

**STUDENTS' ATTITUDE OF INTENSIVE READING
FOR VOCABULARY ENHANCEMENT
(A Study of Sixth Semester Student of TBI IAIN Curup)**

THESIS

**This Thesis is Submitted to Fulfill the Requirement for Thesis Arrangement in
English Language Education**



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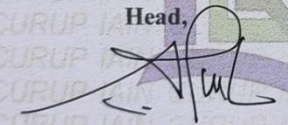
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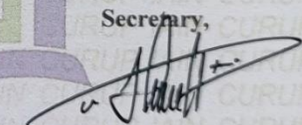
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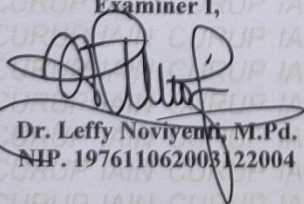
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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled "Students' Attitude Of Intensive Reading For Vocabulary Enhancement (A Study of Sixth Semester Student of TBI IAIN Curup)"

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, 12 July 2024



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Assalammu'alaikum Wr.Wb.

Alhamdulillah, thanks be to Allah SWT. This self is powerless without Your strength. You have given me strength and given me knowledge. Sholawat and greetings to my role model, Prophet Muhammad SAW. Hopefully I can feel your intercession at the end of today.

This research entitled **“Students’ attitude of intensive reading for vocabulary enhancement (a study of sixth semester student of TBI IAIN Curup)”** is submitted to fulfill one of the requirements for the degree of strata I. This thesis would not be done without the help and support from many people. Thus, to show the appreciation, the writer would like to express the deepest gratitude and regards for the following people:

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Finally, the author would like to thank the parties involved accidentally not written above and hopefully this thesis can provide benefits to many parties, the writer realizes that in the making of this thesis, there are many drawbacks so the writer expects criticism and suggestions that can help the development of this thesis.

Wassalamu'alaikum Wr.Wb.

Curup, 12 July 2024
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MOTTO AND DEDICATION

"Start Your Impossible"

In preparing this thesis, of course, without direction and guidance from various parties. So the author expresses respect and thanks to all parties who have helped.

This thesis dedicates to :

1. My parents, Mr. (Mansur Amin) and Mrs. (Nurjanah) who always guide and give prayers and encouragement for me and never tire of educating me to always seek knowledge, study, worship, and pray. As well as my brother Darmawan Susilo, my sister Alfina Mubarakah who has always given strength and encouragement so that I can always be strong in completing this study.
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ABSTRACT

Miftah Farid 2024 : **Students' attitude of intensive reading for vocabulary enhancement (a study of sixth semester student of TBI IAIN Curup)**

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This thesis aims to determine students' attitudes towards intensive reading in the IAIN Curup English Study Program. This research is a quantitative method research which is presented descriptively to describe it. Sixth semester students of the English study program who studied using intensive reading strategies in the CCU class of 2023 academic year became respondent in this research. Researchers used questionnaires to obtain the data. In data analysis, researchers first identify and examine the data collected. After that, the researcher described all the data obtained. Next, the researcher classifies the data into categories based on the research instruments where used the ABC models of attitude theory from Eagly and Chaiken to construct the item of questioner in the instrument and finally interprets the data obtained. The findings revealed that in students' attitudes. Students' attitudes towards the intensive strategy were good. The average Percentage of each component of attitudes show that 65,21% was in the affective component with the highest percentage of item responses indicating that students feel happy and that intensive reading can increase their awareness of the importance of vocabulary. The behavioral component of attitude reach 73,51% total average percentage where show the habits that emerge after following intensive reading in the class with the highest percentage of item responses indicating that intensive reading enhances their attentiveness when reading texts in daily life, not only to obtain information but also to acquire new vocabulary, and 79,04% in total average percentage in cognitive component of the attitude where it consist of the beliefs through the implementation of intensive reading with the highest percentage of item responses indicating that intensive reading has become a good option for them to enhance knowledge both nationally and internationally in order to enrich their vocabulary . Based on the indicator of attitude where 10-50% total average show negative attitude ,while 60-100% total average show positive attitude trend. It can be concluded that based on the result of the total average above, most of students show a positive attitude.

Keywords: *Attitude, intensive reading, and vocabulary enhancement.*

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LIST OF ABBREVIATIONS

IR.....	Intensive Reading
CCU	Cross Culture Understanding
TBI	Tadris Bahasa Inggris
ABC	Affective Behaviour Cognitive
ESL.....	English as a Second Language
EFL.....	English as a Foreign Language
ESP.....	English for specific purpose
SMA	Sekolah Menengah Atas
SA	Strongly Agree
A.....	Agree
D.....	Disagree
SD.....	Strongly Disagree
IAIN	Institut Agama Islam Negeri

CHAPTER 1

INTRODUCTION

A. Background of The Research

Vocabulary has an essential part in learning and language teaching as the main part to develop other skills successfully, considering that vocabulary knowledge plays as the basis of all thoughts and feelings for being expressed and conveyed through the medium of language. Harmer as cited in Parvareshbar revealed that "vocabulary is more than the skeleton of language as language structure, but it is as the vital organs and flesh".¹He also mentioned the essential of acquiring vocabulary and explained that vocabulary is number one rather than grammar in which little things could not be expressed without vocabulary, while without grammar could be conveyed. Hence, any intensive reading is needed to help learners acquire a large range of vocabulary. Therefore, the priority that has to be examined in an intensive reading program is to design a good structure and practical approach to enrich learners' vocabulary knowledge.

¹ Jeremy Harmer, "A *TESOL Publication of English Australia Pty Ltd*" 24, no. 1 (1991).

In vocabulary enhancement, students who do not know the meaning of certain words while reading, have to read more seriously and do intensive reading so that they are exposed to how and when the words are used, giving them an idea about the meaning of the words. Khazaal explained his result of his study that IR gave the biggest improvement in vocabulary mastery.² Therefore, to help learners develop students' ability to understand detailed information intensive reading is implemented. By reading, students will find new vocabulary in their reading text. Thanuskodi revealed that some impacts would arise after reading material, such as readers learning a new word, can become sociable with new facts. Become knowledgeable, and can boost both thought and emotion.³

According to Mart, intensive reading allows a reader to carry out a detailed analysis inside the class, led by the teacher, in which vocabulary and grammar points are studied in a short passage. Additionally, Brown calls intensive reading "narrow reading" because it gets students to analyze several texts about the same or different topic. Teachers can also take part in the process by means of reading aloud, asking questions, and having students predict information of texts. In this way, students get opportunities to understand the meaning of a text.

² Edhah Numan Khazaal, "Impact of Intensive Reading Strategy on English for Specific Purposes College Students' in Developing Vocabulary," *Arab World English Journal* 10, no. 2 (2019): 181–95, <https://doi.org/10.24093/awej/vol10no2.15>.

³ S. Thanuskodi, "Reading Habits among Library and Information Science Students of Annamalai University: A Survey," *International Journal of Educational Sciences* 3, no. 2 (2019): 79–83, <https://doi.org/10.1080/09751122.2011.11890011>.

Therefore, students must have a positive attitude towards reading, so that learning to read becomes easier. According to Gardner, attitude is a factor that influences foreign language learning because how much effort the learner makes in learning languages depends partly on attitude.⁴ If students have a negative attitude towards language, they will not experience a large increase in mastery of foreign languages. This opinion is supported by Martinez Students who have a positive attitude towards reading feel reading is fun, while students who have a negative attitude do not.⁵ Based on the sentence above the view reading ability is not enough for students to improve their reading skills. Without a positive attitude towards improving reading skills, the goals of reading skills will not be attained by students and help them achieve better reading achievement.

Attitude is an individuals' reaction or evaluation of a certain situation or object depending on his/her like, experience and beliefs. In this research, the researcher used the Eagly and Chaiken theory about the attitude. According to the theory, attitude is a psychological tendency is expressed by evaluating a particular entity with some degree of favor or disfavor.” There are three aspects of attitude based on their theory, there are affective aspect, behavioral aspect and cognitive aspect. The affective aspect is the emotional response (liking or disliking) towards an attitude object. The behavioral aspect is involving a persons' responses (favorable or

⁴ R. Gardner, *Social psychology and second language learning: The role of attitudes and motivation*, (London: Edward Arnold, 1985), 91-93.

⁵ Martinez, R. S., Aricak, O. T., and Jewell, J., 'Longitudinal Prediction of 1st and 2nd Grade English Oral Reading Fluency in ELL', *Journal of Adolescence*, 74.4 (2019), pp. 274–83, doi:10.1002/pits.

unfavorable) to do something regarding attitude object. The cognitive aspect is an evaluation of the entity that constitutes an individual's opinion (belief or disbelief) about the object.

Furthermore, one of the strategies used by an English lecturer at IAIN Curup is to use intensive reading which uses teaching materials in the form of handouts. Intensive reading has been used as an activity to improve students' reading skills. This activity provides an opportunity for students to extract as much information as possible from a text so that reading can be a challenging experience or activity for students. Reading is a part of people's life. Usually not every day which makes students more accustomed to reading. By getting used to intensive reading, students can enrich their vocabulary, so they do not only understand the vocabulary used in everyday life, but also understand the vocabulary in a scientific context. Therefore the researcher chose intensive reading because intensive reading is a reading activity that is usually carried out in some classes.

Based on initial observations made by researcher, there are still many students who do not apply this strategy. Even though they have received reading material from the lecturer. Among the challenges of intensive reading classes are the lack of student vocabulary and the attitudes of students. In the lecture it was explained that intensive reading is an activity of reading something in depth in order to get detailed information from each paragraph in a given text. This is related to the previous explanation that vocabulary mastery is important when reading. In addition, through this intensive reading students have the opportunity to gain additional

vocabulary in English. Ideally, a student understands the text by reading the text in its entirety in the original language version, namely English. But in reality, they understand the contents of the text from Indonesian, not from English. Then, in understanding Indonesian they also rely on Google Translate which produces less than perfect translation results. Most students carry out intensive reading activities using the help of Google Translate to translate the entire text. Therefore, according to the researcher, this will greatly affect their acquisition of English vocabulary. Furthermore, most of the students also seemed not to be serious in reading texts in English and only relied on the results of the google translate. Even though the results of their interpretation of the contents of the text are in accordance with the core of the reading, the results of the interpretation are only in Indonesian. With such an attitude as if there is no desire to improve reading skills.

From each paragraph in the text, the aim is that by reading the text in the original language more seriously or in more depth, they can more or less understand the vocabulary or even acquire new vocabulary. However, they actually do not understand the contents of the text in English but prefer to read the text in Indonesian, which unfortunately is translated by Google Translate with less than optimal translation results. That way, they lose the opportunity to understand the vocabulary of the source language itself because they focus on the translation results in the form of Indonesian itself. In other words, the intensive reading process is disrupted or it is even more appropriate to call it a translation process rather than an intensive reading process.

There is possible correlational effect between reading comprehension and vocabulary enhancement. based on the theory from Waring argues that intensive reading is very useful for enhance students vocabulary and understanding how text is organized And then the possibility of this correlation has also been proven by Eva Mayang Sari from her research showed that there is a significant improvement of students' vocabulary achievement after they were taught through intensive reading. Intensive reading is applicable to encourage the students to improve their vocabulary mastery.⁶

Several studies have been conducted related to intensive reading, Cárdenas “*Enhancing Reading Comprehension through an Intensive Reading Approach*” The results showed that there was an increase in students' vocabulary mastery after being taught using intensive reading techniques.⁷ However, this aspect of the study was limited to an intensive reading test on a group of students which produced analitic data result to see whether or not students' vocabulary had increased through the intensive reading strategy. This study does not discuss in depth how attitudes influence students so that they can acquire vocabulary through intensive reading.

⁶ Eva Mayang Sari, Ujang Suparman, and Huzairin Huzairin, “Improving the Students’ Vocabulary Achievement Through Intensive Reading,” *UNILA Journal of English Teaching* 4, no. 6 (2018).

⁷ Andrés Insuasty Cárdenas, “Enhancing Reading Comprehension through an Intensive Reading Approach,” *How* 27, no. 1 (2020): 69–82, <https://doi.org/10.19183/how.27.1.518>.

Thus the researcher wants to bring this problem into research, where the researcher wants to research with the title "Student Attitudes of Intensive Reading for Vocabulary Enhancement in TBI IAIN CURUP.

B. Research Question

Therefore, based on the description above, the researcher wants to investigate this problem. So, the research questions of this research is:

1. How is the Students' attitude toward intensive reading in vocabulary Enhancement?

C. Objective of the Research

Based on the research question above, the objective of this research is To know:

1. Students' attitude toward intensive reading in vocabulary Enhancement

D. Operational Definition

1. Students' Attitude

According to Eagly and Chaiken, attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.⁸ It means, attitude is a person's tendency to do something towards an object. In this research, attitude is measured from three aspects, namely affective, behavioral and cognitive.

⁸ Eagly, A. H. & Chaiken, S.. *The Psychological of Attitudes*. Florida: HBJ (2014),42.
[https://doi.org: 10.4236/psych.2023.146051](https://doi.org/10.4236/psych.2023.146051)

2. Intensive Reading

Intensive reading is defined as an strategy in understanding the content of a text whose students are assigned to read reading texts to focus intensively and directly to get optimal results. Students read the text continuously until they understand the meaning of the text and they are able to answer questions. in this reading activity, students develop their reading skills.

3. Vocabulary Enhancement

Vocabulary refers to the set of words that a person knows and understands. It encompasses the words a person can use when speaking as well as the words they can comprehend when reading. The definition of vocabulary enhancement is the process of improving skills in understanding, using and memorizing vocabulary or words in a language. This involves learning new words and using those words effectively in communication

E. Delimitation of Research

1. This research focuses on the implementation of intensive reading strategies in CCU Classes at the 6th semester of student of TBI IAIN Curup registered in 2021 Academic Year. The CCU class was chosen because it met the criteria proven through preliminary studies and also related theories on the proper implementation of intensive reading. The CCU (Cross-Cultural Understanding) class is very relevant for applying the intensive reading strategy because its material often includes in-depth and complex texts, making strong reading and comprehension skills highly necessary in

the CCU class. The research investigate student's Attitude of Intensive reading for their vocabulary Enhancement.

2. The theory of attitude by kreitner and kinicki & the theory from Eagly and Chaiken's (ABC Models).

F. Significance of the Research

There are some expected advantages that can be acquired from this study :

- a. For students of the English Tadris study program at the State Islamic Institute of Curup, this can provide a better understanding of the importance of intensive reading to improve vocabulary and enhance a positive attitude towards reading activities in class.
- b. For lecturers, this study can be used as consideration doing intensive reading to improve their learning strategies especially in reading activities in class.
- c. For readers, this study will present useful information about the importance of intensive reading in language learning and also provide a deeper perspective on how students' attitudes can influence learning outcomes.
- d. For the other researchers who conduct research studies on the relevant topic, this research study can be a source.

G. Systematic of the Research

This section provides the paper organization from chapter one to Chapter three. Chapter I Introduction. It consists of background of the research, research Question, the objectives of the research, operational definition, delimitation of the research, significance of the research and systematic of the Research. Chapter II deals with review of related theories. Chapter III is Research Methodology. It deals with types of research, subjects of research, techniques for collecting data and research instruments. Chapter IV involves research finding and discussion. The last chapter is chapter V involves conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Student's Attitude

a. The Definition of Attitude

Attitude refers to the way individuals think, feel, and behave towards a person, object, event, or situation. It represents a person's evaluation, beliefs, and emotions associated with the target of their attitude. Attitudes can be positive, negative, or neutral, and they can vary in intensity and stability.

This is in line to the opinion of Kreitner and Kinicki, they define attitude as a learned predisposition to respond in a consistently favorable or unfavorable manner With respect to a given object.⁹ Attitudes are formed through a combination of personal experiences, social influences, and cultural factors. They are often based on beliefs and values that individuals hold, and they can influence how people perceive and respond to the world around them.

According to Gardner, attitude is a factor that influences foreign language learning because how much effort the learner makes in dialect learning depends partly on attitude.¹⁰ It's important to note that

⁹ Kreitner, Robert and Kinicki Angelo. *Organizational Behavior;sixth edition*. New York: The McGraw-Hill Companies Inc (2014),20-25.

¹⁰ R. Gardner, *Social psychology and second language learning: The role of attitudes and motivation*, (London: Edward Arnold, 1985), 91-93. <https://doi.org/10.1037/h0083787>

attitudes can be shaped and changed over time through self-reflection, education, and exposure to new experiences. Developing self-awareness and an open-minded approach can help in cultivating positive attitudes that contribute to personal well-being and meaningful interactions with others.

b. Models of Attitude

The following presentation casts light on several models of attitude and their related experts who work on those models.

