STUDENTS' PERCEPTIONS OF INTENSIVE READING TO DEVELOP THE STUDENTS' VOCABULARY ACQUISITION ON DESCRIPTIVE TEXT

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ABSTRACT

This study explores the experiences of students regarding the use of intensive reading as one of the strategies of acquiring vocabulary knowledge. Intensive reading is recognized as a process that focuses on close and detailed understanding of texts, particularly vocabulary improvement. This research employed a quantitative descriptive approach. The participants were 28 seventh grade students from a senior high school. The data were collected through a questionnaire about the students' perspective of intensive reading that used four likert scale formats. The questionnaires were distributed into three aspects which are affective, behavioral, and cognitive to measure certain points from each student's perspective. The data were then analyzed descriptively to determine the overall level of students' responses. The findings demonstrated that the majority of students hold positive perceptions toward intensive reading. Most students agreed that intensive reading activities help them increase their vocabulary mastery, motivate them to read more and assist them in understanding new words more effectively. In conclusion, the results confirm that intensive reading makes a significant contribution to vocabulary development. Therefore, it is suggested that teachers incorporate intensive reading more frequently into classroom practice to maximize students' vocabulary acquisition.

Keywords: Students' perceptions, Intensive reading, Descriptive Text

A. Introductions

Many English language learners found that learning new vocabulary and words is one of the most challenging parts in mastering English (Yuliana et al., 2024). Learners have many difficulties in acquiring words, even for quite expert learners, the extent of their knowledge of vocabulary is only a fraction of what it is for native speakers of English. The failure to understand even a few words of a text can have negative effects on comprehension because every words has its form, meaning, and usage (Khazaal, 2019). As stated by (Milton, 2009) that vocabulary is unchallenging as a pedagogical or an academic issue, as a consequence. In structural approaches to learning, the part of language learning which is really important is how language rules and systems are acquired, and with this

approach it is necessary not to be too concerned about the words to which the rules and system apply.

Reading is one approach to acquire a language. Learning to read for vocabulary can be accomplished in a variety of ways, and the process can be made both efficient and pleasurable by utilizing a number of complementing strategies (Park et al., 2018). Intensive reading is often considered an effective strategy for enriching vocabulary in various reading styles. Reading short paragraphs with a focus on vocabulary, grammar, and meaning is the main objective of intensive reading (Aftika et al., 2024). Intensive reading is very important in English language teaching to improve vocabulary and deepen text comprehension (Teng et al., 2015). Fostering an accurate understanding of the text's context, including the purpose and meaning of a writings, is its main goal. Students who engage in intensive reading not only acquire new vocabulary but also increase their skill to grasp textual structure by learning how words are functioning in the text (Park et al., 2018).

Students who foster intensive reading may gained grammar, structure, and context of words, which promotes a grater understanding of new terminology (Van Canh & Renandya, 2017). Mastering of vocabulary is crucial since it serves as the primary basis for comprehension and efficient language use in text based material (Alqahtani, 2015). Furthermore, expository texts give precise examples of how words are employed in autentic contexts, they are frequently utilized in reading exercises. Reading expository texts enhances students' capacity to accurately describe things and helps them identify and retain new terminology (Goh et al., 2024). As a result, reading descriptive texts frequently exposes students to practical terminology in everyday contexts, enables them to observe the inner structure of language, and improve their expressive (writing) and comprehension skills.

The implementation of extensive reading has been generously adapted. Study shows that after implementing intensive reading students begin to increase their reading habits such as, students want to read more, seek reading material outside class, and show more willingness to engage with reading for pleasure (Ni'mah & Sholihah, 2022). At the junior high school level, students' reading habits often reflect their developmental stage and the influence of their learning environment (Kalila et al., 2025). Many students view reading primarily as an academic necessity, rather than a personal passion, spending most of their time with textbooks, workbooks, and studying for exams (Schmitt et al., 2019). In SMPN 3 Waru, the material that is brought to be studied by the students are from the standard curriculum. The English materials often found to be in the form of text (descriptive text), they basically read texts, finding information through texts either written or audio. That's phenomena enough to symbolize that students in SMPN 3 Waru have been doing intensive reading while in their daily basics of learning English at school.

Based on previous research, the focus of the study always refers to the influence of intensive reading on students, especially in writing skill. This study aims to explore students' perceptions of intensive reading in

relation to their vocabulary acquisition, specifically in descriptive text materials. By analyzing student feedback through surveys, the study seeks to identify how intensive reading supports vocabulary development and what challenges students may encounter in the process.

