UNIVERSITI TEKNOLOGI MARA

ENHANCING STUDENTS' READING COMPREHENSION SKILLS THROUGH MODIFIED DIALOGIC READING: A CASE STUDY

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AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The purpose of this case study was to enhance students' reading comprehension skills through modified dialogic reading (MDR). The study involved an intact ESL classroom of 30 students pursuing their A-Level United Kingdom Program in an institution of higher learning located in Shah Alam, Selangor. The study employed a mixed method approach involving the collecting of both quantitative and qualitative data using a questionnaire, tests and interviews. The 30 students in the intact ESL reading classroom were exposed to Modified Dialogic Reading (MDR) for the duration of 10 weeks and their progress was evaluated based on their achievement in the pre-test and post-test. Findings obtained from the quantitative data, revealed that there was a significant difference between students' pre test and post test scores indicating that MDR had to a certain extent enhanced students' reading comprehension skills. This was further corroborated by findings from the questionnaire which also revealed that there was a significant difference between the students' self-rated evaluation on their reading comprehension skills, before and after the implementation of MDR. The approach has found to be effective in enhancing both the students' lower order thinking skills (LOTS) and Higher order thinking skills (HOTS).Furthermore, findings also indicated that both the students and teacher agreed that the MDR approach has several advantages. The teacher believed that this MDR approach introduces an interactive reading session among the students through group discussion that promotes the Communicate Language Teaching (CLT) in her classroom and enhances students' critical thinking skills. The students also claimed that with the information sharing among them during the discussion process, has helped to increase their understanding of the text. However, one noticeable challenge highlighted by the students was the difficulty that they experienced as the pace of reading lesson with MDR was too fast and the weaker ones felt they were left behind. Nevertheless, this study adds to the growing literature of dialogic reading and it has to a certain extent proven that the Modified Dialogic Reading model can be implemented successfully in the ESL reading classroom at the tertiary level.

ABSTRAK

Matlamat utama kajian selidik ini adalah untuk meningkatkan kemahiran kefahaman membaca, menggunakan kaedah modifikasi membaca secara dialogik *(Modified Dialogic Reading)*. Kajian ini melibatkan 30 orang pelajar dari sebuah institusi pengajian tinggi yang terletak di Shah Alam, Selangor. Kesemua pelajar yang terlibat didalam kajian ini sedang mengikuti Program A-Level United Kingdom. Kajian ini menggunakan kaedah *mixed method* bagi mendapatkan data kuantitatif dan kualitatif dengan menggunakan kaedah soal-selidik, ujian dan temu bual separa berstruktur. Kesemua 30 orang pelajar didalam kelas membaca ESL *(ESL reading classroom)* ini telah didedahkan dengan kaedah modifikasi membaca secara dialogik *(Modified Dialogic Reading approach)* selama sepuluh (10) minggu dan kemajuan mereka dinilai melalui keputusan pra-ujian dan ujian akihir. Kajian daripada data kuantitatif menunjukkan bahawa terdapat perbezaan yang signifikan diantara keputusan markah pelajar dialam pra-ujian dan ujian akhir. Ini telah membuktikan keberkesanan kaedah ini dalam meningkatkan kemahiran membaca di kalangan para pelajar. Ini disokong dengan penemuan data soal-selidik, dimana para pelajar diminta untuk menilai kadar prestasi kemahiran membaca meraka, sebelum dan selepas perlaksanaan pendekatan modifikasi membaca secara dialogik ini. Didapati melaui pendekatan ini, kemahiran membaca di kalangan pelajar semakin meningkat. Selain dari itu, guru dan para pelajar yang terlibat didalam pendekatan ini bersetuju bahawa pendekatan ini memberi beberapa manfaat. Guru yang terlibat didalam kajian ini mempercayai bahawa teknik modifikasi membaca secara dialogik ini telah mengalakan pengajaran bahasa secara komunikatif *(communicative language teaching)* dan dapat meningkatkan kemahiran berfikir secara kritikal *(critical thinking skills)* dikalangan pelajar. Para pelajar juga mengakui bahawa dengan kaedah perkongsian maklumat didalam perbincangan kelas telah meningkatkan pemaham teks mereka. Walaubagaimanapun, melalui hasil kajian, didapati bahawa para pelajar yang lemah didalam penguasaan Bahasa Inggeris, telah menghadapi kesukaran untuk menyesuaikan diri dengan kelajuan proses pengajaran dan pembelajaran menggunakan pendekatan ini. Walaubagaimanapun, kajian ini telah menambah kepada bidang kajian pembacaan dialogik *(dialogic reading)* yang semakin meningkat dan hasil kajian ini juga telah membuktikan bahawa kaedah yang sama (MDR) didapati berkesan dan efektif untuk digunakan didalam kelas membaca ESL *(ESL reading classroom)* di peringkat universiti.

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