1) ABC Model

This model is suggested by Eagly & Chaiken. This concept divides attitude into three constructive components, each of which contributes to the assessment of an attitudinal object. Those components are affective, behavioral, and cognitive component. The cognitive component refers to someone's level of understanding about the attitudinal object. ¹¹Therefore, someone who has sufficient knowledge related to an attitudinal object will represent a condition in that he has a strong attitude towards that object. This condition can be represented by expressing (agree/like or disagree or dislike).

2) Expectancy value model

This model is proposed by Rosenberg. This model specifies that there are two basic dimensions to a person's attitude. They are belief

¹¹ Eagly, A. H. & Chaiken, S.46

expectation, which determines one's attitude toward something, and the value or effect associated with that belief.¹²

3.) CAC Model

In CAC model, Schiffman & Kanuk proposes that attitudes are made up of three elements. (1) a cognitive (beliefs) component, (2) an emotional (feelings) component, and (3) a conative component (behavior).¹³

In this study, the ABC models of attitude was used because Eagly and Chaiken's version of ABC models is the most widely cited and adapted attitude model in psychological research on attitudes. they are the most consistent attitude researchers. all Eagly and Chaiken publications are mostly about attitude.

c. Component of Attitude

Attitudes can have a significant influence on an individual's thoughts, emotions, and behaviors. They can shape decision-making, social interactions, and overall life choices. Attitudes also play a role in predicting and explaining behavior, as they provide a framework for understanding how individuals respond to different situations and stimuli. Attitudes consist of three main components: affective, behavioral, and cognitive.¹⁴

¹² Rosenberg, M. J. *Cognitive structure and attitudinal affect*. *The Journal of Abnormal and Social Psychology* (2018), 53(3), 367–372. <https://doi.org/10.1037/h0044579>

¹³ Vishal Jain, 'Issn : 2278-6236 3D Model of Attitude', *International Journal of Advanced Research in Management and Social Sciences*, 3.3 (2017), pp. 1–12.

¹⁴ Eagly, Ibid, 50.

1) The Affective Component of Attitude

The affective component of Attitude refers to feelings or emotions inked to an attitude object. The affective dimension includes liking and preference. Most of the research place emphasis on the importance of affective components. According to Jain, The affective component is the emotional response (liking/disliking) towards an attitude object. Affective component of attitude is about how students' feeling toward learning English. Their feeling, happy, enjoy, bored, afraid, anxiety, etc.¹⁵ during learning covered by this aspect. Students' emotions toward learning give strong influence to the process of receiving the materials.

An individual's attitude towards an object cannot be determined by simply identifying its beliefs about it because emotion works simultaneously with the cognitive process about attitude object. The affect (emotions and feelings) like interest toward an object and the evaluative judgment based on brain beliefs. Nitza proposed that the affective dimension consists of developing and changing attitudes and promoting interest in and motivation for learning.¹⁶

From the description above it is clear that the affective aspect of students plays a very large role in education, and therefore we cannot just ignore it. Measurement of this aspect is very important and

¹⁵ Jain, V. Ibid, 3(3), 6.

¹⁶ Nitza Davidovitch and Roman Yavich, "The Impact of Mobile Tablet Use on Students' Perception of Learning Processes," *Problems of Education in the 21st Century* 76, no. 1 (2019): 29–42, <https://doi.org/10.33225/pec/18.76.29>.

useful and more than that we must make use of our knowledge of students' affective knowledge to achieve teaching goals

2) The Behavioral Component of Attitude

A response to an action, behavior, or attitude statement regarding behavior is the behavioral component. This attitude can be influenced not only by the stimulus of the thing in front of us, but also by previous experiences, current circumstances, and future expectations. According to Chaudhuri, Behavioral dimension includes repurchase intention and tendency dimension refers to local commitment to the value that is within commercial brand itself.¹⁷ Askari proposed that behavioral dimension includes ones' tendency and reaction towards an event.¹⁸

3) The cognitive Component of Attitude

The cognitive component of attitude refers to the beliefs, thoughts, and knowledge that an individual holds about a particular object, person, group, or situation. It represents the information and evaluations a person has gathered and processed, which influence their overall attitude.

The cognitive component involves the formation of opinions, judgments, and attributions based on available information and personal experiences. It encompasses factual knowledge,

¹⁷ B Holbrook and A Chaudhuri, 'The Chain of Effects from Brand Trust and Brand Affect to Brand Performance: The Role of Brand Loyalty', *Journal of Marketing*, 65.2 (2019), pp. 81–93.

¹⁸ Askari Niloofar and Moinzadeh Ahmad, 'Iranian EFL Faculty Members' Attitude towards Silent Students', *International Journal of Research Studies in Education*, 4.1 (2020), pp. 55–64.

perceptions, and thoughts about the object of attitude. This component helps individuals in understanding and interpreting their environment.

It is important to note that attitudes are not solely based on the cognitive component. They are complex and can be influenced by various factors, including emotions, social norms, past experiences, and cultural influences. Nonetheless, the cognitive component plays a significant role in shaping and influencing overall attitudes.

These three components—cognitive, affective, and behavioral—interact and influence each other in shaping an individual’s overall attitude towards something. They provide a comprehensive understanding of how attitudes are formed, expressed, and can guide subsequent actions and decisions.

2. Reading

a. Concept of Reading

Reading is the process of interpreting and understanding written text. This involves processing the information conveyed through the written words and the ability to decipher the meaning, context and message contained in the text. To get experience about reading skills for students, various types of text are provided in learning materials.

According to Mikuleckly, “reading is a conscious and unconscious process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have

intended.”¹⁹ This involves processing the information contained in the text, recognizing words, understanding concepts, and making connections between the ideas presented. By understanding word by word of the text the reader will understand the full meaning of the text.

It is in line Dombey and Michael said that reading is not just pronouncing written words. Reading is not just about extracting information from texts, it also involves pondering ideas, relating them to existing knowledge, and perhaps asking questions or considering new perspectives. Reading can be an engaging and immersive experience when we really engage with the text and get the most out of the process.

From the definition above, it seems that reading is a process when the reader creates meaning by combining the knowledge gained with previous experience. The reader can link text information with what they already know.

b. The Aim of reading

The aim of reading can vary depending on the specific context and purpose. However, the primary goal of reading is to comprehend and gain knowledge or information from written text. Reading allows individuals to engage with a wide range of ideas, perspectives, and information sources.

¹⁹ Sumaira Qanwal and Shahzad Karim, “Identifying Correlation between Reading Strategies Instruction and L2 Text Comprehension,” *Journal of Language Teaching and Research* 5, no. 5 (2019): 1019–32, <https://doi.org/10.4304/jltr.5.5.1019-1032>.

In the theory put forward by Tarigan (2008), the aim of reading is 7 (seven), namely;²⁰

1) reading for details or facts

Reading for details or facts involves carefully examining a text or passage to gather specific information or verify the accuracy of certain claims or statements. It is a critical reading skill that requires attentiveness and the ability to analyze information thoroughly.

2) Reading for main ideas

Reading for the main idea involves identifying the central or primary concept or message that an author is conveying in a text. It is the most important point around which the entire passage or article revolves. Understanding the main idea is crucial for comprehending the purpose and key arguments of the text.

3) Reading forum sequence or organization

Reading for forum sequence or organization involves understanding the structure and order in which information is presented within a written text, particularly in forums or discussion boards. It's need to follow the flow of the conversation, identify the main points, and comprehend the overall structure of the discussion. Here's an explanation of how to approach reading for forum sequence or organization.

²⁰ Guntur Tarigan, Henry. "Membaca sebagai suatu keterampilan Berbahasa." *Bandung: Angkasa* (2008),55-57.

4) Reading for inference

Reading for inference refers to the process of extracting implicit information or drawing conclusions that are not explicitly stated in a written text. It involves analyzing the given information, making connections, and using logical reasoning to understand and interpret what is implied or suggested by the text.

5) Reading to classify

Reading to classify is a process that involves reading and analyzing text data in order to categorize or classify it into different predefined categories or classes. It is a fundamental task in natural language processing (NLP) and text mining, as it enables the automated organization and understanding of large amounts of textual information.

6) Reading to evaluate

Reading to evaluate is a process that involves reading and analyzing text data in order to assess or evaluate its quality, relevance, credibility, or other aspects. It is commonly used in information retrieval, information extraction, and natural language processing (NLP) tasks to determine the usefulness or trustworthiness of textual information. The goal of reading to evaluate is to develop methods and techniques that can automatically assess the quality or suitability of text data based on specific criteria or standards.

7) Reading to compare or contrast.

Reading to compare or contrast involves reading and analyzing text data with the purpose of identifying similarities and differences between two or more texts, topics, concepts, or entities. This process aims to highlight the relationships, connections, and distinctions among the texts being compared or contrasted, allowing for a deeper understanding and analysis of the subject matter.

However, in general, the primary aim of reading can be summarized as acquiring knowledge, gaining information, and expanding one's understanding of the world. Reading allows us to access a vast range of ideas, perspectives, and experiences that we may not encounter in our daily lives. Furthermore, reading enhances cognitive abilities such as critical thinking, problem-solving, and analytical skills. It stimulates our imagination, creativity, and empathy by immersing us in different narratives and characters. Reading also improves language skills, vocabulary, and communication, enabling us to articulate our thoughts and ideas more effectively.

3. Intensive Reading

a. Concept of Intensive Reading

Intensive reading refers to the way of reading through every word of a text from beginning to end very thoroughly and deeply. It is

the way of reading short texts thoroughly and with clear Goals²¹. Intensive reading is an approach to reading that involves focused and careful examination of a text. It is a reading technique that aims to thoroughly understand and analyze the content of a particular text or passage.

In addition, Lampariello state that intensive reading is an activity that requires great mental effort and focuses. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout.²² When engaging in intensive reading, individuals typically read slowly and carefully, paying close attention to details such as sentence structure, vocabulary, and the author's intended meaning. They may annotate the text, underline important points, or take notes to aid in understanding and retention of information. Intensive reading is different from extensive reading, which involves reading for pleasure and general understanding without necessarily analyzing every aspect of the text. In contrast, intensive reading aims to delve deeply into the text, extracting meaning, analyzing language usage, and comprehending the overall message or purpose.

In conclusion, intensive reading is a focused and detailed approach to reading that involves close examination and analysis of a

²¹ Koay, J. "What is intensive reading." *A research & development consultant at EduMaxi. Victoria University of Wellington, School of Linguistics and Applied Language* (2018),. 32.

²² Lampariello, L. (n.d.). *Extensive vs. Intensive reading* (2017). 45.

text. It is characterized by careful reading, attention to detail, and a deliberate effort to understand the meaning and nuances of the text. Intensive reading is used to enhance comprehension, vocabulary acquisition, and language proficiency.

b. Benefits of intensive reading

Intensive reading is an approach that involves deep engagement with a text, focusing on thorough understanding and analysis. Intensive reading refers to a focused and in-depth approach to reading, typically involving careful analysis and comprehension of a text

According to Richards and Schmidt, Intensive Reading is related to further progress in language learning under the teacher's guidance.²³ It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. According to Grabe, the integration of IR reinforces vocabulary learning and development and that ESL/EFL learners can benefit from IR in order to improve their vocabulary knowledge.²⁴ According to Waring argues that intensive reading is very useful for enhance their vocabulary and understanding how text is organized.²⁵

²³ Richards, J. C., & Schmidt, R. *Longman dictionary of language teaching and applied linguistics*. Malaysia: Pearson Education, 55 (2021). <https://doi.org/10.4324/9781315833835>

²⁴ William Grabe, "Book Review: Teaching and Researching Reading (Third Edition)," *Criminology & Criminal Justice* 11, no. 3 (2021): 277–78.

²⁵ Rob Waring and I.S.P. Nation, "Second Language Reading and Incidental Vocabulary Learning," *Angles on the English Speaking World, Volume IV: Writing and Vocabulary in Foreign Language Acquisition* 4 (2018): 97–110, <http://geolangs.org/archives/sla/waring120304.pdf>.

From the theories that have been mentioned above, it can be stated that intensive reading could improve students' vocabulary achievement. Intensive reading is used to extending students' vocabulary knowledge.

4. Vocabulary Enhancement

Vocabulary enhancement is a crucial aspect of language learning, particularly in English. It involves the process of expanding one's vocabulary by learning new words, and how to use them effectively in communication. As stated by Korlu & Mede as cite in normandita, vocabulary and learning are two units that are interconnected and cannot be separated²⁶. Vocabulary and learning are two essential components in the educational process that are closely related and cannot be separated from one another. In the context of learning, vocabulary serves as the fundamental foundation that enables students to understand and master various new concepts and information. Without adequate vocabulary mastery, the learning process will be hindered because students will not be able to understand instructions, texts, or discussions that take place in the classroom.

Vocabulary must be mastered well to support speaking skills and be ready to act with other people, both verbally and in writing, so that messages are conveyed without miscommunication. similar to what was stated by Krashen & Terrell as cited in david, learners cannot

²⁶ Normandita Adventina Berliani and Caroline Victorine Katemba, "*The Art of Enhancing Vocabulary Through Technology*," *Jurnal Smart* 7, no. 1 (2021): 35–45, <https://doi.org/10.52657/js.v7i1.1340>.

master English while not enhancing vocabulary²⁷. In this case, enhancing of vocabulary enables learners to actively participate in discussions, understand instructional materials, and complete academic tasks. This is essential for academic success and social integration in English-speaking environments.

In conclusion, without adequate enhancing vocabulary, learners will struggle with understanding, speaking, writing, and listening in English. A strong vocabulary is the foundation of all forms of communication and language comprehension. Therefore, focusing on vocabulary development should be an integral part of every English learning program. This will enable learners to master English more thoroughly and effectively.

B. Review of Related Finding

There are three related findings which are encountered. The first is the journal by Edhah Numan Khazaal entitled " Impact of Intensive Reading Strategy on English for Specific Purposes College Students' in Developing Vocabulary "²⁸. In his study, he found the conclusion that the new strategy has a positive impact on ESP College students' in mastering vocabulary that was proven from the improvement of students' mean score from pretest to posttest. Based on the results gained; it is recommended that intensive reading strategy can play a great role in mastering vocabulary.

²⁷ Davidovitch, Nitza, and Roman Yavich. "The Impact of Mobile Tablet Use on Students' Perception of Learning Processes." *Problems of Education in the 21st Century* 76, no. 1 (2018): 29–42. <https://doi.org/10.33225/pec/18.76.29>.

²⁸ Edhah Numan Khazaal, 181–95

The second, the study concerning with Intensive Reading Strategy in Vocabulary enhancement has also been conducted by Eva Mayang Sari, Her study is entitled “ Improving the Students’ Vocabulary Achievement Through Intensive Reading”²⁹. Based on the result of her study The result of the data analysis showed that there was a significant improvement in Students’ vocabulary Achievement after they were taught by using intensive reading. It could be proven from the improvement of the Students’ mean Score from pretest to posttest. In short, intensive reading can improve students’ vocabulary achievement.

The third, the study concerning with Intensive Reading has also been conducted by Yahya Saputra. His study is entitled The Implementation of Intensive Reading Technique to Improve Students’ Vocabulary Achievement of The Second Grade SMA Alazhar 3 Bandar Lampung.³⁰ Based on the result of his 24 study the results of this research were: (1) There was a significant improvement in the students’ vocabulary achievement after they were taught by using intensive reading since the t-value was higher than t-table. It could be seen from the result of the mean score from the pre-test to the post-test, which the post test score was improved from the pre-test (2) The questionnaire showed that the students were satisfied with intensive reading technique. The students agreed that the techniques helped them to learn English better, improved their vocabulary and helped them to

²⁹ Eva Mayang Sari, Ujang Suparman, and Huzairin Huzairin, “*Improving the Students’ Vocabulary Achievement Through Intensive Reading*,” *UNILA Journal of English Teaching* 4, no. 6 (2018).

³⁰ Saputra, Yahya. "the implementation of intensive reading technique to improve students' vocabulary achievement of the second grade sma al-azhar 3 bandar lampung." (2019).11

recognize their lack. This indicates that intensive reading technique facilitates the students to improve their vocabulary mastery.

Based on the findings of the three studies above, this study is different with theirs, because this study is emphasized on the students' attitude of intensive reading for vocabulary enhancement in TBI IAIN Curup. This study is developed by employing a quantitative design to collect and analysis the data, the process of both collecting and analysis data is conducted at IAIN Curup.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a descriptive quantitative method approach with a questionnaire as the instrument in collecting the data. Quantitative research is a type of research that uses data such as numbers as an instrument to discover information about a topic that the researcher is interested in. According to Creswell, a quantitative study is one that collects numerical data and analyzes it using mathematically based approaches to explain occurrences.³¹ . In this study, researcher used quantitative methods to explore questionnaires that had been made based on theory. Related to the nature of quantitative research method approach above this study conducted a research to answer the question concerning about the students' attitude of intensive reading for vocabulary enhancement in TBI IAIN Curup (*A Study of the sixth Semester Students of English Tadris Study Program of IAIN Curup Registered in 2021 Academic Year*).