Literature review
Intensive Reading

Intensive reading involves analyzing a short text thoroughly. Students examine every word, every sentence, every arrangement, and every meaning and structure in detail (Fälth et al., 2015). It often involves a particular text and paying close attention to the vocabulary, grammar, and comprehensive reading (Pusputasari, 2016). Under teacher guidance, the intensive reading produces positive outcomes in the development of language learning (Richards, 2010). While the goal of intensive reading is to read massively to get general ideas, intensive reading focuses on understanding every detail of the text and analyzing its structure and language features (Taembo et al., 2023). Students are able to "dive into" a material by analyzing the meaning of the whole text while using intensive reading (Nutall, 2005). Intensive reading encourages the development of higher thinking order skills such as text analysis and text identification (Grabe, 2005). In particular, intensive reading aids the learner in acquiring targeted vocabulary in a measurable way, especially since learners analyze a greater number of words in the reading process (Nation, 2012).

Intensive reading helps with comprehension and all cognitive development in the language classroom. Engaging with language helps learners develop their vocabulary and grammatical structures (Aftika et al., 2024). The ability to use vocabulary correctly are improved through repeated exposure use of words in the sentence context during intensive reading. For this reason, intensive reading is useful for developing vocabulary acquisition skills (Dong et al., 2020). Also, the improvement of other language skills such as writing and speaking stems from the self-directed learning that intensive reading promotes (Mutiara et al., 2024). In addition, intensive reading exercises support learners in interpreting and evaluating a sentence, thus fostering their active engagement wit text (Taembo et al., 2023). The combination of text and intensive reading, as demonstrated, aids in fostering of the crucial vocabulary depth and sophisticated reading skills.

Descriptive Text in the Context of EFL

A descriptive text is intended to explain a detailed person, place, thing or event with proper choice of adjective, structure, and language features such as simple present tense (Gerot et al., 1994). It enables learners to gain awareness of the

language through description, the graphic enrichment of vocabulary, and the meaning of a text through the structural arrangement of sentences in English (Sartika, 2017). The descriptive text focuses the learner's attention on the details of meaning and structural context. The proposed meaning structure adds to the principles of intensive reading, which focuses on learners reading and comprehensive reading in short texts in the general and specific features (Nation, 2012). In terms of intensive reading and descriptive text, the process of comprehensive reading is deep. When learners use the descriptive text while engaging in intensive reading, they also learn to analyze the terms that explain characteristics, some language features of the text in which the sensorial details are embedded. This enhances their contextual use of the vocabulary, and thus leads to more precise and expressive writing (Alqahtani, 2015). Therefore, intensive reading becomes highly suitable method for teaching descriptive text, especially in English as Foreign Language (EFL) classroom.

Descriptive text is popular on the context of teaching in EFL class, since they are an easy genre to understand, provide a coherent grammar practice and are useful in increasing vocabulary (Hyland, 2003). Preschoolers even able to explain detailed information and get things right through adjectives and noun phrases in their description writing and this also makes them develop an extended vocabulary (Raimes, 1983). Descriptive texts in this instance serve as a transitory link between the simple writing of sentences and more challenging academic writing and therefore, can find their way as a pedagogical tool in the intermediate and advance levels of learning (Badger & White, 2000). EFL teaching which employs descriptive text is usually discussed in terms of Systematic Functional Linguistic (SFL) and gender education. The text has two of general structure, which are identification and description. The structure aids the students in learning the common patterns of descriptive writing and use them appropriately when writing their won texts (Coffin et al., 2003). Further SFL studies demonstrate that descriptive text heavily derives their material out of experience particularly the use of noun phrases, adjectives and relative clauses which assist students to master lexical grammatical components more effectively (Hyland, 2003). It shows that students can understand how to learn grammatical elements that the teacher are able to promote linguistic accuracy and fluency in students.

B. Method

This study uses quantitative research methods, which are ideal for systematic analysis of variables

based on numerical data and statistical analysis (Creswell, 2014). . A quantitative descriptive research design is a non-experimental research method that systematically collects and quantifies data to describe characteristics, behaviours, or perceptions of a population at a specific point in time (Creswell, 2009). In essence, Descriptive research studies are design to obtain information concerning the current status of phenomena and to describe 'what exists' with respect to variables or conditions in a situation (Ary et al., 2014). This study focuses on exploring the student's perceptions on intensive reading and the development on vocabulary acqusition especially in descriptive text material. Therefore, quantitative descriptive design was choose because 1) it focus on explaining the data into specific criteria, 2) to provide an overview of a group's characteristic, opinions, or performance, and 3) to present data in clear and detailed statistical form to gain insight into patterns so that it could be explained easily, describing the numerical data of the student's perceptions of intensive reading to develop their vocabulary acquisition of descriptive text material.

