Investigating Students’ Need in Developing Integrated Model of Intensive and Extensive Reading Instruction at English Education Study Program of Islamic State Institute of Bukittinggi

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Abstract. Investigating the need of the students and lecturers is a part of series of research and development which attempted to integrate Intensive and Extensive Reading in teaching Reading at English Education Study Program. This study was aimed at identifying the need of the students in the process of teaching Reading. It focused on problems, priorities, ability, attitude and solution as the categories of information used in need analysis. The result of need analysis were later used for task analysis, concept analysis and specifying instructional objectives for a reading lesson. A descriptive quantitative method was employed to meet the research objective. A questionare was used to collect data on students need. It involved 67 students. The research finding indicated that students have problems related to limited amount of vocabulary, limited time allocated for reading, text difficulty level, low language ability and inadequate reading strategies. Students priorities in Reading class were reading strategies on how to understand word, sentences and paragraph. Students ability and attitude towards reading indicated that they had low reading abilities, they liked reading, they believed that “reading a lot” improved their reading ability and finally, most of the students didn’t do reading activities independently.

1. Introduction
There have been several literatures and studies that encouraged the integration of extensive reading into the curriculum. (Hamra and Satyana, 2012:1; Loucky, 2004:104; Grabe, 2010:326; Hedgecock and Ferris, 2009:220; Nation, 2009:60; and Brown, 2001:301). The first step of a series of procedures in research and development to formulate a teaching model that integrate extensive reading into Reading Subject (Intensive Reading) is carrying out a need analysis. Need analysis in this research focused on identifying students and need in terms of five categories of information, namely problems, priorities, ability, attitude and solution.

2. Literature Review
2.1 Investigating Need (Need Analysis)
Need analysis can be described in global terms as activities that involves gathering information that will serve as the basis for developing a curriculum that will meet the learning need of a particular group of students Brown (1995:35). Specifically, the need assessment process entails the procedures for identifying and validating needs, and establishing priorities among them. These procedures should be viewed as an integral to the teaching, learning, and evaluation cycles rather than something that we do only prior to teaching. Graves (2000:98) define need analysis as a dynamic function to teaching, an ongoing process of gathering information about students need and preferences, interpreting the information, and then making course decision based on the interpretations in order to meet the needs. Need analysis further entails conversation among stakeholders (teachers, learners, parents,
administrators) about the teaching learning process. Brown (1995: 43) explained that there are several kinds of information that should be collected during the need analysis process.

First, it is important to collect information on students problem. The purpose of these questions is to identify the problems that are being experienced by students in term of reading. These questions need to be addressed by teachers to help students with reading difficulties. Once the reading difficulties is acknowledged it is possible for teachers to come up with solution on how to help students. Westwood (2008:5) explained that factors that cause reading difficulties consists of extrinsic and intrinsic factors of the students. Extrinsic factors involves: 1) Teaching Method. What teacher decides to teach in a reading lesson, more importantly how they teach the students affect students’ ability to read. The ability of the teacher to relate the text to the students and to arouse student’s curiosity to the text will also affect students reading ability. The variety of different kind of reading assessment also contributes to student’s ability to read.2) Time Allocated for Reading. The amount of time devoted to instruction and practice in reading is an important influence on the ability to read. Insufficient amount of time provided for students to read contribute to reading difficulties. In order to teach students to be able to read, teacher must be able to get them to read as much reading materials as possible. 3) Language Ability. Student’s current language ability will surely affect student’s ability to read. When they don’t have sufficient language ability to read certain text, yet they are accepted to be able to read, will eventually lead to reading difficulties.4) Social or Cultural Disadvantages. There is evidence that certain groups are vulnerable of difficulties in reading since they are originated from low socio-economic background. Social, cultural and linguistic factors interact for these particular groups of people and then predisposing some students to educational risk which included the ability to read. Factors intrinsic to the students are related to: 1) Weak cognitive Ability 2) Deficiencies in relevant psychological processes that include working memory and visual or auditory perception 3) Attitudinal and behavioral aspects which includes motivation, concentration, span and attention to task and 4) Affective response to failure where emotional effects of failure that are previously experienced by the students will affect their current ability to read.

