# ABRACADABRA 3.0: Report on Effectiveness of ePoster Presentation Programme

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The Abracadabra 3.0 program is a poster presentation program that aims to increase self-confidence and English language ability, especially for pre-diploma students. This program is an annual program organised by Academy of Language Studies, UiTM Penang Branch to strengthen pre-diploma students' language skills. This program is important to uncover students' English language skills, improve knowledge transfer skills as well as to apply good values in preparing and presenting their respective group e-posters. In addition to language skills, soft skills are also very important to form pre-diploma students who are more competitive and able to continue their studies to a higher level. This semester's 'Abracadabra 3.0: Pre-Higher Education E-Poster Competition' comes with the theme ' Traverse Malaysia 2022 ' on which students are free to choose to present on any topic related to Malaysia. The students were asked about their experience in completing the poster presentation task in terms of their skills in using visual aids, finding content for their poster, speaking English, delivering their speeches, working as a team and their overall feedback about the assignment.

VISUAL AIDS
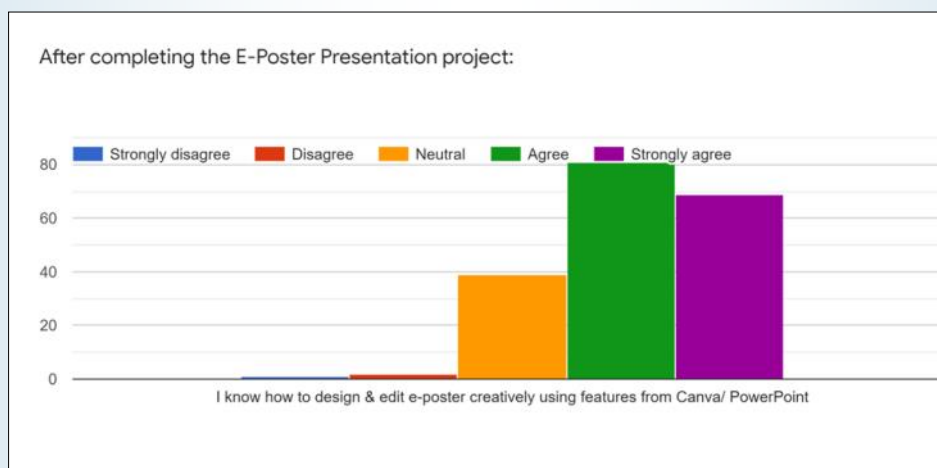
Overall, the findings revealed that a majority of the pre-diploma students obtained the knowledge of designing and editing e-posters creatively by using the features found in Canva or PowerPoint. This can be supported by the results that are shown in the table as 81 students (42.19%) agreed that they know how to design and edit e-posters creatively using the features. Comparably, a total of 69 other students (35.94%) also strongly agreed with the same statement. Nonetheless, it was discovered that a minority of 39 students (20.31%) were neutral about their visual aids knowledge in designing and editing e-posters using Canva or PowerPoint features. Last but not least, two students disagreed while only 1 student strongly disagreed about having an understanding of how to creatively design and edit e-poster by using the features found in Canva or PowerPoint.

CONTENT

Majority of the students, about 167 out of 192 respondents (87%), admitted that they knew how to search for relevant information after they had completed the assignment. However, a small percentage (11%) were neutral about the statement and only 2% or 4 out of 192 students claimed that they still did not know how to search for relevant information even after completing the assignment. In addition to that, 73.6% of the students (44.6 % agreed and 29% strongly agreed) acknowledged that they were able to summarise information after completing the project. On the other hand, about 24.4 % of the respondents were neutral about it while only 4 students out of 192 respondents did not concur with the statement. Even though there was a small percentage of students who were indecisive or disagreed that they had learnt something from the project, the overall results show that the E-poster Presentation Project has a positive impact on the majority of the students in terms of searching and summarising relevant information.

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ENGLISH LANGUAGE

Table 3: Students' Opinion on Their English Language Improvement

No	Statements	SD	D	N	A	SA
1.	I have more knowledge about grammar (e.g. subject-verb agreement, tenses).	0	7 3.6%	40 20.7%	101 52.3%	45 23.3%
2	I know how to construct sentences with the right grammar.	0	6 3.1%	51 26.4%	100 51.8%	36 18.7%
3	I have learned new words.	1 0.5%	4 2%	23 11.9%	81 42%	84 43.5%
4	I know how to use transition signals better (e.g. firstly, next, finally).	0	1 0.5%	35 18.1%	87 45.%	70 36.3%
5	I know how to use English formally.	1 0.5%	4 2%	36 18.7%	95 49.2%	57 29.5%