B. Population and Sample

1. Population

The population is the group of people about whom the researcher wishes to make broad generalizations. According to

³¹John W. Creswell *Research and methodology: methods and techniques*, (California: SAGE Publications Ltd) (2014).42.

Arikunto, population is a set (or collection) of all elements possessing one or more attributes of interest. Furthermore, Fraenkel and Wallen state that a population is the group to which the study's findings are intended to be applied. So, the population is the entire subject of the study, which has a certain requirement to be applied in the study. Population in this research was the whole English students' of six semester at the English study program of IAIN Curup which get CCU subject in academic year 2021. Researcher took the six semester to become a population because in terms of seeing their attitudes towards intensive reading strategies for their vocabulary achievement that have been applied in CCU subject in the English study program of IAIN Curup. There were two classes from six semesters involved, and can be seen on the following table:

Table 3.1
The Total Population of the Sixth Semester a English Study Program of IAIN Curup

No.	Semester	Class	Male	Female	Total
1.	6	A	9	12	21
2.	6	B	3	12	15
					36

The table shows that there were 36 students of sixth semester participated in this research consist of class A and B. The total of population were 36 students.

2. Sample

The sample is part of the amount and characteristics of the population. According to Gay sampling is the process of selecting a number of individuals for studies in such a way that the individuals represent the larger group from them is selected or sample to process of selecting the individual who participated.³² A good sample is one that is representative of the population from which it was selected.

The purpose of this sampling is to get information about the population by using samples. The sample of this research used total sampling. Because the population of this research less than 100. So, the researcher used total sampling. According to Sugiyono, Total sampling is a sampling method that uses all members of a population as samples.³³ In general it can be said that the larger the sample, the more likely it is to reflect the population. Statistically it is stated that the larger the sample size is expected to give better results. The resulting mean and standard deviation have a high probability of resembling the population mean and standard deviation when a large sample is used. This is due to the fact that the quantity of samples has an impact on statistical hypothesis testing³⁴. Total sampling is done by giving a questionnaire to all students in the population, filling out the questionnaire, and returning the questionnaire to the researcher.

³² Gay, L.R., Mills, G.E., Airasian, P. (2018). *Educational Research*. USA: Pearson Education, Inc. 43.

³³ Prof. Dr. Sugiyono. (2017). *Metode Penelitian Administrasi* (Bandung : Alfabeta) ,96.

³⁴ Idrus Alwi, "Kriteria Empirik Dalam Menentukan Ukuran Sampel Pada Pengujian Hipotesis Statistika Dan Analisis Butir," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 2, no. 2 (2020): 140–48, <https://doi.org/10.30998/formatif.v2i2.95>.

C. Technique of Data Collection

1. Questionnaire

In this research, the researcher used a questionnaire. A questionnaire is a technique to collect the data about students' attitude of intensive reading for vocabulary enhancement in TBI IAIN Curup (A Study of the sixth Semester Students of English Tadris Study Program of IAIN Curup Registered in 2021 Academic Year). The Questionnaire method is a series or list of questions arranged systematically, then sent to be filled in by the respondent. Once filled, questionnaire sent back or returned to the clerk or researcher. A questionnaire is a technique in collecting data or some written questions that are used to get information and responses from the respondent.

Each item of the questionnaire developed based on the theory of three theories of the components of attitude that is cognitive, affective, and behavioral that explained before. The questionnaire items have been written in Bahasa Indonesia to help the respondents understand the item. In this research, the researcher used one questionnaire to answer one research questions. The format of questionnaire in this research is closed-ended. It means that respondents answer the question based on the answer provided that has been prepared by researcher. Dawson mentions that there are some advantages of using closed-end questionnaire: (a.) Tend to be quicker to administer, (b.)

Often easier and quicker for the researcher to record responses, (c.) Tend to be easy to code, (d.) Respondents can only answer in a predefined way, (e.) New issues cannot be raised. (f.) It is quick and easy for respondents to tick boxes, might be more likely to answer all questions.³⁵ The questionnaire adopts a likert-scale format in which there are some options of scale (e.g., strongly agree, agree, disagree, and strongly disagree) provided under each item.

Table 3.2
likert-scale format

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

The table above categorized from Linkert Scales that divided the students' attitude in the four categorized. Based on the accounted with four the categorized, the result of much calculation categorized by positive and negative attitude. The result of data from questionnaire, it showed the percentage and then the category divide into 2 categories, there are³⁶:

a. 60%-100% = Positive

b. 10%-50% = Negative

³⁵ Dawson. *Practical Research Methods a User-Friendly Guide to Mastering Research Techniques and Projects* (United Kingdom: How to Books Ltd 2019).47

³⁶ Mahmud. *Skala Pengukuran Variabel-Variabel Penelitian Pendidikan Agama Islam / Mahmud - Cet. 2 – Mojokerto: Yayasan Pendidikan Uluwiyah (2022).*49

It signifies that the researcher assumed that employing four alternatives for scoring in this study's questionnaire is reasonable. The following are the steps in the data collection process utilizing a questionnaire: a. giving the questionnaire to the respondents; b. collecting the questionnaire; and c. analyzing the questionnaire according to each guideline. d. Using the percentage formula, the questionnaire was tallied and examined.

In conclusion, the researcher distribute questionnaire to sample of the research who had determine in this research. Then, the respondent only need to write checklist (√) to the selected the answer in the column in order to find the students' attitude of Intensive Reading for Vocabulary enhancement in TBI of IAIN Curup. The questionnaire copied to Google Form so that the samples can fill out the questionnaire. (**Appendic 7**)

Table 3.3
Blueprint of Questionnaire (Appendic 3)

Indicators of Attitude	Aspect	Questions item
Affective	-Feelings Happy -Feelings Enjoy -Feelings Bored -Feelings afraid -Feelings anxiety -Feelings sense of care -Feelings tired	Questions Number 1 Questions Number 2 Questions Number 3 Questions Number 4 Questions Number 5 Questions Number 6-10 Questions Number 11
Behaviour	-Habits	Questions Number 12-19

Cognitive	<ul style="list-style-type: none"> -Belief that through intensive reading can increase knowledge - Belief that through intensive reading , can gain new information. - Belief that through intensive reading can do self learning - Belief that intensive can broaden the mind -Belief that intensive reading is important - Belief that intensive reading is useful 	<p>Questions Number 20</p> <p>Questions Number 21</p> <p>Questions Number 22</p> <p>Questions Number 23</p> <p>Questions Number 24</p> <p>Questions Number 25</p>

In this research, the researcher used close questionnaire to know the students' attitude of intensive reading for vocabulary enhancement in TBI of IAIN Curup using likert scale, they are Strongly disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA).

D. Research Instrument

The term "instrument" refers to a tool or device that is used to collect research data. It means that the research instrument helps the research to get the information needed that related to the research. The using of research instrument leads the researcher to gathering

information or data needed in this research. The research instruments here are:

1. Questionnaire

Arikunto says, “A questionnaire is a set of written questions designed to elicit information about a person's personality or a past experience from respondents.”³⁷ In this research, the researcher used one kind of questionnaire, It was closed-ended type. Questionnaires with a closed-ended format have multiple choice answers. Multiple choice questions fall under the category of closed format questions. These multiple choices could either be in even numbers or in odd numbers. Researchers can quickly generate statistical data and percentages by integrating closed format items in the questionnaire design³⁸. The purpose of closed-ended was to know about students' attitude of intensive reading for vocabulary enhancement in TBI of IAIN Curup.

In constructing the questionnaire of this research, the question was designed based on ABC model theory of attitude measurement as proposed by Eagly & Chaiken who have provided detailed principles of attitude measurement. ABC model of attitude guides an attitudinal investigation in terms of affective, behavioral and cognitive dimensions.

³⁷ Suharsimi Arikunto. (2013) *Prosedur Penelitian*, (Jakarta: Rineka Cipta,). P-136

³⁸ Bahri, Syaiful.. *Metode Penelitian* . Yogyakarta: Andi (2018).

Table 3.4
Questionnaire of Attitude

Indicators	Sub-Indicators	Items	Judgements			
			SA	A	D	SD
The affective component of Attitude refers to feelings or emotions linked to an attitude object.” “Affective component of attitude is about how students’ feeling toward learning English. Their feeling, happy, enjoy, bored, afraid, anxiety, etc.” (Eagly, A. H. & Chaiken, S. (2014). <i>The Psychological of Attitudes</i> . Florida & Jain, V. (2014). <i>3D MODEL OF ATTITUDE</i> . International Journal of Advanced Research in Management and Social Sciences,)	Feelings Happy	1.I feel happy when learning new vocabulary through implementing intensive reading.				
	Feelings Enjoy	2. The intensive reading strategy makes me enjoy the process of learning new vocabulary.				
	Feeling Bored	3. Implementing intensive reading makes me bored, so I do not pay attention to the new vocabulary				

		that I can learn from the text.				
	Feeling Afraid	4. Implementing intensive reading makes me worried that I cannot understand the vocabulary in the text.				
	Feeling Anxiety	5. Implementing intensive reading makes me anxious, disturbing my concentration in learning new vocabulary.				
	Feelings sense of care	6. I don't care when I don't know the meaning of English words while implementing intensive reading in class.				
		7. I don't care when I don't understand the content of English texts while implementing intensive reading in class.				
		8. I understand that vocabulary is important, so I read every text seriously to acquire new vocabulary.				
		9. I only translate words I don't understand when implementing intensive reading in class.				

		10. Although I translate the given reading text, whether only the words I don't understand or the entire text, I still acquire new vocabulary.				
	Feelings tired	11. I feel tired when I have to read the entire English text, so I use Google Translate to translate the whole text.				
“Behavioral or Conative component of an attitude consists of a person’s tendencies to behave in a particular way toward an object.” (Eagly, A. H. & Chaiken, S. (2014). The Psychological of Attitudes. Florida)	Habits	12. After implementing intensive reading, I reduce the use of translation and only translate words I don't know.				
		13. After implementing intensive reading, I still translate all the words I encounter, but I still acquire new vocabulary.				
		14. Implementing intensive reading makes me realize how				

		important vocabulary mastery is to understand texts, so I am motivated to read more texts.				
		15. I become more careful when reading English texts in daily life, not only to get information but also to learn new vocabulary.				
		16. I become more challenged to implement intensive reading wherever I find long English texts.				
		17. Lack of vocabulary makes me reluctant to read long English texts, even though I can use Google Translate to translate words I don't understand.				
		18. Lack of vocabulary does not make me reluctant to read long English texts because I can use Google Translate to translate words I don't understand.				
		19. Implementing intensive reading in college makes me used to reading English texts intensively at home				
“The cognitive component of attitudes refers to the beliefs, thoughts, and attributes	Belief that through intensive reading can increase knowledge	20. I believe that implementing intensive reading in class can increase general knowledge, both nationally and internationally, as well as expand vocabulary.				

<p>that we would associate with an object. It refers to that part of attitude which is related in general knowledge of a person". (Eagly, A. H. & Chaiken, S. (2014). The Psychological of Attitudes. Florida)</p>						
	<p>Belief that through intensive reading , can gain new information</p>	<p>21. Through implementing intensive reading, besides gaining new vocabulary, I also get new information from the texts.</p>				
	<p>Belief that through intensive reading can do self learning</p>	<p>22. After implementing intensive reading in class, I often do it by myself at home to enrich information and add vocabulary.</p>				
	<p>Belief that intensive can broaden the mind</p>	<p>23. Implementing intensive reading can broaden my knowledge through the new vocabulary I learn.</p>				
	<p>Belief that intensive reading is important</p>	<p>24. Learning vocabulary through implementing intensive reading helps me understand new words quickly.</p>				
	<p>Belief that intensive reading</p>	<p>25. The intensive reading strategy helps me understand and</p>				

	is useful	remember the meaning of English vocabulary more easily.				
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E. Validity and Reliability

1. Validity

According to Doost, the validity of instrument means that the instrument used for collecting data is valid³⁹. Before the questionnaire is distributed to respondents or research samples, the researcher performs content validity and construct validity. The language validator arranged inappropriate language into a language that is more easily understood by respondents including grammatical accuracy and word choice in items.

Furthermore, the researcher continued to carry out construct validity by trying out the questionnaire. In the try out, the researcher involved 30 students who is not part of the sample, but they have characteristics of same experience, level, and learning load that is equivalent to the sample. They are semester eight as English students', take CCU class in the previous semester , can understand questionnaire and and because there are only 2 classes that have taken the CCU class, namely semesters 6 and 8 and then semester 6 has been determined by researchers as a sample, therefore semester

³⁹ Hamed Taherdoost and Hamta Group, "Validity and Reliability of the Research Instrument ; How to Test the Validation of a Questionnaire / Survey in a Researchfile:///C:/Users/Admin/Desktop/RISACHI REPORT 2021/Reference B/2190-8050-1-PB-1 SOCIO.Pdf," *International Journal of Sport, Exercise & Training Sciences* 5, no. 3 (2017): 27–36.

8 was chosen as the object of the questionnaire tryout in this study. . Anticipating the number of items that fell out, it is recommended to multiply the number of items that will be use as research instruments. If the number to be used in the study is 10 items, then the items tested can be 20 or doubled. According to Singarimbun and Effendi said that the minimum number of questionnaire trials is a minimum of 30 respondents. With a minimum number of 30 people, the distribution of values will be closer to the normal curve.⁴⁰ The researcher used SPSS 26.0 program for windows. Then the researcher compared r_0 and r_{table} in product moment Pearson correlation formula. The calculation formula on SPSS is the same as the following formula when manual calculations are carry out on bellow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

Where :

r_{xy} = total item correlation coefficient (bivariate pearson)

i = Item score

x = Total Score

n = Number of subjects

⁴⁰ Singarimbun, M dan Efendi,, *Metode Penelitian Survey*, Jakarta : PT. Pustaka LP3ES (1995):154

Table 3.5
The Criteria of Item Validity

R	Intepretation
0.80 <r< 1.00	Very High
0.60 <r< 0.79	High
0.4 <r< 0.59	Average
0.2 <r< 0.39	Low
0.00 <r< 0.19	Very Low

There are two criteria to determine validity of items: if $r_0 > r_{table}$ at the significance level of 5%, it means that the instrument is valid. If the $r_0 < r_{table}$ the significance level of 5%, it means that the instrument is not valid.

Table 3.6
Validity of Questionnaire (Appendic 4)

Items	r_{item}	r_{table}	Interpretation of Validity	Status
1.	0,560	0.361	Average	Valid
2.	0,523	0.361	Average	Valid
3.	0,600	0.361	High	Valid
4.	0,510	0.361	Average	Valid
5.	0,665	0.361	High	Valid
6.	0,413	0.361	Average	Valid
7.	0,480	0.361	Average	Valid
8.	0,556	0.361	Average	Valid
9.	0,410	0.361	Average	Valid
10.	0,605	0.361	High	Valid
11.	0,709	0.361	High	Valid
12.	0,656	0.361	High	Valid
13.	0,870	0.361	Very High	Valid
14.	0,536	0.361	Average	Valid

15.	0,440	0.361	Average	Valid
16.	0,486	0.361	Average	Valid
17.	0,628	0.361	High	Valid
18.	0,535	0.361	Average	Valid
19.	0,732	0.361	High	Valid
20.	0,719	0.361	High	Valid
21.	0,577	0.361	Average	Valid
22.	0,529	0.361	Average	Valid
23.	0,760	0.361	High	Valid
24.	0,507	0.361	Average	Valid
25.	0,484	0.361	Average	Valid

2. Reliability

After determining the questionnaire's validity, the researcher used the SPSS 26.0 tool to determine the questionnaire's reliability. The term "reliability" refers to an instrument's capacity to consistently measure something over time. As a result, the phrases "consistency" and "unchanged" are crucial words for qualifying standards.⁴¹

To measure reliability, the researcher used technique of Alpha Cronbroach. To measure the reliability, the researcher used SPSS 26.0 program for windows. Cohen, Manion, & Morrison (2007) stated that the level of internal consistency of Cronbach Alpha as follows:

Table 3.7

The level of Reliability

No	Reliability	Level of Reliability
1	>0.90	Very Highly Reliable
2	0.80-0.89	Highly Reliable

⁴¹Syaifudin Azwar *Penyusunan Skala Psikologi*, Yogyakarta : Pustaka Pelajar (2019):99

3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/minimally Reliable
5	<0.60	Unacceptably Low Reliability

To obtain the reliability of the questionnaire that have been given to the respondents, the researcher used SPSS 26.0 program to find out whether the questionnaire is reliable or no.

Table 3.8

Reliability Statistics (Appendix 2)

Cronbach's Alpha	N of Items
.895	25

From the table above, it can be seen that the reliability analysis yielded a Cronbach Alpha of 0.895. it means that the reliability of the questionnaire was categorized highly reliable.