Beside reading difficulties, Westwood (2008:5) also describe factors that cause poor comprehension. They are: 1) Limited Vocabulary. If students have difficulties understanding what he or she is reading, it is worth considering whether there is a problem with students vocabulary knowledge. The students may be able to read the word correctly but there will always a possibility that they don’t know the meaning. Being able to read or decode the word is not a guarantee for the ability to comprehend. 2) Lack of Fluency. There is a high correlation between oral reading fluency and comprehension. Slow reading tends to restrict cognitive capacity to the low level processing of letters and words rather than allowing full attention to be devoted to higher-order ideas or concepts within the text. 3) Difficulty level of the text (readability). The difficulty level of a text is a major factor influencing whether or not material can be read with understanding. Text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process. 4) Inadequate use of effective reading strategies. Unlike skilled readers, weaker readers do not approach the interpretation of the text strategically. They tend not to know, or use strategies that would help them visualize, make connection, reflect, infer, predict, question and summarizes. 5) weak verbal reasoning. The ability to understand he text, and particularly to go beyond the words on the page in order to make relevant connections among facts and to critique the ideas, reflects the operation of verbal reasoning. The ability to reason is determined by an individual’s level of intelligence; but guided reading activities in which a teacher uses effective questioning to challenge students to think more deeply about the text they are reading are helpful in developing their ability to reason from the information given. 6) Problems with processing information. In order to maintain the meaning of the text as the sentences and paragraphs accumulate, a reader has to be able to keep relevant information within working memory and make necessary connection between ideas. Limited working memory is sometimes suggested as a causal factor in poor comprehension. 7) Problems in recalling Information. Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also depended upon a student’s giving adequate attention to the reading task and knowing that it is important to remember details. Recall is strongest when readers connect new information in the text to their previous knowledge and experience and when they rehears key points in the text.
Second, it is also important to identify what the Priorities are. Questions of priorities investigate which topic, language uses, skills, strategies and so on are considered most important to the students. Such questions can be asked to all people that are involved in the process of teaching and learning and it includes the students themselves. With regard to the research on teaching reading, the questions will probably about what do students need to be able to read? Which reading strategies will be more beneficial to students. Next, identifying students ability is also necessary in need analysis. These are the type of questions that focus on the students. It usually determines the abilities of the students at the beginning of the teaching and learning process. This kind of question will be answered during the pre – test designed either for measuring the overall language proficiency of students or to diagnose their specific weakness. It is also possible to ask students to give overall judgment of themselves or teacher making judgments of the students in general.

Finally, identifying students’ attitude towards Reading and proposed solution of the problems from the students are also essential. Attitude questions are created to uncover information about students’ feeling and attitude toward reading itself. These might include questions about how well students like “Reading subject” and how much do they like reading itself. It is also suggested that information about these questions are collected as much as possible since the more information are available, the better the result will be.

2.2 Integrated Model of Intensive and Extensive Reading Instruction
An integrated model of intensive strategic reading instruction and extensive reading is also basically an effort to integrate classroom reading instruction with outside of the classroom reading activity. In the classroom, the students are taught reading strategies intensively. Outside of the classroom, the students read extensively, as a means of providing more practice on using the strategies. In order to bring all those ideas together in a single teaching of reading, it will be a lot easier to capture all those ideas to be presented in a single model. Thus, it is important that a model for integrating intensive strategic reading instruction with extensive reading is developed. This model will be a representation of the whole ideas related to the teaching of reading skills and strategies. The model of teaching that the writer plans to develop tries to integrate intensive strategic reading instruction and extensive reading. It falls into the Information Processing Model. This model represents what happens when information flows through various internal structures which exist inside the learner. By having a good understanding of how the information is processed, stored and retrieved through the Information Processing Model, students would be able to learn much more efficiently and systematically.

3. Research Methodology
This research used quantitative methods that describe and analyze students’ need in a Reading subject. The result of need analysis were used as a basis for task analysis, concept analysis and specifying instructional objectives for a reading lesson. Purposive sampling technique was used to determine the sample of 67 students. Questioner is used to collect data related to students problem meanwhile a semi-structured interviews was used to collect studentenst problems. The questioner was used to elicit information on 5 categories. They are: problems, priorities, abilities, attitude and solution. The first category which is problem used to identify the causes of students’ problems in reading. The problems that students have are also further divided into three classifications. The first classification deals with extrinsic problems causing reading difficulties; teaching method; limited time for reading; language ability and social disadvantage. The second classification of problems deals with intrinsic problems causing reading difficulties; cognitive ability; psychological process and past failures in reading. The last classification of problems deals with problems causing poor comprehension; limited vocabulary; lack of fluency; text difficulty level; reading strategy; verbal reasoning; processing information and recalling information and problems causing poor comprehension.

