

The Effect Of Intensive Reading On Politeknik Sandakan Sabah Students' Presentation Performance

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ABSTRACT

The purpose of this study was to examine the effect of intensive reading on Politeknik Sandakan Sabah students' presentation performance. This study involved 98 students from Diploma Tourism, Diploma Agro Technology and Diploma Aquaculture. The treatment and control groups consisted of 44 students and 54 students respectively. The study was conducted in Politeknik Sandakan Sabah. An intensive reading module was used to carry out the presentation practices with treatment group. These presentation practices is to test the presenting ability with the intensive reading module between the students who participate in the intensive reading module compared to those who do not participate. Oral Presentation Achievement tests (Pre-test and Post-test) with same rubrics were used as the instrument. Both groups were given the Pre-test and Post-test. Results from both tests were analyzed using an adapted 'Statistical Package for Social Science' or SPSS. On sample T-test was used to evaluate the mean gain scores between the two groups. It shows that the significant (P-value) is 0.000, smaller than 0.05. Therefore, this supported the hypothesis that students presented with intensive reading module have higher scores on presentation practices than those presented with individual learning without intensive reading supported. The Treatment Group's mean gain score shows an increase of 15.37 and the Control Group's mean gain score shows an increase of 1.03 in both tests despite the different methodologies used on them. This means, the Treatment Group students far better than the Control Group students. No doubt, intensive reading module affects Politeknik Sandakan Sabah students' presentation performance.

Keywords: intensive reading; presentation performance

THE EFFECT OF INTENSIVE READING ON POLITEKNIK SANDAKAN SABAH STUDENTS' PRESENTATION PERFORMANCE.

In Malaysia, our country start proving that English as a Second Language and mother tongue as our First Language. Some researchers claimed that ESL classes are designed to immerse foreign students in the English language. ESL classes will help the students develop the English language. ESL classes will help the students develop the language and language-related skills necessary to succeed in a university program conducted in English (Edith Willis, 2000).

There are four vital language skills that can be found in English such as listening, speaking, reading and writing skills. The language skills in our daily life play as (Suhaida Omar, 2005):

Listening	40%
Speaking	35%
Reading	16%
Writing	9%

Reading is an activity of somebody reads; an act of reading something; a way of understanding something and the like (Chitravelu N. & Sithhamparam, S. 2005). Reading necessary is a one-way process, consisting simply of the decoding of symbols or the relating of sounds to symbols, will develop a different type of program from that of a teacher who looks on reading as getting meaning from the printed page. Reading process concerned with the affective, perceptual and cognitive domains (Rubin, D. 2007).

This researcher identifies that reading is a dynamic, complex act that involves the bringing their backgrounds, their experiences, as well as emotions, into play. Students who upset or physically ill will bring these feelings into the act of reading, and the feelings will influence their interpretative processes. A student who is a good critical thinker will gain more from a critical passage than one who is not. Whatever the reading is complex and dynamic, first as a reader must use it for a purpose; second that it only makes sense in context, which is as part of a longer text or in a situation.

Intensive reading module has been set up and to get children to read books in English version. Detailed module is trying to encourage children to read a lot which introduced by our Ministry starting from the primary schools level. The benefit of module for instance, is well-studied for their both first and second language. Intensive reading is the reading, without overt instruction, brings a slower speed reading comprehension classroom but also involving a lot of work or activity done in a short time. It would provide students with best opportunity to practice in individually and improve their ability to understand, which would in turn help increase their confidence and rouse more positive attitude.

Intensive reading is involving a lot of work or activity which have to be done in a short time. In generally, intensive reading is the effective way of improving vocabulary, reading skill or even presentation skills. The exposure to large quantities of reading material helps to widen the knowledge in vocabulary and develop one's reading and presentation abilities. The preparation of pre- and post-tests will be given to target students. The also reported that the intensive reading programme helped them to improve their English especially in reading aspect. The same view towards intensive reading was held by the students studied by (Gillret, F. 1981), in which they overpoweringly found that intensive reading to be not only more practical, but also more beneficial for language acquisition in vocabulary.