F. Techniques of Data Analysis

1. The data from questionnaire

After researcher get answer of the students' attitudes of intensive reading for vocabulary enhancement in CCU class, the data collected as the students' response in tabulate, and find out the percentage of the students by using percentage technique. The steps were:

- a. The first step is scoring. Scoring is count of the questions contained in the questionnaire. The questionnaire in this research use Likert Scale is the most common used in measuring attitude, opinion, and perception toward an object. In scoring,

the researcher counted the number of students given answer in the item based on the questionnaire. **(Appendix 3)**

- b. The second step was the researcher accounted the score of the total frequency was divided with the total questions. It was used to get students' attitudes of intensive reading; the formula is described as follow:

$$x = \{(fSA \times 4) + (fA \times 3) + (fD \times 2) + (fSD \times 1)\}$$

Description:

F : frequency A : Agree D : Disagree

SA : Strongly agree SD : Strongly disagree

- c. The third steps, the researcher accounted the percentage of the each items of questionnaire based on the students answer in questionnaire. It follows the formula:

$$P = \frac{\sum Score}{Max Score} \times 100 \%$$

Where :

P: Percentages

Max score: Maximal score per item.

Score: Sum of score per item

- d. The fourth step is for the researcher to accounted for students' attitudes based on the percentage of each item on the questionnaire and to check which part had the highest percentage. The calculation results are then compared with the

predetermined criteria. To classify the percentage of the students' attitude of intensive reading, the researcher used the category by Arikunto. There are 7 categories, Nothing/ No one, Fraction, Less than half, Half, More than half, Most of, and Entirely. To determine the level, the total ranged of percentage 0% demonstrated Nothing /No one, 1%-24% demonstrated Fraction, 25%- 49% demonstrated Less than half 50% demonstrated Half, 51%- 74% demonstrated More than half, 75%- 99 % demonstrated Most of, 100% demonstrated Entirely⁴². Percentage value interpretation criteria can be seen in the following table:

Tabel 3.9
Percentage Research Criteria

Percentage	Criteria
0%	Nothing/ No one
1% - 24%	Fraction
25% - 49%	Less than half
50%	Half
51% - 74%	More than half
75% - 99%	Most of
100%	Entirely

⁴² Arikunto Suharsimi, "*Prosedur Penelitian Suatu Pendekatan Praktik.*," Jakarta: Rineka Cipta, 2013, <http://r2kn.litbang.kemkes.go.id:8080/handle/123456789/62880>.

- e. The researcher identified the number of students with a good attitude and the number of pupils with a negative attitude as the final step in this section.⁴³

Tabel 3.10
Criteria of Attitude

Attitude	
Negative	Positive
10-50%	60-100%

⁴³ Mahmud.Ibid, P.49

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains the study's data as well as comments of the data as well as the research findings. The data were collected from the results of the questionnaire. At IAIN Curup's English study program, the researcher discusses students' attitudes toward intensive reading and describing of students' attitudes toward intensive reading . To address the research issues, two sections are presented. The first is finding and the second is discussion.

A. Research Findings

The purpose of the research was to find out How the students' attitude of intensive reading for vocabulary enhancement (A Study of Sixth Semester Student of TBI IAIN Curup). The data were gotten from the students' questionnaires of the students' attitude of intensive reading. The data in this research were the students' scores on questionnaires. The writer gave scores of questionnaires, the total of score questionnaires was 1613.

The total active students' in six semester of English study program of IAIN Curup were 36 students'. All of students' from six semester participated in this study. The 25 items of attitude questionnaire were used to investigate the participants' attitude of intensive reading. The items were put in a 4 point Likert Scale from strongly agree to strongly disagree. The weight of each participant for the selected option is added up to determine each participant's score on the scale. For example, participants who chose strongly agree were given a score of 4, participants who answered agree were given a score of 3, participants who answered

disagree were given a score of 2 and participants who answered strongly disagree were given a score of 1. The next step is to find out the maximum score by multiplying the number of items with the highest Likert scale, which is 4 . the total score of participants is divided by the maximum score multiplied by 100.

Based on the questionnaire that has been distributed by the researcher to the respondents, the following is an explanation of the findings found by the researcher and has been presented in the form of a data presentation below:

1. Affective component of attitude

Based on the findings of the questionnaire asked students to rate how intensive reading strategy affected their attitude in affective aspect of attitude. The findings of the analysis are shown in the table below :

Table 4.1

Result of Student Attitudes of Intensive Reading for Vocabulary Enhancement on the affective component of Attitude

Statement	Option								F Score	Total %	Average
	SA		A		D		SD				
	F	%	F	%	F	%	F	%			
I feel happy when learning new vocabulary through implementing intensive reading.	11	30,6%	25	69,4%	0	0%	0	0%	119	82,6	65,21%
The intensive reading strategy makes me enjoy the process of learning new vocabulary.	11	30,6%	24	66,7%	1	2,8%	0	0%	118	81,9	

Implementing intensive reading makes me bored, so I do not pay attention to the new vocabulary that I can learn from the text.	1	2,8%	1	2,8%	28	77,8%	6	16,7%	69	47,9	
Implementing intensive reading makes me worried that I cannot understand the vocabulary in the text.	1	2,8%	4	11,1%	24	66,7%	7	19,4%	71	49,3	
Implementing intensive reading makes me anxious, disturbing my concentration in learning new vocabulary.	0	0%	5	13,9%	22	61,1%	9	25%	68	47,2	
I don't care when I don't know the meaning of English words while implementing intensive reading in class	1	2,8%	6	16,7%	22	61,1%	7	19,4%	73	48,5	
. I don't care when I don't understand the content of English texts while implementing intensive reading in class.	1	2,8%	4	11,1%	24	66,7	7	19,4%	71	49,3	

I understand that vocabulary is important, so I read every text seriously to acquire new vocabulary.	21	58,3%	15	41,7%	0	0%	0	0%	129	89,5	
. I only translate words I don't understand when implementing intensive reading in class.	9	25%	23	63,9%	3	8,3%	1	2,8%	129	77,7	
Although I translate the given reading text, whether only the words I don't understand or the entire text, I still acquire new vocabulary.	8	22,2%	25	69,4%	3	8,4%	0	0%	112	78,5	
I feel tired when I have to read the entire English text, so I use Google Translate to translate part of the text.	6	12,7%	12	33,3%	12	37,3%	6	16,7%	90	47,5	

The first statement for the Feelings Happy in the affective indicator, "I feel happy when learning new vocabulary through implementing intensive reading," received strong agreement. Specifically, 25 students, or 69.4% of those questioned, selected the "Agree" option. Then, with a total percentage of 82.6%, which based

on the attitude indicator of 60-100% indicates a positive attitude, it can be said that this questionnaire item reflects the students' agreement with the statement that they feel happy when learning new vocabulary through the implementation of intensive reading. This also suggests that most students reflect a positive emotional response towards the intensive reading method. Students feel happy and satisfied when engaged in intensive reading. The focused nature of intensive reading allows them to grasp the nuances and usage of new words more effectively. The happiness they experience indicates that they find this method enjoyable and beneficial, which can enhance their motivation and sustained interest in expanding their language skills.

The next statement about the Feelings Enjoy in the affective indicator, "The intensive reading strategy makes me enjoy the process of learning new vocabulary," obtained the most agreement. Specifically, 24 students, or 66.7% of the 36 surveyed, chose the "Agree" option. Then, with a total percentage of 81.9%, which based on the attitude indicator of 60-100% indicates a positive attitude, it can be said that this questionnaire item reflects the students' agreement with the statement that the intensive reading strategy makes them enjoy the process of learning new vocabulary. This indicates that the majority of students feel that this method provides a pleasant and satisfying learning experience. The intensive reading strategy offers an enjoyable experience for students in the process of learning new vocabulary. This method allows them to understand the use of vocabulary in the proper context, which not only improves their comprehension but also makes the learning process feel more rewarding and satisfying. The happiness they feel when learning new vocabulary through intensive reading shows that this strategy is effective in maintaining their motivation and interest in language learning.

The third statement about the Feeling Bored affective indicator, "Implementing intensive reading makes me bored, so I do not pay attention to the new vocabulary that I can learn from the text," obtained the most agreement. Specifically, 28 students, or 77.8% of all responders, selected the "Disagree" option. Then, with a total percentage of 47.9%, which based on the attitude indicator of 10-50% indicates a negative attitude, it can be said that this questionnaire item reflects the students' disagreement with the statement that the application of intensive reading is boring and makes them not pay attention to new vocabulary from the texts they read. On the contrary, this implies that the vast majority of students enjoy the process of intensive reading and feel motivated to pay attention to new vocabulary. The implementation of intensive reading does not induce boredom; instead, it keeps students interested and engaged in the reading process. Since they do not feel bored, they are able to give more attention to new vocabulary that appears in the text. This allows them to learn and understand new words effectively in context. The comfort and interest they feel during intensive reading indicate that this method is well-suited for them and helps enrich their vocabulary in a pleasant and productive manner.

The fourth statement regarding the Feeling Afraid affective indicator, "Implementing intensive reading makes me worried that I cannot understand the vocabulary in the text," also received significant agreement. Specifically, 24 students, or 66.7% of the respondents, chose the "Disagree" option. Then, with a total percentage of 49.3%, which based on the attitude indicator of 10-50% indicates a negative attitude, it can be said that this questionnaire item reflects the students' disagreement with the statement that the implementation of intensive

reading makes them worried that they cannot understand the vocabulary in the text. On the contrary, this suggests that practically all students feel confident and comfortable with this method. Through the implementation of intensive reading, students do not feel worried about their ability to understand the vocabulary in the text. The technique of intensive reading, which involves deep analysis and attention to detail, provides them with the tools and strategies necessary to tackle new or difficult words. This confidence may arise from their familiarity with the process of investigating word meanings through context or using additional resources such as dictionaries. As a result, they feel more prepared and capable of facing and learning new vocabulary, thereby reducing the anxiety or worry typically associated with understanding complex texts.

The following remark regarding the Feeling Anxiety in the affective indicator, "Implementing intensive reading makes me anxious, disturbing my concentration in learning new vocabulary," specifically saw 22 students, or 61.1% of all responders, choose the "Disagree" option. Then, with a total percentage of 47,2 %, which based on the attitude indicator of 10-50% indicates a negative attitude, it can be said that this questionnaire item reflects the students' disagreement with the statement that the implementation of intensive reading is considered to make them anxious, thus disrupting their concentration in learning new vocabulary. On the contrary, this suggests that most students feel calm and focused during the intensive reading process. The implementation of intensive reading does not cause them anxiety, allowing them to concentrate fully on learning new vocabulary. The sense of calm they experience enables them to focus on understanding and absorbing new words without being distracted by feelings of anxiety or worry. With

maintained concentration, they can effectively investigate and comprehend the meaning of vocabulary within the text's context. The confidence and tranquility gained through the intensive reading method help them maximize their language learning process, making it more productive and enjoyable.

The sixth statement about the Feelings Sense of Care in the affective indicator, "I don't care when I don't know the meaning of English words while implementing intensive reading in class," earned the most disagreement. Specifically, 22 students, or 61.1% of all responders, selected the "Disagree" option. Then, with a total percentage of 48.5%, which based on the attitude indicator of 10-50% indicates a negative attitude, it can be said that this questionnaire item reflects the students' disagreement with the statement that the implementation of intensive reading makes them feel indifferent when they do not know the meaning of English words while 'implementing' intensive reading in class. On the contrary, this suggests that most students show a high level of concern and interest in understanding vocabulary during the learning process. Students demonstrate significant care when they do not know the meaning of English words while implementing intensive reading in class. This concern reflects their commitment to fully understanding the text and their desire to improve their English skills. When faced with unfamiliar words, they feel motivated to find out the meanings, whether through dictionaries, asking the teacher, or discussing with classmates. This care ensures that they remain active and engaged in the learning process, striving not to miss opportunities to expand their vocabulary and enhance their overall language comprehension.

The seventh statement for the Feelings Sense of Care in the affective indicator, "I don't care when I don't understand the content of English texts while implementing intensive reading in class," received strong disagreement. Specifically, 24 students, or 66.7% of those questioned, selected the "Disagree" option. Then, with a total percentage of 49.3%, which based on the attitude indicator of 10-50% indicates a negative attitude, it can be said that this questionnaire item reflects the students' disagreement with the statement that the implementation of intensive reading makes them feel indifferent when they do not understand the content of English texts while implementing intensive reading in class. On the contrary, this suggests that most students show significant attention and want to ensure a deep understanding of the material being studied. The students exhibit a high level of care when they do not understand the content of English texts while implementing intensive reading in class. This concern reflects their commitment to truly understanding the material being studied, rather than just passing through the text without clear comprehension. When they encounter difficult-to-understand sections, they tend to seek clarification, whether by asking the teacher, using additional reference resources, or discussing with classmates. This caring attitude helps them stay focused and actively engaged in the learning process, ensuring that they not only expand their vocabulary but also understand the context and overall meaning of the texts they read.

The eighth statement about the Feelings Sense of Care in the affective indicator, "I understand that vocabulary is important, so I read every text seriously to acquire new vocabulary," obtained the most agreement. Specifically, 21 students, or 58.3% of the 36 surveyed, chose the "Strongly Agree" option. Then, with a total

percentage of 89.5%, which based on the attitude indicator of 60-100% indicates a positive attitude, it can be said that this questionnaire item reflects the students' agreement with the statement that they understand the importance of vocabulary, so they read each provided text seriously in order to acquire new vocabulary. It indicates that the majority of students are aware of the importance of expanding their vocabulary and are dedicated to the learning process. The students recognize the importance of vocabulary in language mastery, so they read every text seriously to acquire new vocabulary. This awareness drives them to utilize every reading opportunity as a chance to learn. By reading texts deeply and seriously, they strive to identify and understand new words, thereby enriching their vocabulary.

The statement about the Feelings Sense of Care in the affective indicator, "I only translate words I don't understand when implementing intensive reading in class," obtained most agreement. Specifically, 23 students, or 63.9% of all responders, selected the "Agree" option. Then, with a total percentage of 77.7%, which based on the attitude indicator of 60-100% indicates a positive attitude, it can be said that this questionnaire item reflects the students' agreement with the statement that they only translate words they do not understand while implementing intensive reading in class. This implies that the vast majority of students show a selective approach in understanding texts. The students use the intensive reading approach in class by focusing on translating only the words they do not understand. This selective approach allows them to remain engaged with the text without getting bogged down by every detail, while ensuring enough understanding to follow the flow and overall meaning. Thus, they can address confusion about specific vocabulary without losing the reading rhythm. This strategy reflects a balance

between general contextual understanding and new vocabulary acquisition, helping them to be more effective in language learning without feeling overwhelmed by the number of new words to translate.

The statement regarding the Feelings Sense of Care in the affective indicator, "Although I translate the given reading text, whether only the words I don't understand or the entire text, I still acquire new vocabulary," earned the most agreement. Specifically, 25 students, or 69.4% of the respondents, chose the "Agree" option. Then, with a total percentage of 78.5%, which based on the attitude indicator of 60-100% indicates a positive attitude, it can be said that this questionnaire item reflects the students' agreement with the statement that, even though they translate the provided reading texts whether just the words they do not understand or the entire text they still acquire new vocabulary. This implies that practically all students continue to successfully expand their vocabulary despite using various approaches in translation. By adopting various strategies in translating reading texts, either by focusing on words they do not understand or translating the entire text, they still manage to acquire new vocabulary. When they translate only the words they do not understand, they deepen their understanding of those words in a specific context. On the other hand, when they translate the entire text, they gain a broader view of vocabulary usage in various contexts. These two approaches, although different, complement each other and help students effectively enrich their vocabulary. The awareness and flexibility in using various translation methods reflect an adaptive and comprehensive learning strategy.

For statement eleven on the Feelings Sense of Care in the affective indicator, "I feel tired when I have to read the entire English text, so I use Google Translate

to translate part of the text," 20 students (54%) chose the "Disagree" option. Then, with a total percentage of 47.5%, which based on the attitude indicator of 10-50% indicates a negative attitude, it can be said that this questionnaire item reflects the students' disagreement with the statement that the implementation of intensive reading makes them feel tired when they have to read the entire English text, leading them to use Google Translate to translate parts of the text. On the contrary, this significant disagreement shows that most students demonstrate their stamina and confidence in their English reading ability. Students have high stamina and confidence in reading English texts. They do not feel tired even when they have to read the entire text in the language, indicating a good level of comfort and ability in understanding English. Because they do not feel fatigued, they choose not to use Google Translate to translate the whole text. Instead, they rely on their own reading skills to comprehend the material.

In sum, It can be conclude that the students have a positive attitude seen from the results of the answers to the questionnaires. It could be seen by the average total score 65,21% percentages. More than half of the students have a positive attitude on the answers to each questionnaires.