The table above presents the respondents' feedback on how their language improved after taking part in the e-poster presentation project. Majority of the respondents (52.3% Agree, 23.3% Strongly Agree) claimed that their knowledge about grammar e.g subject-verb agreement, tenses increased after taking part in the e-poster presentation project. For the second item, the majority of the respondents (51.8% Agree, 18.7% Strongly Agree) concurred that they know how to construct sentences with the right grammar. These can be seen when the students learn to prepare for the e-poster where they need to display all the necessary information on the e-poster. They need to make sure that not just the written content but also during the oral presentation should be free from grammatical errors. Other than the grammatical part, many of the respondents (42% Agree, 43.5% Strongly Agree) responded well on how they have learnt new words from this project. As they need to do some research to gather all the important details for the content, they may have encountered many new vocabularies along the process. Observing other groups' presentations as well might be part of the contributions to this response. A large percentage of the respondents (45% Agree, 36.6% Strongly Agree) also reported being able to use transition signals better e.g firstly, next, finally after the completion of the presentation. This may be due to the group-work nature of the project that required the students to take turns presenting and the use of transition signals was greatly emphasised by class lecturers. The final aspect of language improvement reported by the respondents was on their ability to use formal English in delivering presentations. Majority of the respondents (49.2% Agree, 29.5% Strongly Agree) with a total percentage of 78.7 claimed that they were able to use English formally after completing the project. This is expected as the students were always reminded to use formal English during class and for all course assessments including the e-poster presentation project.

DELIVERY

The majority of the respondents agreed with each item in the section. For example, 120 of the respondents (40.1% agreed and 22.40% strongly agreed) revealed that after the E-Poster task, they managed to obtain some skills of making eye contact with the audience when they do a presentation (M = 3.797; S.D. = 0.859). Besides, as for their confidence level, many feel more confident to speak in English (39.06% agreed and 21.35% strongly agreed) after participating in the project (M = 3.755; S.D. = 0.867).

This clearly proves that the E-Poster assignment being one that required the students to use English in their presentation of their chosen topic has given them more courage in using this language. The production of their presentation video that needed the students to practice their speeches a few times perhaps contributed to this. In addition, a large number of the respondents (131 respondents in total / 68.23%) admitted that they have improved their overall presentation skills (M = 3.859; S.D. = 0.816). This obviously shows that the E-Poster presentation project was successful at making the students better presenters apart from improving their English.

The lowest statistical responses in Part E are from item 4 in which only 63 and 26 respondents agreed and strongly agreed respectively that they can present fluently in the target language without referring to their notes (M = 3.490; S.D. = 0.868). This reveals more than half of the target respondents (53.65%) were not certain about such fluency improvement. However, many respondents agreed that they have learnt to pronounce certain English words correctly after the project (M = 3.780; S.D. = 0.872). Only 11 students out of 192 disagreed and 1 respondent strongly disagreed on not learning the pronunciation of English words while working on this project.

Apart from that, students learn new skills by having to present their e-posters. 81.77% of the respondents collectively agreed (85 agreed and 72 strongly agreed) that they have learnt how to utilise video presentation applications such as Google Meet and Zoom while working on this project, which is the highest recorded positive responses by the respondents in this section (M = 4.161; S.D. = 0.799). This aspect is an added advantage for students as they are able to pick up new skills or polish their digital skills while working on this project. Lastly, 73.43% of the respondents collectively agreed that they have learnt the ways to express themselves correctly when opening and closing a presentation (M = 3.974; S.D. = 0.828).

TEAMWORK
In order to carry out the E-Poster assignment, students have to form a group of 3 to 4 students. Thus, teamwork is considered one of the skills that students may acquire or enhance while completing this project. The table below illustrates the responses given by 192 pre-diploma students of UiTM Cawangan Pulau Pinang students on their opinion about developing teamwork skills while carrying out the project.
170 students (88.55%) acknowledged that they knew how to work better in a group after they had completed the assignment. Only 20 (10.42%) of students were neutral about the statement and only 1.04% or 2 out of 192 students stated that they strongly disagreed about improving their teamwork skills after completing the E –poster Presentation Project.
Furthermore, the majority of the students, or 92.19% said that they realised the importance of teamwork after completing the project. In contrast, only 6.77% of the respondents were neutral about it while only 2 out of 19 students did not agree with the statement. In a nutshell, the results show that the E-Poster Presentation Project helps to enhance students' teamwork skills.

OVERALL SKILL IMPROVEMENT, STUDENTS' FEEDBACK AND CONCLUSION
Students were asked an open-ended question about the most useful skill they have acquired by working on this project. Numerous different responses were given, but can be summarised into four main categories:

Skill	Explanation
i) IT skills	Students had to be more resourceful in order to find information for their presentations. In addition, they claimed to have improved their skills in using Microsoft Power-Point, Canva as well as video editing skills.
ii) English language skills	Most students claimed the project helped them improve their speaking skills as they were required to learn to pronounce difficult words. In addition, many also improved their grammar.
iii) Presentation skills	Students were able to improve their skills in conveying information as well as their self-confidence.
iv) Collaboration skills	Students claimed this project also improved their teamwork and collaboration skills as they were required to work together to complete this group project.

Students' overall feedback were also collected from 192 students at the end of the project to better understand their perception. Their feedback can be grouped into four main themes, as listed below:
1. Overall, this project was very interesting and enjoyable.
2. It is good to learn more about unique and interesting places, food and culture in Malaysia.
3. It is exciting to compete with fellow friends and classmates in the e-poster competition.
4. There were some issues and challenges in collaboration, but in the end, they managed to resolve the issues and complete the project.

In conclusion, numerous benefits have been obtained from this project which will be helpful as students continue their academic journey in university. Positive responses obtained from the students suggest that this E-Poster project should be carried out again in the future.

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