Respondents

The subject of this research were the students of SMPN 3 Waru, Sidoarjo, Jawa Timur, Indonesia. The research subject involved students in a class with total of 28 students in seventh grade. The class were selected because the students in that class have high intensity of reading and good average grade of English subject. Therefore, convenience sampling was used by the researcher in this research since the subject are those who considered to be appropriate and in accordance with this research (Campbell et al., 2020). Furthermore, the researcher has a coordination permission from the school due to the researcher have partial internship for three months in the school.

Data Collection & Instruments

This research used questionnaire procedure and observations to collect the data. A '20 item questionnaire' was administered to obtain the input data and constructed to determine the students' perceptions of intensive reading on their vocabulary acquisition of descriptive text material. The questionnaire consists of close ended statements and each has likert scale consist of four which are strongly agree, agree, disagree, and strongly disagree as the answer for the participants. The questionnaire was created by the researcher alone to adjust by three categories which are affective, behavioral, and cognitive. Each category was called indicators and have their own aspects and range of number on the questionnaire.

Table 1. Close ended questionnaire blueprint

Indicators	Aspects	Question
Affective	About students feelings doing intensive reading in specific material	No. 1-4
Behavioral	About the students' practice of learning intensive reading into specific material, the student's habits after learning the material.	No. 5-12
Cognitive	About the students' understanding after applying intensive reading in their daily school.	No. 13-20

The data were collected for a month including the observation approach. The researcher observed the process of the students based on those three aspects too which are affective, behavioral, and cognitive of learning English subject especially in descriptive text material in a specific class. In the last week, researcher took a day to give the students the questionnaire in paper and also translated to Indonesian so that the students feel easy to understand. The questionnaire was delivered just once to one class because the lack of time and

institutional permission, but the findings were triangulated with observation data to enhance the credibility of the research. The data analyzed manually using Excel until it distributed to certain result. The data obtained from the questionnaire consisted of 20 items designed to measure students' perceptions toward the learning of English descriptive text. The researcher also used each item was scored using a four points likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Therefore, the minimum possible total score was 20 and the maximum was 80. To categorize students' perceptions, the range (80-20=60) was divided into four equal intervals of 15 points. Based on this calculation, scores from 20-35 indicate 'strongly negative perception', 36-50 indicate 'negatives perception, 51-65 indicate 'positive perception', 66-80 indicate 'strongly positive perception. This categorization ensures that the interpretation is systematic, transparent, and evenly distributed across the score range. The responses of all participants were first compiled in the data analysis transparency sheet, which displays each student's raw response and corresponding score conversion.

C. Findings and Discussion

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To present the findings, researcher describes based on the categorizations of the questionnaires which are affective, behavioral, and cognitive. To add more detail results, researcher also put the histogram to look at the total of the students' perceptions towards intensive reading to develop their vocabulary acquisitions on descriptive text.

The students' affective perceptions of intensive reading

The affective aspects concern students' feelings and emotional responses toward intensive reading as a learning method, the data showed that students generally have positive affective perceptions. In the first statement, *"Learning new vocabularies with intensive reading makes me feel happy"*, 36% of students strongly agreed and 61% agreed. Similarly, 40% strongly agreed and 57% agreed that *"The intensive reading method makes me enjoy learning new vocabularies."* These results indicate that intensive reading activities evoke enjoyment and motivation during the learning process.

Furthermore, 75% of students disagreed with the statement *"I feel bored when learning new vocabularies through intensive reading",* showing that most of them remain engaged and interest in the activity. Only small percentage (3%) expressed worry about not understanding vocabulary in the text. Another statement reveals that there are 21% strongly agreed and 36% agreed by *"Implementing intensive reading as a learning method makes me worried that I cannot understand the vocabulary in the text."* Showing that only 57% of the students who have to worried that they don't understand a vocabulary in the text while undergoing the

intensive reading method. In the opposite, 43% of students chose strongly disagree and disagree showed that they convince with their skill to use intensive reading as their method of learning new vocabulary.

These findings demonstrate that students have positive emotional engagement in learning vocabulary through intensive reading. Emotional involvement is crucial in sustaining motivation and persistence in learning (Dörnyei, 2020). Consistent with Creswell (2012), the results confirm that affective factors can strongly influence learners' attitudes toward instructional methods and their willingness to engage in vocabulary learning.