2. Conative or behavioral component of the attitude

Based on a questionnaire, students were asked to judge how intensive reading affected their attitude in behavioral aspect of the attitude. The table below presents the findings of the analysis :

Table 4.2

Result of Student Attitudes of Intensive Reading for Vocabulary Enhancement on the behavioral component of Attitude

Statement	Option								F Score	Total %	Average
	SA		A		D		SD				
	F	%	F	%	F	%	F	%			
After implementing intensive reading, I reduce the use of translation and only translate words I don't know.	7	19,4%	25	69,4%	2	5,6%	2	5,6%	109	76	73,51%
After implementing intensive reading, I still translate all the words I encounter, but I still acquire new vocabulary.	5	13,9%	25	69,4%	6	16,7%	0	0%	107	74,3	
Implementing intensive reading makes me realize how important vocabulary mastery is to understand texts, so I am motivated to read more texts.	9	25%	26	72,2%	1	2,8%	0	0%	116	80,5	
I become more careful when reading English texts in daily life, not only to	6	16,7%	30	83,3%	0	0%	0	0%	114	79,1	

get information but also to learn new vocabulary											
I become more challenged to implement intensive reading wherever I find long English texts.	6	16,7%	27	75%	3	8,3%	0	0%	111	77,1	
Lack of vocabulary makes me reluctant to read long English texts, even though I can use Google Translate to translate words I don't understand.	5	13,9%	8	22,2%	17	47,2%	6	16,7%	84	48,3	
Lack of vocabulary does not make me reluctant to read long English texts because I can use Google Translate to translate words I don't understand.	3	8,3%	23	63,9%	4	11,1%	6	16,7%	95	66	
Implementing intensive reading in college makes me used to reading English texts intensively at home	9	25%	21	58,3%	6	16,7%	0	0%	111	77,1	

The twelve statement about the habits in the conative indicator, "After implementing intensive reading, I reduce the use of translation and only translate words I don't know," obtained the most agreement. Specifically, 25 students, or 69.4% of the 36 surveyed, chose the "Agree" option. Then with a total percentage of 76%, which based on the attitude indicator of 60-100% indicates a positive attitude, it can be said that this questionnaire item reflects the students' agreement with the statement that after implementing intensive reading, they reduce their use of translation and only translate words they do not know. It indicates that the majority of students believe that after implementing the intensive reading strategy, they begin to reduce their reliance on full text translation. They now only translate words they do not know. This change reflects an improvement in their ability and confidence in understanding English. Through intensive reading, students learn to grasp the meaning of words and phrases in context, so they no longer need to translate entire texts to understand the content. They focus more on words that are truly new or difficult, allowing them to be more efficient in the learning process. This strategy helps them strengthen their reading and comprehension skills without having to rely entirely on translation tools, demonstrating significant progress in their language abilities.

The thirteenth statement about the habits in the conative indicator, "After implementing intensive reading, I still translate all the words I encounter, but I still acquire new vocabulary," obtained the most agreement. Specifically, 25 students, or 69.4% of all responders, selected the "Agree" option. Then with a total percentage of 74.3%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement

that after implementing intensive reading, they still translate all the words they encounter, but they are still able to acquire new vocabulary. This implies that the vast majority of students still choose to translate all the words they encounter in the text. Nevertheless, they still manage to acquire new vocabulary. This approach shows their commitment to understanding each word in the text accurately, using translation as a tool to ensure they comprehend the meaning of every word precisely. Despite depending on translation, they remain open to new vocabulary encountered in the text, indicating their desire to continually expand their language knowledge. This approach can help them build a strong foundation in English while continuously improving their ability to understand and use words correctly.

For statement fourteen on the habits in the conative indicator, "Implementing intensive reading makes me realize how important vocabulary mastery is to understand texts, so I am motivated to read more texts," 26 students (72.2%) chose the "Agree" option. Then with a total percentage of 80.5%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that after applying intensive reading, they become aware of the importance of vocabulary mastery for understanding texts, thus motivating them to read more texts. This significant agreement shows that most students have a deep understanding of the importance of vocabulary mastery in comprehending texts through the implementation of intensive reading. They realize that understanding each word in the context of the text is key to overall comprehension. This awareness not only enhances their reading skills but also motivates them to read more texts. They understand that the more they read, the broader their vocabulary mastery will become, which in turn

will deepen their understanding of various topics and concepts. This motivation reflects their commitment to overall language skill development and the drive to continually improve their reading skills through broader exposure to diverse texts.

For statement fifteen of the habits in the conative indicator, "I become more careful when reading English texts in daily life, not only to get information but also to learn new vocabulary," 30 students (83.3%) chose the "Agree" option. Then with a total percentage of 79.1%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that they are more careful when reading English texts in their daily lives, not only seeking information but also new vocabulary within them. The positive response shows that most students develop greater caution when reading daily English texts. They read not only to obtain information but also actively seek and learn new vocabulary. This awareness reflects their commitment to personal development and language skills. By focusing more on understanding and mastering vocabulary, they systematically improve their reading skills and expand their knowledge of English. This approach helps them optimize every reading opportunity as a continuous learning tool, reflecting a proactive and diligent attitude toward improving their language skills.

For statement sixteen on the habits in the conative indicator, "I become more challenged to implement intensive reading wherever I find long English texts," 27 students, or 75%, chose the "Agree" option. Then with a total percentage of 77.1%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that they are more challenged to apply intensive reading wherever they encounter long English

texts. This response shows that most students experience an added drive to implement intensive reading strategies when they encounter long English texts. They feel challenged to not only read but also deeply understand every part of the text. This awareness shows their seriousness in deepening their understanding and skills in English. By accepting this challenge, they see every reading opportunity as a chance to develop themselves and enhance their reading abilities. This attitude reflects a high commitment to effective language learning and strengthens their motivation to continually improve their language skills through focused and intensive reading practice.

Statement seventeen on the habits in the conative indicator states, "Lack of vocabulary makes me reluctant to read long English texts, even though I can use Google Translate to translate words I don't understand," 23 students, or 63.9%, chose the "Disagree" option. Then, with a total percentage of 48.3%, which based on the attitude indicator of 10-50% indicates a negative attitude, it can be said that this questionnaire item reflects the students' disagreement with the statement that a lack of vocabulary makes them reluctant to read long English texts, even though they can use Google Translate to translate words they do not understand. In the contrary, this indicates that most students do not feel hindered by a lack of vocabulary in reading long English texts. Although they realize there may be words they do not understand, they remain motivated to overcome this difficulty by using Google Translate or other tools to help understand the meanings of unknown words. This attitude reflects their perseverance in understanding the text as a whole without being affected by their vocabulary limitations. They may view the use of translation aids as a temporary solution to gain a better understanding while reading complex

English texts while still gradually developing their vocabulary skills through continuous practice and exposure to English.

Statement eighteen on the habits in the conative indicator, "Lack of vocabulary does not make me reluctant to read long English texts because I can use Google Translate to translate words I don't understand," 23 students, or 63.9%, chose the "Agree" option. Then with a total percentage of 66%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that a lack of vocabulary does not make them reluctant to read long English texts, because they can use Google Translate to translate words they do not understand. This shows that most students do not feel hindered by a lack of vocabulary in reading long English texts. They are aware that they can use Google Translate or similar tools to translate words they do not understand, thus allowing them to understand the text better. This approach reflects their readiness to overcome vocabulary challenges by using available technology, thus remaining motivated to read longer and more complex English texts. Although they acknowledge their vocabulary limitations, the presence of solutions like Google Translate enables them to remain active in the English learning process without feeling too impeded by the vocabulary difficulties they face.

For the nineteenth on the habits in the conative indicator, "Implementing intensive reading in college makes me used to reading English texts intensively at home," 21 students, or 58.3%, selected "Agree". Then with a total percentage of 66%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that

applying intensive reading on campus helps them become accustomed to reading English texts intensively at home. This demonstrates that most students have developed the habit of reading English texts intensively at home thanks to the implementation of intensive reading strategies they learned in college. This academic experience shapes their behavior patterns, where they become accustomed to deep and analytical reading methods. As a result, they automatically apply these techniques when reading English texts outside the classroom. This approach shows how strategies learned in a formal educational environment can positively impact independent learning practices. It also reflects their commitment to continually deepening their understanding of English, using the skills acquired in college to continuously enhance their reading abilities at home.

Furthermore, Based on the explanation above, it can seen at the median of each Questionnaires that often appears was “Agree”. It also could be seen by the average total score 73,51% percentages. It can be conclude that the students have a positive attitude seen from the results of the answers to the questionnaires, More than half of the students chose to agree on the answers to each questionnaires.

3. The cognitive component of the attitude

Students were asked to rate how intensive reading strategy affected their attitude in the cognitive aspect of the attitude, and the results were based on the questionnaire. The analysis's conclusions are displayed in the table below:

Table 4.3

Result of Student Attitudes of Intensive Reading for Vocabulary Enhancement on the cognitive component of Attitude

Statement	Option								F Score	Total %	Average
	SA		A		D		SD				
	F	%	F	%	F	%	F	%			
I believe that implementing intensive reading in class can increase general knowledge, both nationally and internationally, as well as expand vocabulary.	10	27,8%	25	69,4%	1	2,8%	0	0%	118	77,2	79,04%
Through implementing intensive reading, besides gaining new vocabulary, I also get new information from the texts.	7	19,4%	28	77,8%	1	2,8%	0	0%	114	79,1	
After implementing intensive reading in class, I often do it by myself at home to enrich information and add vocabulary	6	16,7%	22	61,1%	7	19,4%	1	2,8%	105	72,9	
Implementing intensive reading can broaden my knowledge	11	30,6%	24	66,7%	1	2,8%	0	0%	118	77,3	

through the new vocabulary I learn.											
Learning vocabulary through implementing intensive reading helps me understand new words quickly.	12	33,3%	22	61,1%	2	5,6%	0	0%	118	76,4	
The intensive reading strategy helps me understand and remember the meaning of English vocabulary more easily	6	16,7%	26	72,2%	4	11,1%	0	0%	110	76,4	

For statement twenty of the belief that intensive reading can increase knowledge in the cognitive component, "I believe that implementing intensive reading in class can increase general knowledge, both nationally and internationally, as well as expand vocabulary," 25 students (69.4%) chose the "Agree" option. Then, with a total percentage of 77.2%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that they believe 'applying' intensive reading in class can enhance general knowledge, both on a national and international scale, as well as increase vocabulary. This positive response shows that most students believe that implementing intensive reading in class can provide numerous benefits, including the enhancement of general knowledge and vocabulary expansion. With intensive reading, students are exposed to various types of texts covering diverse

topics, both national and international. This exposure helps them gain a broader understanding of various issues and developments worldwide. Additionally, through in-depth text analysis, they learn new words and understand their usage in different contexts. This belief reflects an optimistic view that the intensive reading method not only improves language skills but also significantly enriches students' general knowledge.

For statement twenty one on the belief that through intensive reading one can gain new information in the cognitive indicator, "Through implementing intensive reading, besides gaining new vocabulary, I also get new information from the texts," 28 students, or 77.8%, chose the "Agree" option. Then with a total percentage of 79.1%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that through 'applying' intensive reading, in addition to acquiring new vocabulary, they also gain new information from the texts they read. This response shows that most students recognize that implementing intensive reading provides two main benefits: vocabulary expansion and the acquisition of new information. With intensive reading, they focus on understanding and absorbing new words in the correct context while also gaining new insights from the texts they read. This method allows them to investigate and understand the topics discussed in the texts more deeply. Consequently, they enrich their general knowledge while improving their language skills. This approach demonstrates how intensive reading can serve as an effective tool for simultaneous language learning and content comprehension, helping students develop comprehensively.

Statement twenty two on the belief that through intensive reading one can do self-learning indicator states, "After implementing intensive reading in class, I often do it by myself at home to enrich information and add vocabulary," 22 students, or 61.1%, chose the "Agree" option. Then, with a total percentage of 72.9%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that after applying intensive reading in class, they more frequently practice it on their own at home to enrich information and increase vocabulary. This indicates that most students show their dedication to continuous learning. Students find great benefits from implementing intensive reading in class and decide to continue this practice independently at home. They understand that intensive reading not only helps in vocabulary enrichment but also in acquiring new information. Therefore, they often take time to practice intensive reading at home, making it a part of their routine. By doing so, they reinforce what they have learned in class and continue to add to their knowledge. This habit reflects their commitment to personal development and continuous education, as well as their desire to keep improving their language skills and general knowledge.

Statement twenty three on the belief that intensive reading can broaden the mind indicator, "Implementing intensive reading can broaden my knowledge through the new vocabulary I learn," 24 students, or 66.7%, chose the "Agree" option. Then, with a total percentage of 77.3%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that after applying intensive reading, they can broaden their horizons through the new vocabulary they have learned. This shows

that most students agree that through this process, they not only learn new vocabulary but also expand their overall knowledge. As they understand new words in the context of complex texts, they gain insights into various topics and concepts that they might not have known before. The addition of new vocabulary helps them comprehend more texts and discussions, which in turn broadens their horizons of knowledge. Therefore, they see intensive reading as an effective tool for enhancing language skills and enriching their general knowledge.

Statement twenty four on the belief that intensive reading is important in the cognitive indicator, "Learning vocabulary through implementing intensive reading helps me understand new words quickly," 22 students, or 61.1%, selected "Agree". Then with a total percentage of 76.4%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that learning vocabulary through the application of intensive reading helps them understand new words more quickly. This demonstrates that most students find that learning vocabulary through implementing intensive reading is very effective in helping them understand new words quickly. With intensive reading, they engage in in-depth analysis and focus on the context in which the words are used. This method allows them to grasp the meaning of new words more quickly because they see how the words are applied in sentences and paragraphs. The speed of comprehension shows that intensive reading is not just about memorizing new words but also about understanding the nuances and proper usage of vocabulary in various contexts. Thus, intensive reading becomes a highly effective tool for accelerating the process of learning new vocabulary for these individuals.

The last statement for the belief that intensive reading is useful in the cognitive indicator, "The intensive reading strategy helps me understand and remember the meaning of English vocabulary more easily," received strong agreement. Specifically, 26 students, or 72.2% of those questioned, selected the "Agree" option. Then with a total percentage of 77.4%, which based on the attitude indicator of 60-100% shows a positive attitude, it can be said that this questionnaire item reflects the students' agreement that the intensive reading strategy helps them understand and remember the meanings of English vocabulary more easily. This suggests that most students find that the intensive reading strategy significantly eases their understanding and retention of English vocabulary meanings. By using this method, they engage in in-depth analysis and contextualization of words within texts. This approach allows them to see how words are used in sentences and paragraphs, which helps reinforce their understanding of the meaning and usage of those words. Additionally, the repetition and intense focus involved in intensive reading help strengthen their memory of new vocabulary. As a result, students can recall and use English words more effectively and confidently. This strategy proves that intensive reading is a very useful tool in facilitating deeper and more sustained language learning.

Over all explanation above, the researcher conclude that the student's positively perceive the positive attitude of intensive reading towards the cognitive component of the attitude. It could be seen by the average total score 79,04% percentages.

Eventually, the table below shows the resuming result of all data for each indicators after acquiring the data and analyzed by statistic method:

Table 4.4
Resuming students' attitude of intensive reading for vocabulary enhancement

No.	Indicators	F Score	Average Percentage	Students' Attitude
1	Affective	1033	65,21%	Positive
2	Behaviour	847	73,51%	Positive
3	Cognitive	683	79,04%	Positive
<i>Total</i>		<i>2563</i>		

B. Research Discussion

Considering that the research conducted was purely quantitative, the researcher distributed a Student Attitudes questionnaire. After distributing the questionnaire, the researchers found several of the findings above. Based on the research results, it shows that students have a good or positive attitude by implementing the Intensive Reading program. In the affective component of attitude especially in statements “I feel happy when learning new vocabulary through implementing intensive reading” with a percentage of 69,4%, and also at the statement which get the higher total percentage 89,5% “I understand that vocabulary is important, so I read every text seriously to acquire new vocabulary”. and based on the median of each questionnaire item being "Agree". These findings may confirm Jain’s theory, The affective component is the emotional response (liking/disliking) towards an attitude object. Affective component of attitude is about how students’ feeling toward learning English. Their feeling, happy, enjoy,

bored, afraid, anxiety, feeling sense of care etc⁴⁴. Most students reflect a positive emotional response towards the intensive reading method. Students feel happy and satisfied when engaged in intensive reading. The happiness they experience indicates that they find this method enjoyable and beneficial, which can enhance their motivation and sustained interest in expanding their language skills.

The highest percentage in the behavioral and cognitive aspect can be seen in the statement "Through implementing intensive reading, besides gaining new vocabulary, I also get new information from the texts" and at the statement "I become more careful when reading English texts in daily life, not only to get information but also to learn new vocabulary" ". with a percentage of 83.3%, and 77,8%. Based on the median of each questionnaire item being "Agree" with 25 statements in the questionnaire it can be concluded that there is a positive attitude towards Intensive Reading.