4. Findings and Discussion
4.1 Students’ Need.
In order to investigate students need, questioner comprising problems, priorities, abilities, attitude and solution were distributed to 67 students. The result on problems is explained in the following Table:
Table 1. Students’ Problem in Reading

| Classification of Problems                      | Problem                        | Sum Score | Mean Score | Category |
|------------------------------------------------|-------------------------------|-----------|------------|----------|
| Problems causing reading difficulties (extrinsic) | Teaching method                | 213       | 3.17       | Middle   |
|                                                | Limited allocated time for reading | 271       | 4.04       | High     |
|                                                | Language Ability               | 270       | 4.02       | High     |
|                                                | Social disadvantage            | 192       | 2.86       | Low      |
| Problems causing reading difficulties (intrinsic)| Cognitive Ability             | 205       | 3.05       | Middle   |
|                                                | Psychological process          | 192       | 2.86       | Low      |
| Problems causing poor comprehension            | Limited vocabulary             | 280       | 4.17       | High     |
|                                                | Lack of fluency                | 211       | 3.14       | Middle   |
|                                                | Text difficulty level          | 271       | 4.02       | High     |
|                                                | Reading strategy               | 270       | 4.04       | High     |
|                                                | Verbal reasoning               | 211       | 3.14       | Middle   |
|                                                | Processing information         | 208       | 3.11       | Middle   |
|                                                | Recalling information          | 216       | 3.33       | Middle   |

The Table above indicated that there are five problems that were classified as problems with high frequency of occurrence. It is shown by students’ answer with items that always and often cause problems in reading, they are: 1) Limited Vocabulary. According to the highest average score of the result of the questioner, limited vocabulary is the most frequent item that causes difficulty for student in reading. The average score is 4, 17 which indicates that limited vocabulary “often” cause problems in reading. 2) Limited Allocated Time for Reading. The average score for limited amount of reading is 4, 04 which indicated that this problem “often” caused problem in reading. It means that the student only spent limited amount reading and it caused them to have difficulties in reading. 3) Text Difficulty Level. The average score for this item is 4, 04. It indicated that text difficulty “often” cause problems in reading. 4) Language Ability. This item falls into the category of problems that “often” cause reading difficulty for the students since the average score for this item is 4,02. 5) Inadequate Reading Strategy. An inadequate reading strategy means that students do not have sufficient reading strategies to be used when problems in reading occur. This item also falls on the category of problems that “often” cause reading difficulty. The result of the questioner related to Priority is described by the following Table:

Table 2. Students Priorities

| Priorities              | Sum Score | Mean Score | Category |
|-------------------------|-----------|------------|----------|
| How to Understand Word  | 310       | 4.62       | High     |
| How to Understand Sentences | 300     | 4.47       | High     |
| How to Understand Paragraph | 298    | 4.44       | High     |
| How to Understand Essay | 232       | 3.46       | Middle   |
| Skimming                | 197       | 2.94       | Low      |
| Scanning                | 189       | 2.82       | Low      |
| Summarizing             | 238       | 3.55       | Middle   |
| Paraphrasing            | 256       | 3.82       | Middle   |

Table 2 above shows that how to understand words, sentences and paragraph are items which are classified into high frequency of occurrence with the mean score above 4.0. The three items indicated students’ responds on items that are very important and important for them in solving problems in Reading.

Students answer indicating, ability, attitude and solution are all classified as items that are used to analyze students. The result are described below:
Table 3. Students Ability, Attitude and Proposed Solution

| Category                  | Scale   | Frequency | Percentage |
|---------------------------|---------|-----------|------------|
| Reading Ability           | Poor (2)| 33        | 49.3       |
| Attitude: Habit           | Agree (4)| 42        | 62.7       |
| Attitude: Reading a lot   | Agree (4)| 34        | 50.7       |
| Attitude: Reading on my own | Disagree (2) | 52      | 77.6       |
| Solution: Reading Strategy| Agree (4)| 37        | 55.2       |

Table 3 indicated that 49.3% of the students claimed that they have poor reading ability. 62.7% of the students claimed that they like Reading. 50.7% of the students indicated that a lot of Reading will help them improve their reading ability. 77.6% of 67 students disagree to the statement that they read even though the teacher didn’t tell them to do so. 55.2% of 67 students agree to the statement of the direct teaching of reading strategy in teaching reading.

4.2 Analysis of Students Need

The result of the analysis of the lecturers and the students problems are used as a basis to make decision on the tasks, concepts and instructional objectives needed. Therefore, three different kind of analysis are conducted. They are; task analysis, concept analysis and specifying instructional objectives. Task analysis is carried out when skill development is the goal of instruction, meanwhile, concept analysis is needed when acquisition of knowledge is the goal of instruction. Since reading is a skill, this research will only conduct task analysis. Task analysis is carried out to identify what skills should be acquired by the students at the end of the instructional period for reading. There are several consideration that are taken into account in order to decide what skills should be mastered by the students.