Read Right Theory is chosen based on the suitability in describing intensive reading where in order to read excellently, teacher must utilize a predictive strategy emanating from students' own knowledge of the world to appropriately integrate information from preexisting knowledge of vocabulary, language structure, phonics and cadence in order to answer the question: "What does the text about?" the students might answer by their reading knowledge.

5W1H Learning Theory is a constructivist theory of learning and instruction. This type of learning is based on cognitive development, that intelligence is based on the high or low stage of cognitive. 5W1H are referring to:

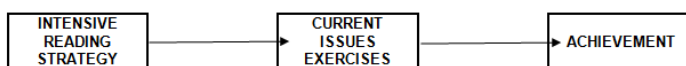
What? ; Who?; Where?; When?	Low Cognitive Stage
Why? ; How?	High Cognitive Stage

This learning theory should be applied in students reading process. In the early stage of reading, students should master this theory. 5W1H will help students to identify the specific points in their reading. This theory will improve students' ability and understanding of the reading and then through simplify the reading, they will manage to improve their presentation ability.

Cognitive Learning – Bloom Taxonomy emphasizes intellectual outcomes. In Bloom's "Taxonomy of Education Objectives" book, his idea of cognitive domain – Bloom Taxonomy is useful and suitable to applying on those who will be going to take part in intensive reading. Benjamin Bloom identified six levels within cognitive domain, there are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation level. Through Bloom taxonomy theory, automatically will boost students' presentation ability.

The conceptual framework, in generally, the research did on the effect of intensive reading on Politeknik Sandakan Sabah students' presentation performance that showed intensive strategy did affect students' reading ability which was directly could be seen through the scores between pre-test and post-test oral presentation achievement tests.

Diagram 1 - Model of intensive reading to improve Politeknik Sandakan Sabah students' presentation performance



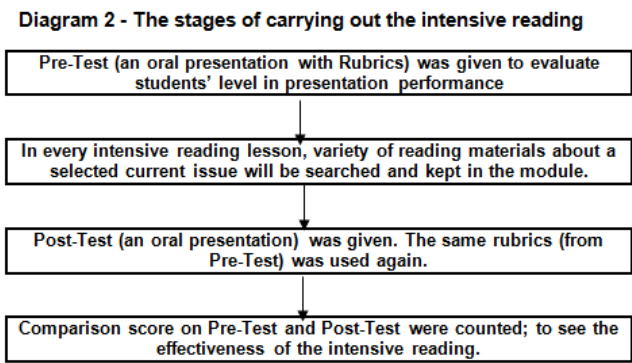
Quantitative research method was used in this study. It employed an experimental design as it looked to compare the mean gain scores of the pre-test and post-test between the experimental and the controlled group. This design used two groups, one that experiences the treatment while the other did not. The independent variable, which the intensive reading module and the dependent variable, which referred to the treatment group subjects' presentation performance, then was manipulated to see the different of mean gain scores between the control group

and treatment group. The target students were from Diploma Tourism, Diploma Agro Technology and Diploma Aquaculture which all of them now studying I Politeknik Sandakan Sabah.

This was a product-based proposal so that it will become a sample to the intensive reading module which designed and prepared by the treatment group students. The module was applying in the researcher’s target students to get data about the effect of intensive reading on (treatment group) students’ presentation performance.

A total of 98 Diploma students from Politeknik Sandakan Sabah participated of which 44 students from Diploma Agro Technology as treatment group and another 54 students from Diploma Tourism and Diploma Aquaculture as control group. They were at an average age of 18 years old. These students were selected because of they were taught English lessons 60 hours within fifteen weeks by the same lecturer with covered the same content (syllabus base on AE101 Communicative English 1), used the same teaching aids.

The instrument used in this study was the rubrics of pre-test and post-test of intensive reading (Appendix A). the same rubrics would be used in both tests. Below showed the progress of intensive reading research to be carried out:



Marks from the two tests (pre-test and post-test with rubrics) were recorded. After that it was analyzed using the “Statistical Package for Social Science” or SPSS. Paired samples T-test were used to evaluate the differences in means between the 2 groups. It helped to show the differences in test scores between the treatment group and control group.

