



An Assessment of Intensive Reading Skill in the Case of Third Year English Language and Literature Regular Students' at University of Kabridahar

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Abstract

This study aimed at assessing intensive reading skill of third year English major students' at University of kebridahar. To analyze this study the researcher collected relevant data by using two data gathering instruments. Those are questioner and interview under the questioner open ended question were included the participant of 20 students' and 3 English language teachers were asked. 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 that affect intensive reading skill of third year English major students' at University of kebridahar. Based on the finding of the study, the following investigations were obtained there were factors that affect intensive reading skill of third year English major students' at University of kebridahar. Like weakness of the teacher lack of the interest among students and thinking that reading is too difficult especially intensive reading skill.

Keywords: Student; Reading Skill; English

Background of the Study

Intensive reading is one types of reading skill which requires deep attention of reading to understand the material being reading. Brown [1] 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 [2] 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 students 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 students to see if they have understood. Teacher should instead by spending most of time training students to understand what they read (Markty 1968).

Markey` attitude toward intensive reading skill more over focus on teacher centered 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 students' can easily develop their intensive reading skill or habit As a researcher the aim of this research is to assess the Intensive Reading skill of third year English Language and Literature students' in University of Kabridahar. Intensive reading by its nature takes lot of time. 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 [3].

(Hindimeku 2007) [4] in his research he request detail explanation about intensive reading skill. So in University of kabridahar to assess the problem of student's to read intensively in the case of

third year English language and literature students. The factor that affects their habits to read intensively and also how this problem was solved. Beyond these scholars, this research study is conducted in University of kabridahar to assess the level of intensive reading skill in case of third year English language and literature student's at university of kabridahar. Even if they read unfortunately their habit of intensive reading skill is poor, so this study conducted to identify the solution for improvement of Intensive Reading Skill of third year English language and Literature Student's In University of kabridahar [5-11].

Objective of the study

General objective of the study

The general objective of the study is to assess the extent of intensive reading skill in case of third year English language and literature regular students in University of kabridahar.

Specific Objective of the study

- To examine the level of intensive reading skill of third year English
- Language and literature students in the cause University of kabridahar.
- To investigate the major factor that affecting third year English language and literature students in University of kebridahar to read intensively.
- To assess the way of improving the intensive skill of third year English language and literature students in university of kabridahar.

Research question

- How to examine the level of intensive reading skill of third year English language and literature students in University of kabridahar examined?
- How to investigate the factors that affecting intensive reading skill of third year English language and literature students in University of kabridahar?
- What should be done to assess the way of improving intensive reading skill of third year English language and literature students in University of kabridahar?

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 third year English language and literature students. Also it is very important issue to make improvement on intensive reading skill for students who have no experience of such reading skill.

Scope of the study

The study was conducted on assessing intensive reading skill of third year English language and literature students in University of kabridhar. The study was limited on third year English language and literature students. The study was carried out in University of kabridahar which is located in kabri dahar city Somali Regional State of Ethiopia.

Research Methodology

Research Design

The study was conducted using qualitative and quantitative. Data was collected through questionnaire, interview and observation.

Participant of the study

The study was carried out in University of kabridahar on students of intensive reading skill in cause of third year English language and literature. Then the total numbers of students in classes thirty among these twenty are male and ten are female.

Sampling technique

So as to select the participants, the researchers employed comprehensive sampling technique. This is due to the reason that number of the students is manageable to take the whole participants.

Instruments of Data collection

The study took the data from primary source through interview and questionnaire and observation.

Questionnaire

It is the way in which the researcher uses to get information through distributing question sheet. For participants that are considered. Both close and open ended was employed. To learner express their feeling about their background and present situation on their intensive reading skill.

Interview

Interview is the method of data collection in which the researcher use to get information by asking people face to face.

Data analysis

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

Ethical consideration

All of the research respondents in this study was properly informed about the research's goal, and their willingness and agreement was obtain before the questionnaires are distribute. In terms of respondents' right to privacy, the study maintained the anonymity to each participant's identity.

Analysis and discussion of data

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

Multiple choices for students

In this section we can see and identify the problem that affects student's intensive reading skill particularly third year English major students in University of kebridahar. 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.

Respondents	Frequency	Percentage
Sometimes	13	43.3%
Always	10	33.3%
Often	4	13.3%
Never	3	10%
Total	30	100%

Above the table to indicate how often does the students read material intensively as show that 13(43.3%) of respondents said that sometimes they read intensively, 10(33,3%) of the respondents said that they read always intensively, 4(13.3%) of respondents said that they read intensively often and 3(10%) of the respondents said that never they read intensively. Therefor as the respondents sometimes should be more emphasis to assess the intensive reading skill of third year English major students at university of kabridahar.

Above the table to indicate how often dose teachers prepare brain storming tasks to students to read intensively. As shown that 9 (30%) of the respondents said that teacher prepare brain storming tasks always to read intensively, 4(13.3%) of the respondents said that teacher prepare brain storm tasks rarely to read, 14(46.6%)

Table 2: How often does your teacher prepare brain storming tasks to you to read intensively?