Table 2. Affective aspect of the students' perception

No.	Statement	SA f (%)	A f (%)	D f (%)	SD f (%)
1.	Learning new vocabularies with intensive reading makes me feel happy.	10 (36%)	17 (61%)	1 (3%)	-
2.	The intensive reading method makes me enjoy learning new vocabularies.	11 (40%)	16 (57%)	-	1 (3%)
3.	I feel bored when learning new vocabularies through intensive reading.	-	7 (25%)	15 (54%)	6 (21%)
4.	Implementing intensive reading as a learning method makes me worried that I cannot understand the vocabulary in the text.	6 (21%)	10 (36%)	11 (40%)	1 (3%)

The students' behavioral perceptions of intensive reading

The behavioral aspect explores how students act and respond behaviourally hen learning vocabulary through intensive reading. The findings from Table 3 reveal that most students display active and responsible learning behaviour. A total of 75% of students disagreed with the statement *"I don't care when I don't understand the meaning of English words,"* showing that the students are attentive to their comprehension. Moreover, 97% agreed that *"Vocabulary is important, so I read every text seriously to acquire new vocabulary."* Students also reported frequent translation behavioral: 93% agreed that they *"always translate the words that they do not know,"* and the same percentage confirmed that translating helps them understand meaning better. However, 82%

indicated that after applying intensive reading, they began to reduce full translation, showing a shift toward contextual understanding.

The finding suggest that students have developed strategic learning behavioral that align with goals of intensive reading. Learning vocabulary not only through translation but also through careful reading and contextual inference. According to Ary et al. (2010), descriptive research is useful in identifying such patterns of learner behaviour, allowing researchers to describe trends and levels of engagement within a group.

Table 3. Behavioral aspect of students' perceptions

No.	Statement	SA f (%)	A f (%)	D f (%)	SD f (%)
5.	I don't care when I don't understand the meaning of English words while implementing intensive reading in class.	-	7 (25%)	13 (46%)	8 (29%)
6.	I understand that vocabulary is important, so I read every text seriously to acquire new vocabulary.	12 (43%)	15 (54%)	1 (3%)	-
7.	I always translate the words that I do not know so I can learn and acquire new vocabulary.	17 (61%)	9 (32%)	2 (7%)	-
8.	I always translate every word in English so it could help me a lot in understanding what it means.	16 (57%)	10 (36%)	2 (7%)	-
9.	After implementing intensive reading, I reduce the use of translation and only translate words I do not know the meaning.	6 (21%)	17 (61%)	4 (15%)	1 (3%)
10.	After implementing intensive reading, I still translate all the words I encounter, but I still acquire new vocabulary.	9 (32%)	16 (57%)	2 (7%)	1 (3%)
11.	Implementing intensive reading makes me realize how	10 (36%)	16 (57%)	2 (7%)	-

	important vocabulary mastery is to understand the meaning of a text.				
12.	I become more careful when reading English texts in daily life, not only to get information but also to learn new vocabulary.	16 (57%)	12 (43%)	-	-

The students' cognitive perceptions of intensive readings

The cognitive aspect focuses on students' beliefs, understanding, and mental processes in relation to intensive reading. The results in Table 4 indicate that students perceive intensive reading as an affective way to improve vocabulary and comprehension. A total of 86% agreed that intensive reading challenges them to engage with English texts, and 93% believed that it helps them learn and acquire vocabulary easily. Moreover, all students (100%) agreed that *"Learning vocabulary through intensive reading helps me understand new words quickly."* Similarly, 86% stated that the method helps them remember word meanings more easily, while 100% believed that it broadens their knowledge through exposure to new vocabulary.

These result reveal that intensive reading fosters positive cognitive engagement, where students not only understand but also apply the method beyond the classroom. This supports Dörnyei (2007) theory that cognitive and metacognitive strategies enhance students' ability to manage their own learning, leading to improved vocabulary retention and comprehension

Table 4. Cognitive aspect of students' perceptions

No.	Statement	SA f (%)	A f (%)	D f (%)	SD f (%)
13.	I become more challenged to implement intensive reading wherever I find long text in English.	9 (32%)	15 (54%)	3 (11%)	1 (3%)
14.	Lack of vocabulary makes me reluctant to read long English texts, even though I can translate it so I could understand the meaning.	3 (11%)	14 (50%)	9 (32%)	2 (7%)
15.	I believe through intensive reading, I could	14 (50%)	12 (43%)	1 (3%)	1 (3%)

	learn and acquire new vocabulary easily.			
16.	I believe through intensive reading, I could get information easily from the text.	11 (39%)	15 (54%)	2 (7%)	-
17.	Learning vocabulary through intensive reading helps me understand new words quickly.	11 (39%)	17 (61%)	-	-
18.	Intensive reading method helps me understand and remember the meaning of English vocabulary more easily	8 (29%)	16 (57%)	2 (7%)	2 (7%)
19.	Implementing intensive reading can broaden my knowledge through the new vocabulary that I learn.	14 (50%)	14 (50%)	-	-
20.	After implementing intensive reading in class, I often do it	8 (29%)	15 (54%)	5 (18%)	-

	by myself at home to enrich information and add vocabulary.			