Analysis and Discussion

This study involved 98 respondents. The respondents came from various socio-economic background and races.

1.1 SPM English result

This question was asked to provide information about their mastery level of English and to predict their English competency. The data shows that 1 student failed his SPM English paper.

Figure 1- Students' SPM English result

A	B	C	D	E	F
4	35	39	14	5	1

1.2 Language Spoken

This question was asked to obtain information about the language spoken among the samples. It shows the mastery level and familiarity of language spoken using the L1 and L2. L1 is referred to Malay language as the native language and L2, for English. The data shows 80 (81.6%) students speak only L1, the rest 18 (18.4%) speak L2. The percentage shows that students speak L1 more than L2.

Figure 2 – Language Spoken

L1	%	L2	%
80	81.6	18	18.4

Figure 3 – Number of students according to groups of the study

Figure 3 – Number of students according to groups of the study

Group	Control Group (DAQ1 & DUP1)	Treatment Group (DAG1)	Total
Number of Students	54	44	98

The respondents were 98 First Semester students from Politeknik Sandakan Sabah. They were from three different diploma students and they were divided into Control Group and Treatment Group for the purpose of this study. The number of students as shown in Figure 3.

The research outcome would be analyzed in terms of the achievement of objective and hypotheses assessment through comparison of mean scores. The objective analysis is to study whether there is a significant difference on the mean score of presentation performance between the students who participate in the intensive reading module compared to those who do not participate.

The performance of the treatment group after being exposed to intensive reading module has to be analyzed using the gain scores between pre-test and post-test results. This needs to be compared to the performance using post-test to find out the effect of intensive reading on students' presentation performance. The pre-test and post-test rubrics results of both groups are shown in Table 1 and Table 2.

Table 1 – Scores of Pre and Post Tests For Treatment Group

Students ID	Pre-test (100%)	Post-test (100%)	Difference
Student1	60	84	24
Student2	80	92	12
Student3	64	88	24
Student4	80	92	12
Student5	80	88	8
Student6	76	88	12
Student7	68	84	16
Student8	56	80	24
Student9	80	92	12
Student10	60	72	12
Student11	48	64	16
Student12	70	90	20
Student13	56	56	20
Student14	56	72	16
Student15	48	70	24
Student16	68	84	16
Student17	60	68	8
Student18	40	60	20
Student19	60	84	24
Student20	60	88	28
Student21	56	64	8
Student22	40	56	16
Student23	60	72	12
Student24	60	84	24
Student25	70	74	4
Student26	52	56	4
Student27	72	80	8
Student28	60	72	12
Student29	60	68	8
Student30	70	86	16
Student31	56	68	12
Student32	68	88	20
Student33	64	76	12
Student34	60	88	28
Student35	68	76	8
Student36	52	60	8
Student37	60	76	16
Student38	64	76	12
Student39	24	40	16
Student40	20	36	16
Student41	20	32	12
Student42	12	32	20
Student43	60	84	24
Student44	70	82	12

44 (100%) students or respondents in the treatment group showed a different in score after they were exposed to the intensive reading module.

Table 2 – Scores of Pre and Post Tests For Control Group

Student ID	Pre-Test (100%)	Post-Test (100%)	Difference
Student1	84	84	0
Student2	24	24	0
Student3	20	20	0
Student4	20	20	0
Student5	12	12	0
Student6	68	80	4
Student7	70	70	0
Student8	88	70	4
Student9	88	70	2
Student10	64	80	8
Student11	80	80	0
Student12	84	84	0
Student13	80	80	0
Student14	68	80	4
Student15	78	78	0
Student16	88	88	0
Student17	68	68	0
Student18	70	72	2
Student19	80	80	0
Student20	48	48	0
Student21	70	70	0
Student22	34	38	2
Student23	64	68	2
Student24	48	48	0
Student25	88	88	0
Student26	68	80	2
Student27	40	40	0
Student28	80	80	0
Student29	80	80	0
Student30	62	68	4
Student31	40	40	0
Student32	80	80	0
Student33	80	80	0
Student34	70	70	0
Student35	48	52	4
Student36	72	72	0
Student37	80	80	0
Student38	68	80	2
Student39	82	70	8
Student40	68	68	0
Student41	88	88	0
Student42	84	84	0
Student43	80	80	0
Student44	88	88	0
Student45	60	62	2
Student46	68	80	4
Student47	84	84	0
Student48	24	24	0
Student49	20	20	0
Student50	20	20	0
Student51	12	12	0
Student52	80	80	0
Student53	88	70	2
Student54	88	70	2

The control group was referred to the students who do not participate in the intensive reading module. 17 (31.4%) students in the control group showed an increase in scores in the post-test and the rest 37 (68.6%) did not show any improvement.