First is reading strategies. Reading strategies are actions that readers do consciously to solve problems when they read. Teaching reading strategy to the student is important. It is important because most of the students stated that they didn’t have adequate reading strategy. When they didn’t have sufficient strategy, it is will be difficult for them to solve problems in reading. They also have limited amount of vocabulary. Vocabulary as the component of the language plays an important role in reading. Limited amount of vocabulary will somehow prevent someone to understand a certain text. The students need to have sufficient amount of vocabulary in order to read without any difficulties. They need to know how understand long sentences or long paragraphs with many difficult words that cause a text to be difficult. The perfect solution of the problems mentioned above is teaching reading strategy to the students. Reading strategy is a tool to be used when problems in reading occur. Students need to know strategy to understand difficult word, the strategy to understand complicated sentences and the strategy to understand long paragraph.

There are three component or reading strategy mentioned above. Each reading strategy will be broken down to sub strategy or sub skill. The first strategy is strategy used in understanding words. Context clues is taught to the student as an attempt to help them to understand difficult words that they find when reading. There are several kinds of context clues. They are; definition clues, example clues, contrast clues and inference clues. All kinds of context clues will be beneficial to the students. Beside context clues, understanding the structure of word will also help students to guess the meaning of difficult word they find when reading. The second strategy is understanding sentences. Sentences that are too long, complex and contain difficult word is a source of problems to the students. Identifying key ideas, understanding punctuation clues, identifying detail information and understanding sentences that relates ideas are sub skill needed in understanding sentences.

Beside reading strategy, reading a lot is also important. Reading is a skill. Practicing a lot is necessary in order to be able perform a certain skill. The fact that most students stated that they only read a
limited amount of time is the source of problem. Therefore, it is important that students read a lot. It is not enough for the lecturer to just encourage the student to read without actually providing them with reading activity. This is due to the fact that most students didn’t read on their own without the lecturer’s instruction. Extensive reading can somehow be used to encourage students to read a lot. Extensive reading is an activity where students read a lot number of text and they can choose text that are suitable with their reading ability. Extensive reading can help promote motivation in reading, enlarge the number of vocabulary and increase reading fluency.

Task analysis is followed by specifying instructional objectives. The specification of instructional objectives is the transformation of task analysis into statements of goals. Since task analysis stressed the importance of teaching reading strategy and extensive reading, therefore those two items are going to be used as the instructional objectives. There are two main objectives of the instruction. First, at the end of the instruction, students are able use certain reading strategy. Second, students are able to conduct extensive reading. The first objective will be done in the classroom in the form of intensive reading program. This program will focus on teaching reading strategy explicitly. The first main objective that is reading strategy is broken down into several sub skills as it was previously described in the task analysis. They are, first, students are able to understand word by using context clues (definition clues, example clues, contrast clues and inference clues); by analyzing structure of words and by identifying reference. Second, students are able to understand sentences by identifying key ideas; identifying punctuation clues; identifying detail information and by identifying sentences that relates ideas. The second main objective is extensive reading. This instructional objective is going to be achieved by assigning students to read certain amount of text on daily basis at home. The teacher will evaluate this activity by asking the students to complete “Reading Log” where the student report their reading activity. By conducting this activity it is expected that the students will be able to read a lot as well as improving their vocabulary as well as practicing reading strategy that they have learned in the classroom. The process of converting task analysis into instructional objectives in described in Figure 4.

![Figure 1. Converting Task analysis into Instructional Objectives](image_url)

The next step is the construction of criterion-referenced test. It is used to measure the students attainment of the instructional objectives as well as the effectiveness of the teaching model being developed as a whole. Items of criterion referenced-test are based strictly on instructional objectives. Therefore, the instructional objectives already identified in the previous stage is used as guidelines in formulating the test. All the 10 items are derived from the instructional objectives previously examined in the define stage. The instructional objective is reading strategies which is derived form the task analysis. It is classified into two categories namely; understanding word and sentences.
Reading strategies for understanding words consist of using context clues (definition, example, contrast and inference clues), analyzing structure of words and understanding reference. Reading strategies for understanding sentences consist of identifying key ideas, punctuation clues, identifying detail and understanding sentences that relates ideas. Each item in the objective is transformed into criterion-referenced test item. The total number of instructional objective will also be the total number of criterion test item.

Another instructional objective is extensive reading. Since extensive reading is reading activities that students do outside of the classroom on daily basis, therefore test is not going to be used as an instrument to measure students achievement. Instead, reading logs, a kind of a report of reading activity will be used to evaluate the extensive reading. There are several criteria in evaluating this activity, they are; students comment on the passage they read, total number of pages they read and reading strategies used.

5. Conclusion

Investigating students need in this research was part of a series of procedures of research and development in an effort to formulate a teaching model that integrate Intensive with Extensive Reading in Reading class. The result of the need analysis mostly indicate that students need to be taught reading strategies and extensive reading is also important to be assigned to the students as it helps students to improve reading ability and vocabulary development. The result of the need analysis were later used as a basis for task analysis, lesson objective and test. The result of need analysis were also used for designing all instructional products and the model of teaching as where all elements in the process of teaching were captured and arranged systematically.

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