These findings may confirm Koay's theory, Intensive reading refers to the way of reading through every word of a text from beginning to end very thoroughly and deeply. It is the way of reading short texts thoroughly and with clear Goals.⁴⁵ Therefore, this also confirms Lampariello's theory, When engaging in intensive reading, individuals typically read slowly and carefully, paying close attention to details such as sentence structure, vocabulary, and the author's intended meaning.⁴⁶

⁴⁴ Vishal Jain, 'Issn : 2278-6236 3D Model of Attitude', *International Journal of Advanced Research in Management and Social Sciences*, 3.3 (2017), pp. 1–12.

⁴⁵ Koay, J. "What is intensive reading." A research & development consultant at EduMaxi. Victoria University of Wellington, School of Linguistics and Applied Language (2018)., 32.

⁴⁶ Lampariello, L. (n.d.).(2017). *Extensive vs. Intensive reading*,45.

In conclusion, intensive reading is a focused and detailed reading approach that involves careful examination and analysis of the text. It is characterized by close reading, attention to detail, and a deliberate effort to understand the meaning and nuances of the text. Intensive reading is used to improve comprehension, vocabulary enhancement, and language proficiency. Based on data analysis, intensive reading can build a positive attitude based on the respondents' choices in the questionnaire. Most respondents agreed that after taking part in intensive *reading I become more careful when reading English texts in daily life, not only to get information but also to learn new vocabulary*, this also confirms Gardner's theory, attitude is factors influencing foreign languages. language learning because how much effort the learner puts into language learning depends partly on attitude.⁴⁷ This opinion is supported the Martinez theory, he state that “Students who have a positive attitude towards reading feel reading is fun, while students who have a negative attitude do not”⁴⁸. If students have a negative attitude towards language, then they will not experience a large increase in foreign language mastery. Based on the sentence, looking at reading ability alone is not enough for students to improve their reading skills. Without a positive attitude towards reading, the goals of reading will not be achieved by students and help them achieve better reading achievements.

⁴⁷ R. Gardner, *Social psychology and second language learning: The role of attitudes and motivation*, (London: Edward Arnold, 1985), 91-93.

⁴⁸ Martinez, R. S., Aricak, O. T., and Jewell, J. (2008). *Influence of reading attitude on reading achievement: a test of temporal-interaction model*. Psychol,45.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher provides several conclusions and suggestions. The conclusions are based on the findings and discussions about the results of this study and the suggestions are based on the conclusions of this study.

A. Conclusion

Based on findings of the research result in the previous chapter, it can be concluded that:

Based on the results of the percentage data, maximum score, and minimum score, mean, and median. A Positive attitude is an attitude with a tendency to show or, accept, follow, approve, and implement applicable norms. It concluded based on the results of the median in questionnaires, The students' attitudes attitude of intensive reading for vocabulary enhancement more than half the students have a positive attitude with the total score of questionnaires 2563 mean 71.2, and the median was “ Agree” from 25 statements in questionnaires.

The use of Google Translate assistance by students when participating in intensive reading in class or after they encounter similar texts in daily life does not affect the students' learning process in an effort to acquire new vocabulary or information in it. This is proven by the positive attitude of students from several questionnaires that mention the use of Google Translate when they take part in intensive reading that has been given. The findings in this research conclude that Google Translate

is actually a tool to make it easier for students to understand texts and also becomes their assistant in an effort to enrich their vocabulary.

The findings in this research confirm the theory and practice of intensive reading teaching practices where students can become more serious in reading a text with a clear goal, namely not only obtaining new information in it but also the vocabulary and meaning intended by the author.

B. Suggestion

Based on the research conclusions above, It is known that Students' Attitude of intensive Reading at the sixth Semester English Study program State Islamic Institute of Curup has a Positive Attitude. So that, the Intensive Reading is a solution for English teachers to improve students' attitudes in Reading Activity.

1. Suggestions for Teachers :

- a. English teachers especially in english Study program of IAIN Curup should to use Intensive Reading as the way to improve Students' Attitude in the learning process, especially Reading Activities in class.
- b. Teachers should be able to facilitate more effective intensive reading learning, such as selecting relevant material that is interesting and appropriate to students' interests and level of understanding, providing a variety of interesting topics to maintain students' interest, independence and student motivation to learn.
- c. Teachers should be able to find strategies to reduce students' dependence on Google Translate and find alternative strategies.

2. Suggestions for the Students:

- a. Students are expected to have an interest in reading, especially reading English when learning English.
- b. Students are expected to be able to consciously take advantage of opportunities such as intensive reading to obtain positive benefits from it, especially in efforts to enrich new vocabulary.
- c. Students are expected to have their own learning style to prevent boredom or have other negative attitudes in practicing English, especially in reading activities.

3. Suggestion for Other Researchers :

- a. Researchers are expected to investigate the impact of various types of reading materials (e.g., fiction, non-fiction, academic texts) on vocabulary enhancement.

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A P P E N D I C E S

Appendic 1

Surat Permohonan izin penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

IAIN CURUP

Nomor : 497 /ln.34/FT/PP.00.9/05/2024
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

2 Mei 2024

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Miftah Farid
NIM : 20551036
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Students' Attitude of Intensive Reading for Vocabulary *Enhancement* (Study of Sixth Semester Student of TBI IAIN Curup)
Waktu Penelitian : 2 Mei 2024 s.d 2 Agustus 2024
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,



Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

Appendic 2

Kartu Bimbingan Skripsi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI CURUP

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DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	: MIFTAH FARID
NIM	: 20551036
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Dr. Sakut Anshori, S.Pd.I., M.Hum
DOSEN PEMBIMBING II	: Henny Septia Utami, M.Pd
JUDUL SKRIPSI	: Student's Attitude of Intensive Reading for Vocabulary enhancement (Study of Sixth Semester Student of TBI IAIN Curup)
MULAI BIMBINGAN	: 01 Desember 2023
AKHIR BIMBINGAN	: 12 Juli 2024

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	01-12-23	Bimbingan Bab I	
2.	02-12-23	Revisi Bimbingan Bab I	
3.	06-01-24	Bimbingan Bab II	
4.	15-01-24	Revisi Bimbingan Bab II	
5.	20-01-24	Bimbingan Bab III	
6.	27-01-24	Revisi Bimbingan Bab III	
7.	08-03-24	Acc Seminar Proposal	
8.	18-03-24	Revisi Hasil Seminar Proposal	
9.	25-04-24	Revisi Bab III	
10.	18-06-24	Revisi Bab IV	
11.	27-06-24	Revisi Bab V	
12.	12-07-24	Acc bab 1-5 (sidang munaqosah)	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
 DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Sakut Anshori, S.Pd.I., M.Hum
 NIP. 198110262006041002

CURUP,202

PEMBIMBING II,

Henny Septia Utami, M.Pd
 NIP. 19890916202312047

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

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BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	: Miftah Farid
NIM	: 2051036
PROGRAM STUDI	: Tadris bahasa Inggris
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Dr. Sakot Anshori, S.Pd. I, M. Hum
PEMBIMBING II	: Henny Septia Utami, M.Pd.
JUDUL SKRIPSI	: "student's attitude of intensive reading for vocabulary enhancement (study of sixth semester student of TBI IAIN Curup)"
MULAI BIMBINGANO	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	03-01-23	Bimbingan Bab I	
2.	05-01-23	Revisi Bimbingan Bab I	
3.	08-01-24	Bimbingan Bab II	
4.	15-01-24	Revisi Bimbingan Bab II	
5.	22-01-24	Bimbingan Bab III	
6.	05-03-24	Acc Seminar Proposal	
7.	20-03-24	Revisi Hasil seminar Proposal	
8.	26-03-24	Revisi Bab I - II	
9.	30-04-24	Revisi Bab IV	
10.	20-06-24	Revisi Bab V	
11.	24-06-24	Acc bab IV	
12.	11-07-24	Acc Bab I - c (sidang munaqosah)	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
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CURUP,202

PEMBIMBING I,

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Appendic 3

Blue Print of Questionnaire

Student's Attitude of Intensive Reading For Vocabulary enhancement

(EXPERT VALIDITY)

No	Theories	Aspect	Item (English)	Pernyataan (Bahasa Indonesia)	Forward/Reverse Count
1	The affective component of Attitude refers to feelings or emotions linked to an attitude object. (Eagly, A. H. & Chaiken, S. (2014). The Psychological of Attitudes. Florida & Jain, V. (2014). 3D MODEL OF ATTITUDE. International Journal of Advanced Research in Management and Social Sciences)	Feelings Happy	1. I feel happy when learning new vocabulary through implementing intensive reading.	1. Saya merasa bahagia ketika "belajar kosa kata baru" melalui "menerapkan" intensive reading.	Forward Count
		Feelings Enjoyable	2. The intensive reading strategy makes me enjoy the process of learning new vocabulary.	2. Strategi "intensive reading" membuat saya menikmati proses "belajar kosa kata baru".	Forward Count
		Feeling Bored	3. Implementing intensive reading makes me bored, so I do not pay attention to the new vocabulary that I can learn from the text.	3. "Menerapkan" intensive reading membuat saya bosan sehingga saya "tidak memperhatikan" kosa kata baru yang bisa saya pelajari dari teks.	Reverse Count
		Feeling Afraid	4. Implementing intensive reading makes me worried that I cannot understand the vocabulary in the text.	4. "Menerapkan" intensive reading membuat saya khawatir "tidak dapat memahami kosa kata" dalam teks.	Reverse Count
		Feeling Anxiety	5. Implementing intensive reading makes me anxious, disturbing my concentration in learning new vocabulary.	5. "Menerapkan" intensive reading membuat saya cemas sehingga mengganggu konsentrasi saya dalam "mempelajari kosa kata baru".	Reverse Count
		Feelings sense of care	6. I don't care when I don't know the meaning of English	6. Saya merasa tidak peduli ketika saya tidak	Reverse Count

			words while implementing intensive reading in class.	mengetahui arti kata berbahasa Inggris saat "menerapkan" intensive reading di kelas.	
			7. I don't care when I don't understand the content of English texts while implementing intensive reading in class.	7. Saya merasa tidak peduli ketika saya tidak memahami isi teks berbahasa Inggris saat "menerapkan" intensive reading di kelas.	Reverse Count
			8. I understand that vocabulary is important, so I read every text seriously to acquire new vocabulary.	8. Saya memahami bahwa kosa kata itu penting, sehingga saya membaca dengan serius setiap teks yang diberikan agar memperoleh kosa kata baru.	Forward Count
			9. I only translate words I don't understand when implementing intensive reading in class.	9. Saya hanya menerjemahkan kata yang tidak saya pahami saat "menerapkan" intensive reading di kelas.	Forward Count
			10. Although I translate the given reading text, whether only the words I don't understand or the entire text, I still acquire new vocabulary.	10. Walaupun saya menerjemahkan teks bacaan yang diberikan, baik hanya kata yang tidak dipahami maupun menerjemahkan secara keseluruhan, saya tetap memperoleh kosa kata baru.	Forward Count
	Feelings tired		11. I feel tired when I have to read the entire English text, so I use Google Translate to translate the whole text.	11. Saya merasa lelah ketika harus membaca keseluruhan teks berbahasa Inggris sehingga saya menggunakan google translate untuk menerjemahkan seluruh teks.	Reverse Count

2.	Behavioral or Conative component of an attitude consists of a person's tendencies to behave in a particular way toward an object. (Eagly, A. H. & Chaiken, S. (2014). The Psychological of Attitudes. Florida)	Habits	12. After implementing intensive reading, I reduce the use of translation and only translate words I don't know.	12. Setelah " menerapkan " intensive reading, saya mengurangi penggunaan terjemahan dan hanya menerjemahkan kata yang tidak saya ketahui saja.	Forward Count
			13. After implementing intensive reading, I still translate all the words I encounter, but I still acquire new vocabulary.	13. Setelah " menerapkan " intensive reading, saya tetap menerjemahkan semua kata yang saya temui, namun saya tetap bisa mendapatkan kosa kata baru.	Forward Count
			14. Implementing intensive reading makes me realize how important vocabulary mastery is to understand texts, so I am motivated to read more texts.	14. " Menerapkan " intensive reading menyadarkan saya betapa pentingnya penguasaan kosa kata untuk memahami teks, sehingga saya termotivasi untuk membaca teks yang lebih banyak.	Forward Count
			15. I become more careful when reading English texts in daily life, not only to get information but also to learn new vocabulary.	15. Saya menjadi lebih teliti saat membaca teks berbahasa Inggris di kehidupan sehari-hari, tidak hanya ingin mendapatkan informasi tetapi juga kosa kata baru di dalamnya.	Forward Count
			16. I become more challenged to implement intensive reading wherever I find long English texts.	16. Saya menjadi lebih tertantang untuk " menerapkan " intensive reading di mana pun saya menemukan teks panjang berbahasa Inggris.	Forward Count
			17. Lack of vocabulary makes	17. Kekurangan kosa kata membuat	Reverse Count

			me reluctant to read long English texts, even though I can use Google Translate to translate words I don't understand.	saya malas membaca teks berbahasa Inggris yang panjang, meskipun saya bisa menggunakan google translate untuk menerjemahkan kata yang tidak saya pahami.	
			18. Lack of vocabulary does not make me reluctant to read long English texts because I can use Google Translate to translate words I don't understand.	18. Kekurangan kosa kata tidak membuat saya malas membaca teks berbahasa Inggris yang panjang, karena saya bisa menggunakan google translate untuk menerjemahkan kata yang tidak saya pahami.	Forward Count
			19. Implementing intensive reading in college makes me used to reading English texts intensively at home.	19. "Menerapkan" intensive reading di kampus membuat saya terbiasa membaca teks berbahasa Inggris dengan intensif di rumah.	Forward Count
3.	The cognitive component of attitudes refers to the beliefs, thoughts, and attributes that we would associate with an object. It refers to that part of attitude which is related in general knowledge of a person. (Eagly, A. H. & Chaiken, S. (2014). The Psychological of Attitudes. Florida)	Belief that through intensive reading can increase knowledge	20. I believe that implementing intensive reading in class can increase general knowledge, both nationally and internationally, as well as expand vocabulary.	20. Saya yakin dengan "menerapkan" intensive reading di kelas dapat menambah pengetahuan umum, baik skala nasional maupun internasional, serta "memperbanyak kosa kata".	Forward Count
		Belief that through intensive reading, can gain new	21. Through implementing intensive reading, besides gaining new vocabulary, I also get new information from the texts.	21. Melalui "menerapkan" intensive reading, selain mendapatkan kosa kata baru, saya juga memperoleh	Forward Count

		informatio n		informasi baru dari teks yang dibaca.	
		Belief that through intensive reading can do self learning	22. After implementing intensive reading in class, I often do it by myself at home to enrich information and add vocabulary.	22. Setelah "menerapkan" intensive reading di kelas, saya lebih sering melakukannya sendiri di rumah untuk memperkaya informasi dan "menambah kosa kata".	Forward Count
		Belief that intensive can broaden the mind	23. Implementing intensive reading can broaden my knowledge through the new vocabulary I learn.	23. "Menerapkan" intensive reading dapat memperluas wawasan melalui "kosa kata baru" yang saya pelajari.	Forward Count
		Belief that intensive reading is important	24. Learning vocabulary through implementing intensive reading helps me understand new words quickly.	24. Mempelajari kosa kata melalui "menerapkan" intensive reading membantu saya "memahami kata- kata baru" dengan cepat.	Forward Count
		Belief that intensive reading is useful	25. The intensive reading strategy helps me understand and remember the meaning of English vocabulary more easily.	25. Strategi "intensive reading" membantu saya memahami dan mengingat arti kosa kata bahasa Inggris dengan lebih mudah.	Forward Count

Validator notes :

1. The validator helps refine and contextualize items that are not yet spoken smoothly and have not been contextualized in the vocabulary enhancement context. All speech edited by validators is enclosed in quotation marks. Please later researchers delete the quotation marks in the questionnaire items that will be distributed to respondents.

2. Validators help create English versions of items. Even though respondents will be given the Indonesian version of the items, the English version of the items is necessary for reporting the results of this research.
3. Validators help determine which items are forward count and which items are reverse count.
4. According to the validator, this instrument and its blueprint framework are content valid. Please researchers conduct trials to measure the validity and reliability of the construct.