In the hypothesis testing, there is a significant difference on the mean of gain scores of presentation performance between students who participate in the intensive reading module and those who do not participate.

The t-test for independent samples was used to determine the mean gain scores of the two comparison groups. Table 3 displays the result of the t-test.

Table 3 – Results of t-test on the Mean Gain Scores between Treatment and Control Group.

Group	N	Mean Gain Score	Mean Difference	Std. Deviation	df	T-value	P
Control Group	54	1.03	14.34	3.12290	53	5.195	0.000
Treatment Group	44	15.37		6.32382	43	15.716	

Using the data above in Table 3, the treatment group (mean gain score = 15.37, SD=6.32382) which refers to the respondents who were exposed to the intensive reading module obtained a higher mean gain score than the control group (mean gain score= 1.03, SD= 3.12290) that is the respondents who were not exposed to such module, which was also statistically significant (P-value) is 0.000, smaller than 0.05. the difference in mean gain scores between the experimental and control group is as much as 14.34 which is indeed a big different in the mean score between the two groups. By comparing the p value and the mean gain scores different, the treatment group has performed significantly better than the control group in the differences of pre-test and post-test scores. The improved results of the mean gain scores were able to convince the researcher to believe that the students gain their presentation in an intensive reading module as learning takes place in doing the current issues reading exercises.

The intensive reading module was created and used for the treatment group. It proved that the effectiveness for those who did participate intensive reading compared to those who did not participate. The researcher believed that with continuous effort Intensive Reading Module would able to affect students' achievement in reading the current issues articles and also influences the performance of presentation.

The researcher claimed that the students who exposed on intensive reading comprehension module has mastered the mechanic of reading and the increased skill in identifying main ideas of the reading texts. Fortunately, all these increasing will directly improve students' presentation skill. (Azwanatulimra Abd. Rahim, 2001)

There was a researcher also claimed that the experimental group did better than the control group in all three reading comprehension or materials because the treatment group received reading texts with teacher fully guidance included. It is basically a "study" technique for organizing readings which will have to be understood and remembered. (Wan Irham Ishak, 2008).

This findings was also supported by other researcher (Bell, N's, 2002) finding showed that intensive reading successfully played a role as fully tutoring by teacher to help students in increasing their understanding and answered better in text. It brought an improvement in terms of their understanding but also their marks in oral presentation.

The result of the study also suggests that the success of an intensive reading

module depends on several factors, among which are: the module is organized and implemented; and how their reading is monitored. It also depends on how teacher put efforts to make the module success. Thus, these factors should be given carefully consideration when implementing an intensive reading module.

The researcher believes that there is a further need for continuing to carry out the Intensive Reading Module in Politeknik Malaysia especially in the semester one students. Tehn, the data collections from the Politeknik Malaysia will totally bring the improve research outcomes' validity and reliability because of the wide number of courses would be selected.

In any type of research, the researcher looks into multifaceted issues could be done if there is more time and cost allocated. The number of respondents in terms of age and location would offer more accurate research outcomes as compared to this research that involved only one picky age group and location with limited time and cost. Therefore, the focus now is on the most effective ways of implementing this module effectively in a wider scope in ESL course.

The limitation of this study is only the semester one students from Politeknik Sandakan Sabah whom have the presentation disabilities in English course become the researcher's target student. Therefore, the final findings in this study can not be generalized to others educational Institute.

Besides, during the fifteenth weeks of data collection, the researcher found that many target students were absent. That means they did not fully take part in the Intensive Reading Module that carried out. Therefore the data collected were quite not satisfied by the researcher.

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