Responses	Frequency	Percentage
Always	9	30%
Really	4	13.3%
Once a week	14	46.6%
Never	3	10%
Total	30	100%

of the respondents said that teacher prepare brain storm tasks to read once a week and 3(10%) of the respondents said that teacher never prepare brain storm tasks to read intensively. Therefore as the respondents once a week should be more emphasized to identify how often dose teacher prepare brain storm tasks to read intensively and to asses intensive reading skill of third year English major students at University of kabridahar.

Table 3: What is the factor that affects intensive reading skill of third year English major students at University of kebridahar?

Responses	Frequency	Percentage
Un favorable Teaching	8	26.6%
Lack of interest	14	46.6%
Lack of time	6	20%
All	2	6.6%
Total	30	100%

Above the table to identify the factor that affect intensive reading skill of third year English major students at university of kabridahar as shown 8(26.6%) of the respondents said that un favorable teaching method is the factor that affect third year English major students at university of kabridahar, 14 (46.6%) of the respondents said that Lack of interest is the factor that affect intensive reading skill of third year English major university, 6(20%) of the respondents said that lack of time is the factor that affect third year English major students at university of kabridahar and 2(6.6%) of the respondents said that all are the factors that affect third year intensive reading skill. Therefore us the respondents' lack of interest should be more emphasized to identify the factor that affects third year English major students at University of kabridahar.

Above the table to identify the major problem to develop intensive reading skill of third year English major students at University of kabridahar us shown in table 8(26.6%) of the respondents said that loud of work is the major factor to develop intensive reading skill of third year English major students at university of kebrida-

Table 4: What is the major problem to develop your intensive reading skill?

Response	Frequency	Percentage
Loud of work	8	26.6%
Lack of material	5	16.6%
Weakness of teachers	10	33.3%
Lack of interest	7	23.3%
Total	30	100%

rar, 5(16.6%) of the respondents said that lack of material is the major factor to develop intensive reading skill of third year English major students at university of kabridahar, 10(33.3%) of the respondents said that weakness of teacher is the factor to develop intensive reading skill of third year English major students at university of kabridahar and 7(23.3%) of the respondents said that lack of interest is the factor to develop intensive reading skill of third year English major students at university of kabridahar. There for as the respondents weakness of teachers should be more emphasised to identify the major factor to develop intensive reading skill of third year English major students at University of kebridahar.

Table 5: Which of the following factor make you un willing to read intensively?

Response	Frequency	Percentage
Your low proficiency	10	33.3%
Teachers intolerance	8	26.6%
Lack of interest	6	20%
Loud of work	6	20%
Total	30	100%

Above the table to identify the factor that make third year English major students un willing to read intensively. as shown above in table 10(33.3%) of the respondents said that your low proficiency is the factor that make third year English major students un willing to read intensively, 8(26.6%) of the respondents said that teachers intolerance is the factor that make students un willing to read intensively, 6(20%) of the respondents said that lack of interest is the factor that make third year English major students at university of kabridahar un willing to read intensively and 6(20%) of the respondents said that loud of work is the factor that make English major students at university of kabridahar un willing to read intensively. There for as the respondents your low proficiency should be more emphasized to identify the factor that makes third year major students at University of kabridahar UN willing to read intensively.

Students Response on open ended questions

- Question 6. What do you think the factor that affects your intensive reading skill? The majority respondents said that the factors are lack of interest, lack of reading back ground and lack of motivation.
- Question 7. How do you develop your intensive reading skill? The majority respondent's said that to develop intensive reading skill is by adjusting program having awareness about intensive reading skill and giving full attention
- Question 8. Who have responsibility to develop your intensive reading skill? The majority respondents said that to develop students intensive reading skill teachers should play a great role Further more respondents said that students by them them selves have a great role to develop their intensive reading skill.

Teachers Response on interview question

Item 1. How do you describe third year English major student's intensive reading skill ? English teachers stated that third year English major student's are low in intensive reading skill because they have no interest to read intensively. Item 2. Are there factors that affect intensive reading skill of third year English major student's? If yes what might be those factors.

Two respondents said that there are a lot of factors that affect student's reading skill. Those are lack of interest, low reading interest and lack of vocabulary knowledge beside this one of respondents said that the main factor that affect student's reading skill is student's being grade ordinated only. ITEM 3. What should be done to improve intensive reading skill student's' particularly third year English major student's Two respondents said that student's should have awareness about reading skill and strengthen reading by group and developing their helping culture. Again one of respondents said that further more teacher should follow student's' weather they read or not in order to improve intensive reading skill of the student's.

Conclusion

Therefor based on the entire study and finding made above, the following conclusion were drowning. This study aimed at assessing the intensive reading skill of third year English major student's at University of kebridahar. The finding of the study indicated that there were factors that affect intensive reading skill of third year English major student's at University of kebridahar.

Recommendation

Based on the finding of the study and the conclusion drawn 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 student's specially by using different techniques such as by preparing reading material to student's to read intensively, advising student's to read intensively and wasting time on practicing intensive reading skill rather than lecture method.

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