Across the three aspects (affective, behavioral, and cognitive), the findings consistently demonstrate that the students have positive perceptions toward intensive reading as a method for vocabulary development. In the affective aspect, students' express happiness, interest, and low levels of boredom. For the behavioral aspect, they show active engagement, translation awareness, and responsibility in learning. While cognitive aspect show that the students believe that intensive reading effectively improves vocabulary knowledge, comprehension, and independent learning habits.

Discussion

Based on this study, the majority of the students are positive about intensive reading to develop vocabulary, particularly when they have to work on descriptive texts. Facing the result of the affective, behavioral, and cognitive outcomes, it is evident that intensive reading does not only enhance the vocab knowledge but also increase the motivation and engagement. These findings are consistent with the previous studies such as Teng (2015) and Renandya (2017), who stated that intensive reading develops better vocab and comprehension as students will be able to focus on the details of meaning and structure of a text.

From the affective aspect, the majority of the students expressed that they felt happy, motivated, and less bored when learning through intensive reading activities. This suggest that emotional involvement plays an important role in the learning process. When students enjoy what they are learning, they are more likely to engage deeply and retain information longer. This support Dörnyei (2007) idea that positive emotions and motivation enhancelearners' willingness to participate actively in languge learning tasks. Therefpre, it can be said that intensive reading contributes not only to cognitive outcomes but also to emotional satisfaction and enjoyment in learning English vocabulary.

The bahavioral aspect of the findings shows that students tend to be more active and responsible when using intensive reading as their learning strategy. Most students took the initiative to understand unfamiliar words, showing effort and persistence in developing their vocabulary. Altough many students still rely on translation, the data also showed a gradual shift toward more contextual understanding, meaning that the students start to infer meaning from context rather than translating every single word. This indicates a higher level of language awareness and a move toward more natural reading habits. Such behavior reflects independent learning, which is one of the main goals of edupreneurial teaching and modern language learning.

Cognitively, students perceived intensive reading as an effective way to expand their vocabulary and improve their understanding of text meaning. They believed that intensive reading helped them remember new words better and apply them in various contexts. This finding strengthens Nation's (2001) theory that repeated exposure to vocabulary in meaningful contexts leads to better retention and usage. Moreover, the fact that students reported practicing intensive reading ourside class shows that this method encourages self directed learning, which is crucial for long term language development. Thus intensive reading can be seen as a bridge between classroom learning and the use of language.

Overall, the discussion highlights that intensive reading is a powerful instructional approach that supports vocabulary acquisition from multiple aspects which are affective, behavioral, cognitive. The results confirm that students' perceptions of this aspects are shaped not only by the improvement they experience in vocabulary but also by the sense of satisfaction, confidence, and curiosity that the method (intensive reading) fosters. This implies that teachers should continue to intergrate intensive reading into the English learning curriculum, particularly for descriptive texts, as it builds both linguistic competence and learning autonomy.

D. Conclusion

Based on the findings and discussion, it can be concluded that the students at SMPN 3 Waru have

positive perceptions of using intensive reading to develop their vocabulary acquisition in descriptive text learning. The study shows that intensive reading enhances students' notivation, encourage active learning behavior and strengthens their understanding of new vocabulary in context. Affectively, students enjoy and feel comfortable using this method. Behaviorally, they become more engaged and responsible in their learning process. Cognitively, they believe that intensive reading significantly helps them acquire, retain, and apply new vocabulary more affectively.

In conclusion, intensive reading can be considered an effective strategy for English language learning, especially in improving vocabulary mastery. It supports not only the development of linguistic skills but also positive attitudes and independent learning habits among students. Teachers are encourage to appky intensive reading more consistently in the classroom by using interesting descriptive texts, guiding students through anlysis, and gradually fostering their ability to infer meaning from content. Future research could explore how intensive reading impacts other language skills, such as writing and speaking, to provide a more comprehensive understanding of its benefits in English language education.

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