Curup June 18, 2024

Validator

Ruly Morganna, M.Pd

Appendic 4

Validity and Reliability

NO	RESPONDENTS	Jumlah Varians																			TOTAL							
		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S20	S21	S22	S23	S24	S25	S12	S13		S14	S15	S16	S17	S18	S19	
1	R1	1	1	4	4	4	4	4	4	1	1	1	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	R2	2	2	3	3	3	3	3	3	4	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	R3	2	1	3	3	3	3	3	3	3	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
4	R4	2	2	3	3	3	3	3	3	3	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5	R5	1	1	4	4	4	4	4	4	1	1	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
6	R6	2	2	3	3	3	3	3	3	3	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
7	R7	2	2	3	3	3	3	3	3	3	3	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
8	R8	2	2	3	3	3	3	3	3	3	3	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
9	R9	2	2	3	3	3	3	3	3	4	3	4	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
10	R10	2	2	4	4	4	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
11	R11	1	2	3	3	3	3	3	3	4	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
12	R12	2	2	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
13	R13	1	1	3	3	3	3	3	3	2	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
14	R14	1	1	2	1	2	1	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
15	R15	1	1	4	4	4	4	4	4	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	R16	1	1	3	3	3	3	3	3	4	3	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	R17	1	1	3	3	3	3	3	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
18	R18	2	2	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
19	R19	1	2	3	3	3	3	3	3	2	4	4	1	3	3	1	2	3	3	1	2	3	1	3	2	3	2	3
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29	R29	2	2	4	3	3	3	3	3	3	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
30	R30	2	2	4	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
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VALIDITY		R Hitung	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361	0,361
		Kriteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid

