill of students specially by using different techniques such as:

- Not only the students but also the teachers should be prepared him/herself when he/she teach the students and also if possible full fill for students reading materials.
- The teachers should give special task for the students in order to develop their intensive reading skills.
- Students should take a lot of time to read different materials in order to develop their intensive reading as well as other reading strategies.
- Students should make day to day practice to know the definition of words perfectly and should be interest full to read the materials or texts in the class room as well as outside of class rooms.
- Students should be attend the class and focusing only their education in order to develop their concentration reading and always give for reading any texts or materials.

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APENDEX; PART. 1.

Questionnaire to student

DEAR Respondents

This instrument is designed for the purpose of assessing intensive reading skill of second year English major students at Wolkite University. The final research result and recommendation depends on your response. So you are kindly requested to give genuine response.in

Part 1

1 How often do you read material intensively?

- A Always B Sometimes C Often D Never

2 How often does your teacher prepare brain storming task to you to read intensively?

- A Always B Rarely C sometimes D Never

3) From the following alternatives which one do you think the major factor(s) affecting your intensive reading?

- A) Teachers teaching style B) Lack of learning material

- C) My attitude towards reading D) All

4 Have you scored good result in reading course?

- A Yes B No

5 If your answer number 4 is no, why?

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6) How to examine the level of student(s) reading skill intensively?

- A) Depend on the abilities of students B) Based on the teachers skill C) Depend on the abilities of both teachers and students. D) All

7) What is your weakness for intensive reading skill?

A) Don't knowing definition of words B) Lack of the able to read much time C) Lack of knowing how to read intensively D) Lack interest of students

8) Do you think students have the problem to read intensively?

9) If your number 8 answer yes, what is those problem?

10) To identify major factors that affect the intensive reading of fourth year English language and literature students who have more responsibility?

**Part 2 Interview questions for teachers**

1 How do you describe fourth year English major students intensive reading or their reading general ?

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2) Have you observed any factors that affected the intensive reading of fourth year English major students?

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3) What can we say about the level of these students in terms of their intensive reading? If your answer is yes, what might to be these factors?

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