CORRELATIONS

```

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Correlations

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	Sig. (2-tailed)	,002	,003
	N	30	30
P03	Pearson Correlation	,383*	,600**
	Sig. (2-tailed)	,037	,000
	N	30	30
P04	Pearson Correlation	,236	,510**
	Sig. (2-tailed)	,209	,004
	N	30	30
P05	Pearson Correlation	,550**	,665**
	Sig. (2-tailed)	,002	,000
	N	30	30
P06	Pearson Correlation	,273	,413*
	Sig. (2-tailed)	,144	,023
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P07	Pearson Correlation	,207	,480**
	Sig. (2-tailed)	,272	,007
	N	30	30
P08	Pearson Correlation	,213	,556**
	Sig. (2-tailed)	,259	,001
	N	30	30
P09	Pearson Correlation	-,037	,310
	Sig. (2-tailed)	,846	,095
	N	30	30
P10	Pearson Correlation	,440*	,605**
	Sig. (2-tailed)	,015	,000
	N	30	30
P11	Pearson Correlation	,410*	,709**
	Sig. (2-tailed)	,025	,000
	N	30	30

P12	Pearson Correlation	,308	,656**
	Sig. (2-tailed)	,098	,000
	N	30	30
P13	Pearson Correlation	,578**	,870**
	Sig. (2-tailed)	,001	,000
	N	30	30
P14	Pearson Correlation	,333	,536**
	Sig. (2-tailed)	,073	,002
	N	30	30
P15	Pearson Correlation	,434*	,440*
	Sig. (2-tailed)	,017	,015
	N	30	30
P16	Pearson Correlation	-,014	,286
	Sig. (2-tailed)	,940	,126
	N	30	30

P18	Pearson Correlation	,387*	,535**
	Sig. (2-tailed)	,035	,002
	N	30	30

P17	Pearson Correlation	1	,628**
	Sig. (2-tailed)		,000
	N	30	30
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	Sig. (2-tailed)	,000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

		P25	TOTAL
P19	Pearson Correlation	,243	,732**
	Sig. (2-tailed)	,196	,000
	N	30	30
P20	Pearson Correlation	,678**	,719**
	Sig. (2-tailed)	,000	,000
	N	30	30
P21	Pearson Correlation	,176	,577**
	Sig. (2-tailed)	,352	,001
	N	30	30
P22	Pearson Correlation	,382*	,529**
	Sig. (2-tailed)	,037	,003
	N	30	30
P23	Pearson Correlation	,460*	,760**
	Sig. (2-tailed)	,011	,000
	N	30	30
P24	Pearson Correlation	,057	,507**
	Sig. (2-tailed)	,763	,004
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P25	Pearson Correlation	,345	,484**
	Sig. (2-tailed)	,062	,007
	N	30	30

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RELIABILITY
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Reliability

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Case Processing Summary

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	Excluded ^a	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,895	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P01	73,5667	71,771	,521	,891
P02	73,6000	71,628	,477	,891
P03	73,8000	70,234	,553	,889
P04	73,9000	70,921	,452	,892
P05	73,8000	69,545	,624	,888
P06	73,9333	71,306	,336	,895
P07	73,9333	70,409	,408	,893
P08	73,4333	71,564	,514	,891
P09	73,7667	72,806	,232	,897
P10	73,7667	69,978	,557	,889
P11	74,5000	64,466	,642	,887
P12	73,6667	70,713	,621	,889
P13	73,7333	70,616	,859	,887
P14	73,8000	71,407	,489	,891

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P15	74,3000	69,528	,340	,897
P16	74,3333	72,437	,183	,901
P17	73,7667	69,220	,577	,889
P18	73,5667	71,978	,494	,891
P19	73,6667	70,920	,708	,888
P20	73,9667	68,033	,677	,886
P21	73,5667	71,633	,538	,890
P22	73,6333	71,689	,484	,891
P23	73,8333	69,592	,733	,887
P24	73,8667	70,051	,437	,892
P25	73,9000	71,610	,430	,892

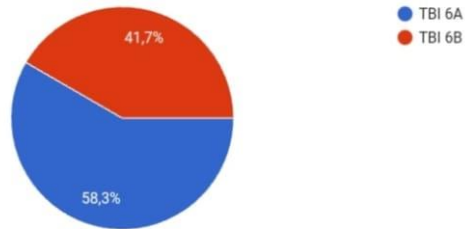
Appendic 5

Google Form

Class:

36 jawaban

[Salin](#)



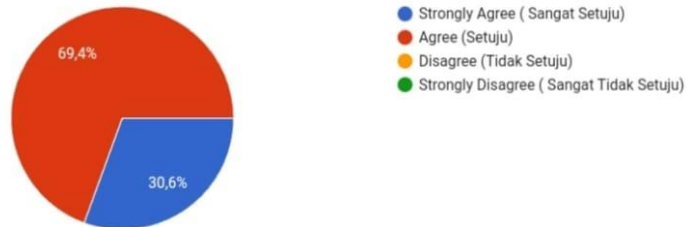
The Affective Component of Attitude

1. I feel happy when learning new vocabulary through implementing intensive reading.

[Salin](#)

(Saya merasa bahagia ketika "belajar kosa kata baru" melalui "menerapkan" intensive reading.)

36 jawaban

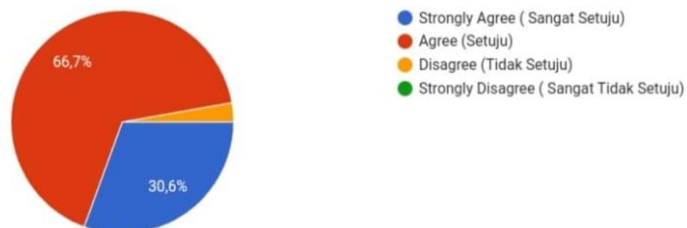


2. The intensive reading strategy makes me enjoy the process of learning new vocabulary.

[Salin](#)

(Strategi "intensive reading" membuat saya menikmati proses "belajar kosa kata baru".)

36 jawaban

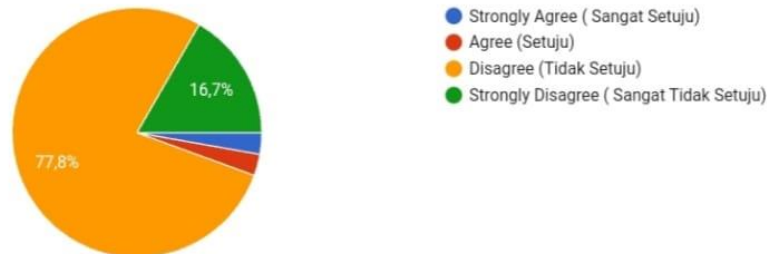


3. Implementing intensive reading makes me bored, so I do not pay attention to the new vocabulary that I can learn from the text.

 Salin

("Menerapkan" intensive reading membuat saya bosan sehingga saya "tidak memperhatikan" kosa kata baru yang bisa saya pelajari dari teks.)

36 jawaban

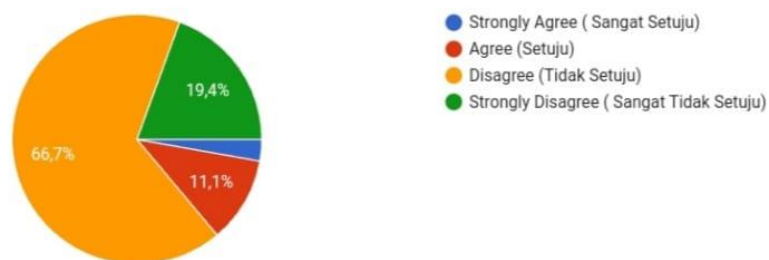


4. Implementing intensive reading makes me worried that I cannot understand the vocabulary in the text.

 Salin

("Menerapkan" intensive reading membuat saya khawatir "tidak dapat memahami kosa kata" dalam teks.)

36 jawaban

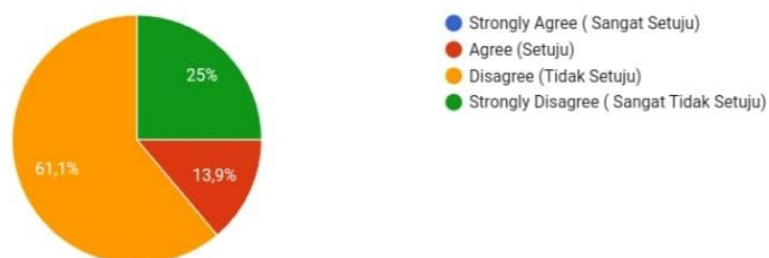


5. Implementing intensive reading makes me anxious, disturbing my concentration in learning new vocabulary.

 Salin

"Menerapkan" intensive reading membuat saya cemas sehingga mengganggu konsentrasi saya dalam "mempelajari kosa kata baru".

36 jawaban

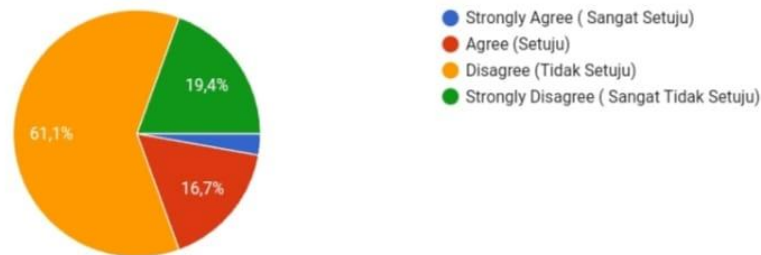


Salin

6. I don't care when I don't know the meaning of English words while implementing intensive reading in class.

(Saya merasa tidak peduli ketika saya tidak mengetahui arti kata berbahasa Inggris saat "menerapkan" intensive reading di kelas.)

36 jawaban

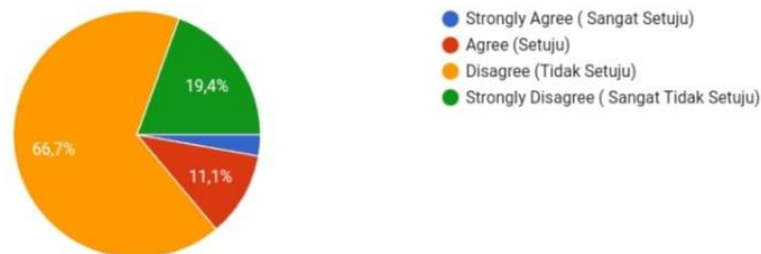


Salin

7. I don't care when I don't understand the content of English texts while implementing intensive reading in class.

(Saya merasa tidak peduli ketika saya tidak memahami isi teks berbahasa Inggris saat "menerapkan" intensive reading di kelas.)

36 jawaban

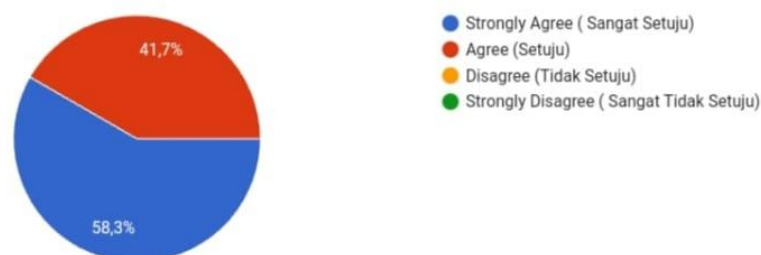


Salin

8. I understand that vocabulary is important, so I read every text seriously to acquire new vocabulary.

(Saya memahami bahwa kosa kata itu penting, sehingga saya membaca dengan serius setiap teks yang diberikan agar memperoleh kosa kata baru.)

36 jawaban

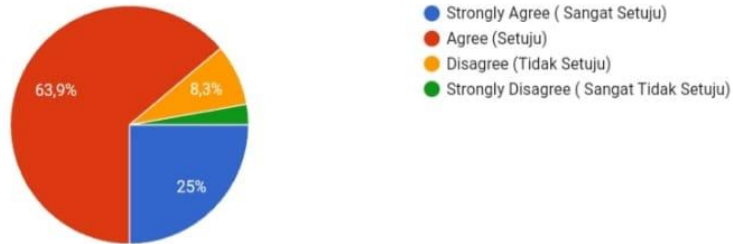


Salin

9. I only translate words I don't understand when implementing intensive reading in class.

(Saya hanya menerjemahkan kata yang tidak saya pahami saat "menerapkan" intensive reading di kelas.)

36 jawaban

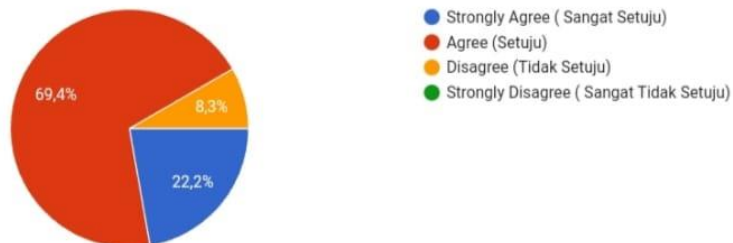


Salin

10. Although I translate the given reading text, whether only the words I don't understand or the entire text, I still acquire new vocabulary.

(Walaupun saya menerjemahkan teks bacaan yang diberikan, baik hanya kata yang tidak dipahami maupun menerjemahkan secara keseluruhan, saya tetap memperoleh kosa kata baru.)

36 jawaban

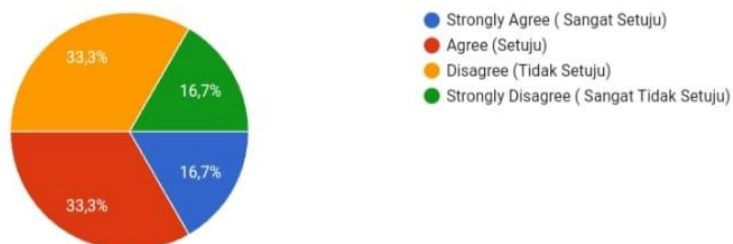


Salin

11. I feel tired when I have to read the entire English text, so I use Google Translate to translate the whole text.

(Saya merasa lelah ketika harus membaca keseluruhan teks berbahasa Inggris sehingga saya menggunakan google translate untuk menerjemahkan seluruh teks.)

36 jawaban

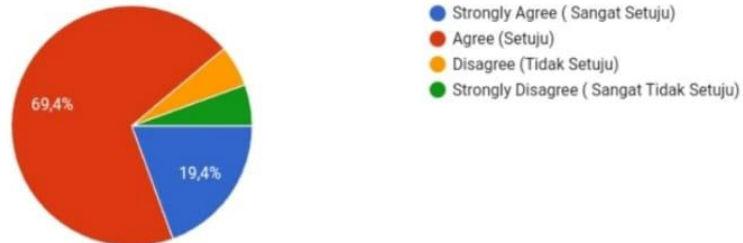


Salin

12. After implementing intensive reading, I reduce the use of translation and only translate words I don't know.

(Setelah "menerapkan" intensive reading, saya mengurangi penggunaan terjemahan dan hanya menerjemahkan kata yang tidak saya ketahui saja.)

36 jawaban



Salin

13. After implementing intensive reading, I still translate all the words I encounter, but I still acquire new vocabulary.

(Setelah "menerapkan" intensive reading, saya tetap menerjemahkan semua kata yang saya temui, namun saya tetap bisa mendapatkan kosa kata baru.)

36 jawaban

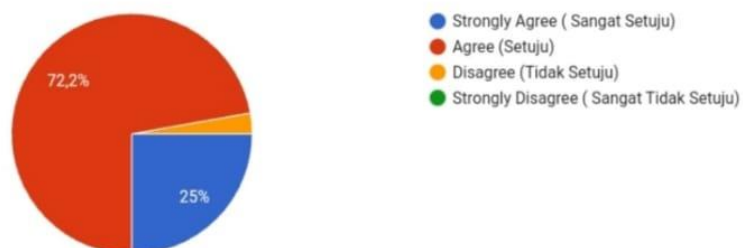


Salin

14. Implementing intensive reading makes me realize how important vocabulary mastery is to understand texts, so I am motivated to read more texts.

("Menerapkan" intensive reading menyadarkan saya betapa pentingnya penguasaan kosa kata untuk memahami teks, sehingga saya termotivasi untuk membaca teks yang lebih banyak.)

36 jawaban

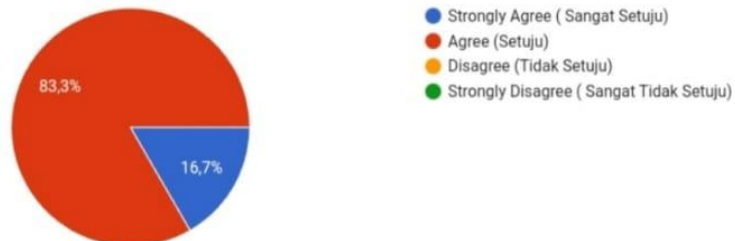


[Salin](#)

15. I become more careful when reading English texts in daily life, not only to get information but also to learn new vocabulary.

(Saya menjadi lebih teliti saat membaca teks berbahasa Inggris di kehidupan sehari-hari, tidak hanya ingin mendapatkan informasi tetapi juga kosa kata baru di dalamnya.)

36 jawaban

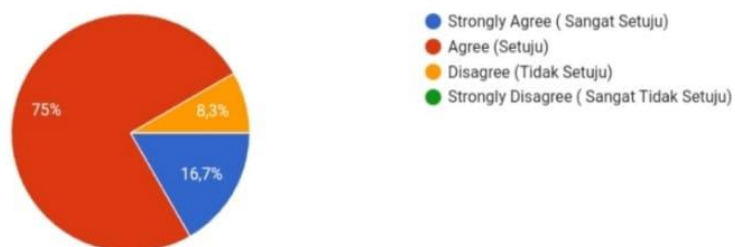


[Salin](#)

16. I become more challenged to implement intensive reading wherever I find long English texts.

(Saya menjadi lebih tertantang untuk "menerapkan" intensive reading di mana pun saya menemukan teks panjang berbahasa Inggris.)

36 jawaban

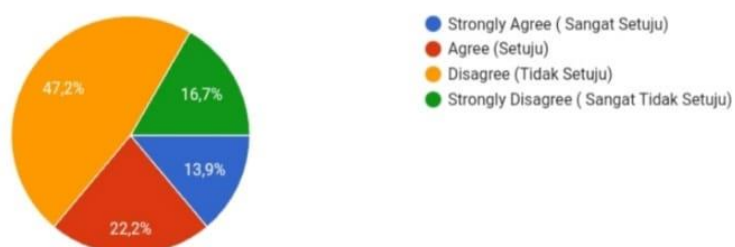


[Salin](#)

17. Lack of vocabulary makes me reluctant to read long English texts, even though I can use Google Translate to translate words I don't understand.

(Kekurangan kosa kata membuat saya malas membaca teks berbahasa Inggris yang panjang, meskipun saya bisa menggunakan google translate untuk menerjemahkan kata yang tidak saya pahami.)

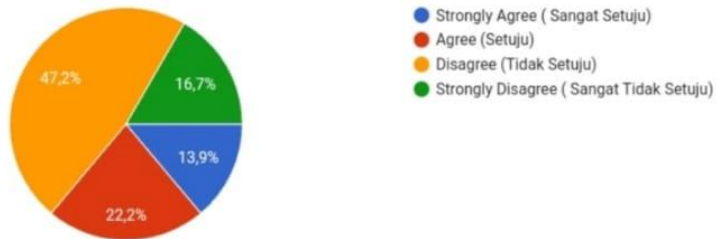
36 jawaban



18. Lack of vocabulary makes me reluctant to read long English texts, even though I can use Google Translate to translate words I don't understand.

(Kekurangan kosa kata membuat saya malas membaca teks berbahasa Inggris yang panjang, meskipun saya bisa menggunakan google translate untuk menerjemahkan kata yang tidak saya pahami.)

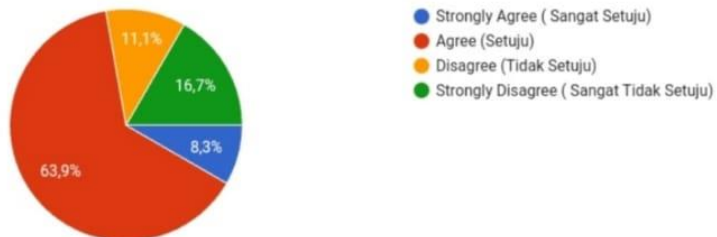
36 jawaban



19. Lack of vocabulary does not make me reluctant to read long English texts because I can use Google Translate to translate words I don't understand.

(Kekurangan kosa kata tidak membuat saya malas membaca teks berbahasa Inggris yang panjang, karena saya bisa menggunakan google translate untuk menerjemahkan kata yang tidak saya pahami.)

36 jawaban

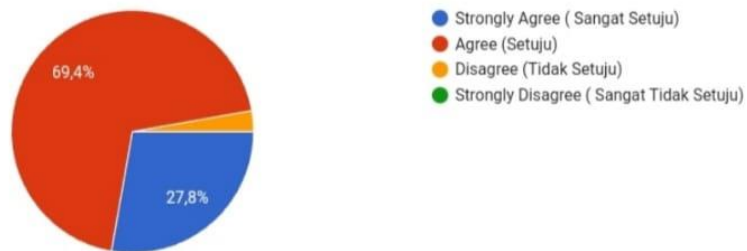


Salin

20. I believe that implementing intensive reading in class can increase general knowledge, both nationally and internationally, as well as expand vocabulary.

(Saya yakin dengan "menerapkan" intensive reading di kelas dapat menambah pengetahuan umum, baik skala nasional maupun internasional, serta "memperbanyak kosa kata".)

36 jawaban

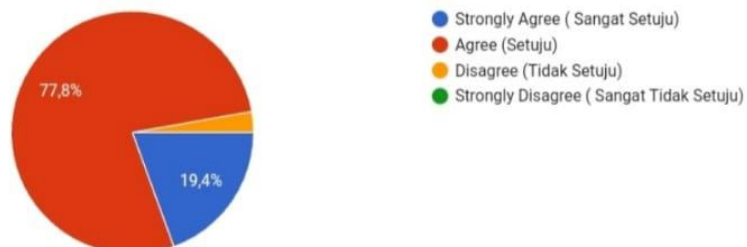


Salin

21. Through implementing intensive reading, besides gaining new vocabulary, I also get new information from the texts.

(Melalui "menerapkan" intensive reading, selain mendapatkan kosa kata baru, saya juga memperoleh informasi baru dari teks yang dibaca.)

36 jawaban



Salin

22. After implementing intensive reading in class, I often do it by myself at home to enrich information and add vocabulary.

(Setelah "menerapkan" intensive reading di kelas, saya lebih sering melakukannya sendiri di rumah untuk memperkaya informasi dan "menambah kosa kata".)

36 jawaban



23. Implementing intensive reading can broaden my knowledge through the new vocabulary I learn.

("Menerapkan" intensive reading dapat memperluas wawasan melalui "kosa kata baru" yang saya pelajari.)

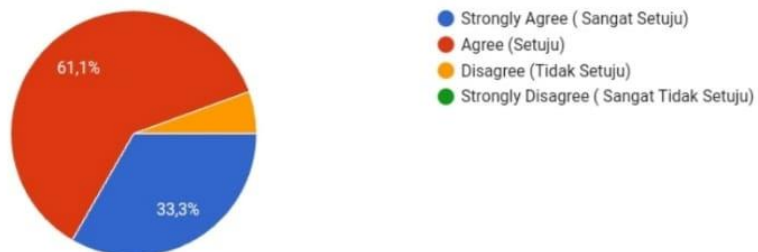
36 jawaban



24. Learning vocabulary through implementing intensive reading helps me understand new words quickly.

(Mempelajari kosa kata melalui "menerapkan" intensive reading membantu saya "memahami kata-kata baru" dengan cepat.)

36 jawaban



25. The intensive reading strategy helps me understand and remember the meaning of English vocabulary more easily.

(Strategi "intensive reading" membantu saya memahami dan mengingat arti kosa kata bahasa Inggris dengan lebih mudah.)

36 jawaban



Appendic 6

The Data Presentation of Students' Attitude of intensive reading Questionnaires Score at the sixth Semester English study program of State Islamic institute of Curup.

No.	Respondents	Score
1.	Student 1	97
2.	Student 2	76
3.	Student 3	77
4.	Student 4	76
5.	Student 5	99
6.	Student 6	72
7.	Student 7	76
8.	Student 8	78
9.	Student 9	73
10.	Student 10	70
11.	Student 11	74
12.	Student 12	71
13.	Student 13	75
14.	Student 14	72
15.	Student 15	96
16.	Student 16	95
17.	Student 17	77
18.	Student 18	73
19.	Student 19	71
20.	Student 20	61
21.	Student 21	72
22.	Student 22	72
23.	Student 23	81
24.	Student 24	74
25.	Student 25	74
26.	Student 26	73
27.	Student 27	69
28.	Student 28	78
29.	Student 29	78
30.	Student 30	77
31.	Student 31	76
32.	Student 32	78
33.	Student 33	70
34.	Student 34	75
35.	Student 35	79
36.	Student 36	77
Total Score		2563
Mean		71,2

No.	Items	N	Score	Median
1.	Q.1	36	119	Agree
2.	Q.2	36	118	Agree
3.	Q.3	36	111	Disagree
4.	Q.4	36	109	Disagree
5.	Q.5	36	112	Disagree
6.	Q.6	36	107	Disagree
7.	Q.7	36	108	Disagree
8.	Q.8	36	128	Strongly Agree
9.	Q.9	36	112	Agree
10.	Q.10	36	112	Agree
11.	Q.11	36	88	Disagree
12.	Q.12	36	109	Agree
13.	Q.13	36	108	Agree
14.	Q.14	36	115	Agree
15.	Q.15	36	113	Agree
16.	Q.16	36	111	Agree
17.	Q.17	36	96	Disagree
18.	Q.18	36	95	Agree
19.	Q.19	36	112	Agree
20.	Q.20	36	117	Agree
21.	Q.21	36	114	Agree
22.	Q.22	36	106	Agree
23.	Q.23	36	117	Agree
24.	Q.24	36	116	Agree
25.	Q.25	36	109	Agree
Total Score			2563	
Mean			71,2	

Appendic 7

Kuesioner Spreadout via whatsapp

The image shows a WhatsApp chat interface with two participants: Natasha TBI and FADIZA TBI. The chat history includes:

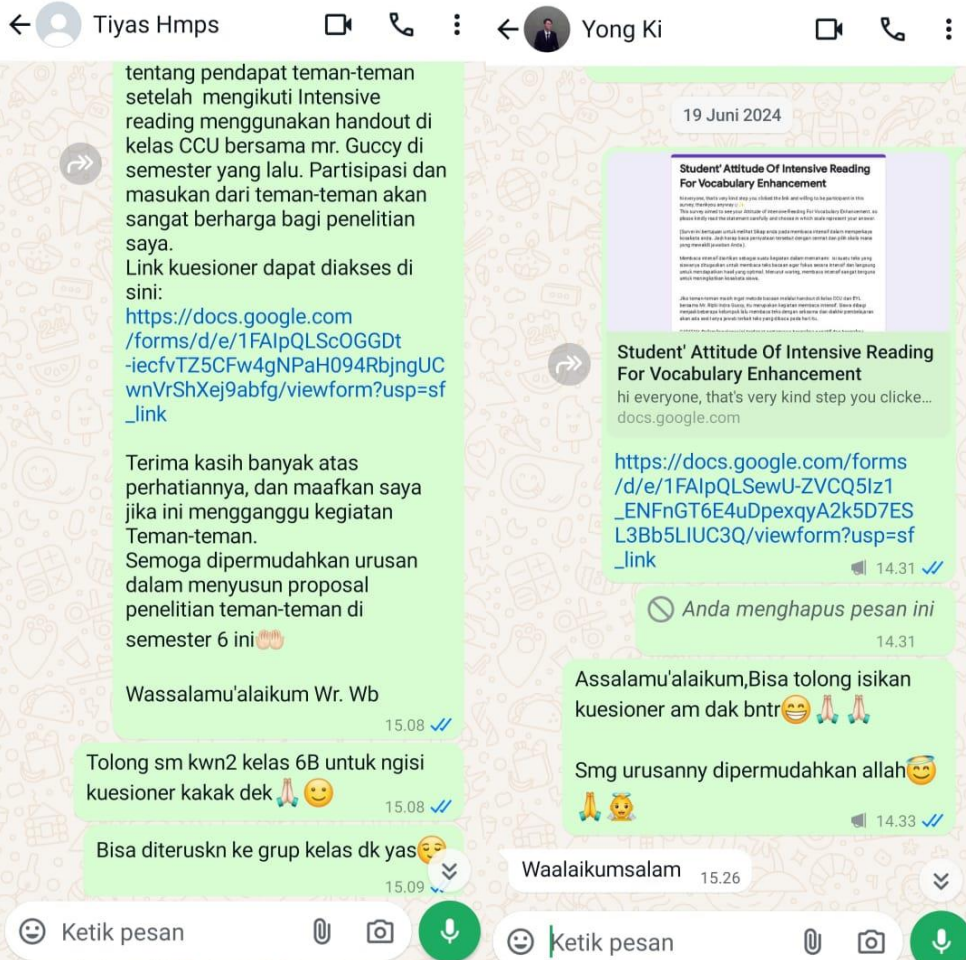
- A yellow banner at the top: "selengkapnya."
- Message from FADIZA TBI: "Assalamu'alaikum dek" (17.41) ✓
- Message from FADIZA TBI: "Kk dri TBI 8C, kebetulan kelas kalian jdi sample penelitian kk, klo idk sibuk bisa minta tolong isi in kuesioner kakak sbntr 🙏" (17.41) ✓
- Message from Natasha TBI: "Walaikumussalam, okee kak" (18.45)
- Message from Natasha TBI: "Student's Attitude Of Intensive Reading For Vocabulary Enhancement hi everyone, that's very kind step you clicke... docs.google.com" (16.00) ✓
- Message from Natasha TBI: "https://docs.google.com/forms/d/e/1FAIpQLScOGGDt-iecFvTZ5CFw4gNPaH094RbjngUCwnVrShXej9abfg/viewform?usp=sf_link" (16.00) ✓
- Message from FADIZA TBI: "Dijawab sesuai dgn apa yg adek rasakan dikelas CCU waktu itu ya 😊" (16.00) ✓
- Message from Natasha TBI: "Hehe siap bang" (16.12)
- Message from Natasha TBI: "Udem bang" (16.12)
- Message from FADIZA TBI: "Adek" (16.13) ✓
- Message from FADIZA TBI: "Ado wa fanzia dk??" (16.13) ✓
- Message from Natasha TBI: "Natasha TBI Udem bang" (18.46) ✓
- Message from FADIZA TBI: "Student's Attitude Of Intensive Reading For Vocabulary Enhancement hi everyone, that's very kind step you clicke... docs.google.com" (18.46) ✓
- Message from FADIZA TBI: "https://docs.google.com/forms/d/e/1FAIpQLScOGGDt-iecFvTZ5CFw4gNPaH094RbjngUCwnVrShXej9abfg/viewform?usp=sf_link" (18.46) ✓
- Message from FADIZA TBI: "Ini dek 🙏" (18.46) ✓
- Message from FADIZA TBI: "Okee kak" (18.46) ✓

The survey form content is visible in two screenshots:

Student's Attitude Of Intensive Reading For Vocabulary Enhancement

Hi everyone, that's very kind step you clicke... docs.google.com

https://docs.google.com/forms/d/e/1FAIpQLScOGGDt-iecFvTZ5CFw4gNPaH094RbjngUCwnVrShXej9abfg/viewform?usp=sf_link



AUTOBIOGRAPH



Miftah Farid is the name of the author of this thesis. The author is the son of Mansur Amin and Nurjanah. As the second child. The author was born in Suka Datang on October 25th 2001. The author took his education from elementary school (SDN 74) Rejang Lebong and graduated in 2014. Then continued junior high school (SMPN 04) Rejang Lebong graduated in 2017. Took it again in senior high school (SMAN 03) Rejang Lebong and choosing a major in Science and graduating in 2020. It is not enough that the author continues to a higher school, namely at IAIN Curup, choosing the English language major.

The author was a member of the HMPS, UKM Kesenian and developed talent there. Outside the campus, the author also participated in the HMI. Then, With perseverance and continue to learn and have high motivation the author has successfully completed this thesis and has received a bachelor's degree (S.pd). He hopes the writing of this final project can contribute to education.

In the end, the writer would like to say profusely for the completion of the thesis entitled " Student Attitudes of Intensive Reading for Vocabulary Enhancement (A Study of Sixth Semester Student of TBI IAIN Curup) "