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READING ALOUD LITERATURE IN MULTIMEDIA: A TRANSLATION APPROACH

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THIS ACADEMIC EXERCISE IS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS IN EDUCATION

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Dedicated to

those unlucky ESL readers
who are still searching the
best way to understand English texts

and

my parents and family who have
loved me for what I am

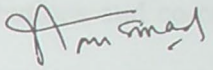
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DECLARATION

I hereby declare that the writing in this thesis is my own except for quotations and summaries which have been duly acknowledged.

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In the name of Allah, the most merciful and most compassionate.

May benediction and salutation be upon Prophet Muhammad, the Last Apostle.

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Abstrak

Kajian dijalankan menerusi eksperimen menggunakan intervensi. Dua kelas Tingkatan 1 telah dipilih. Kelas 1 J adalah sebagai kumpulan eksperimen manakala Kelas 1U diletakkan di dalam kumpulan kawalan. Tujuan kajian ini adalah untuk melihat sejauh mana keberkesanan Pengajaran Kesusasteraan Bahasa Inggeris Berasaskan Multimedia mampu membantu prestasi pemahaman teks Komponen Sastera Bahasa Inggeris Tingkatan Satu selepas intervensi dilakukan terhadap kumpulan eksperimen.

Pengukur kepada keberkesanan "*Reading Aloud Literature in Multimedia : A Translation Approach*' adalah sejumlah 21 soalan anika pilihan. Pada mulanya set tersebut berjumlah 25. Selepas Ujian Rintis dijalankan ke atas sampel Tingkatan 1, didapati gabungan alpha yang diperolehi adalah 0.4809. Untuk membolehkan item-item ujian ini memperolehi kesahan, gabungan alpha sepatutnya berada di antara 0.6 sehingga 1. Oleh itu proses pengurangan item telah dijalankan melibatkan pembuangan 4 item. Hasilnya gabungan alpha telah meningkat kepada 0.6218.

Kedua-dua kumpulan eksperimental dan kawalan bermula dengan min pra ujian yang hampir sama. Min kumpulan eksperimental adalah 47.85 manakala min kumpulan kawalan adalah 45.55. Analisis statistik UjianT Satu Sampel telah dilakukan ke atas kedua-dua kumpulan. Data yang diproses daripada kumpulan eksperimental menunjukkan keputusan signifikan (0.000). Data yang diproses daripada kumpulan kawalan pula menampakkan keputusan tidak signifikan (0.094).

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Abstract

The study took the form of an experiment through an intervention. Two classes of Form 1 students were chosen. The purpose of the study was to investigate the effectiveness of the *'Reading Aloud Literature in Multimedia : A Translation Approach'* to improve the English Language reading comprehension performance of the experiment group after a specific time duration.

The main measuring tool to examine the effectiveness of the *"Reading Aloud Literature in Multimedia : A Translation Approach'* (placed at the back cover of this research report) is a set of 21 multiple-choice items prepared by the researcher himself. Previously the list consisted of 25 multiple-choice items. After the pilot test was administered to a sample population of Form 1 students, a reliability analysis (*Cronbach alpha*) was run. It was discovered that the joined alpha was .4809. In order for test items to be accepted as reliable, the joined alpha for the items should range between 0.6 to 1. Therefore item reduction was done whereby 4 items were taken out and the joined alpha had increased to 0.6218.

It was a coincidence that both experimental and control groups departed with nearly equally means of pre test. The experimental group obtained a mean of 47.85, while the control group received a mean of 45.55. A separate One-Sample T-Test for both experimental and control groups were carried out. The data of the experimental group undergoing the treatment named the *'Reading Aloud Literature in Multimedia : A Translation Approach'* obtained a very significant result (0.000). The data of control group undergoing a normal reading lesson, on the other hand, failed to display a significant result (0.094).

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

Although it sounds anecdotal, the standard of English amongst Malaysian students, specifically in the rural based schools is declining year after year. This is notably true if the yardstick is Penilaian Menengah Rendah (hereafter PMR) as it portrays the student's general reading level. A student is considered a failure if she/he fails his/her English Language paper. Students' limited vocabulary hinders their reading competency. As a result most of them are unable to answer reading comprehension questions as they fail to understand what they are required to do. This limitation leads to their inability to write effectively.

This chapter addresses several important accounts about the beginning of a study. First, the purpose of the study is highlighted. Then, the significance of the study is described. Following next are the aim and background of the study. Later, the researcher comes out with a research question which is then formulated into a hypothesis. The last two accounts outline the limitations of the study and the statistical considerations that the researcher has taken into consideration.

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1.1 Purpose of the study

This study entitled *'Reading Aloud Literature in Multimedia: A Translation Approach'* (refer to a CD placed at the back cover of this research report and hereafter known as RALiM) sought to determine the effect of a grammar translation multimedia reading aloud literature text which served as a tool to improve the reading comprehension of Form 1 students. The researcher attempted to see whether this experimental software was able to improve the reading performance of Form 1 students.

1.2 Significance of the study

It was the researcher's intention to promote favourable classroom climate in English Language learning through this study. Willings (1988:1, in Richards and Lockharts, 1955) gives considerable evidence which suggests that accommodating students with the relevant strategy can result in improved learner attainment. By using this approach (Reading Aloud Literature in Multimedia), the researcher hoped to equip students with the equivalents of Malay Language (the medium of instruction in most schools in Malaysia) to quicken their understanding of the English Literature text used.

1.3 Aim of the study

The main focus of this experimental study was to enable English Language teachers to try out the possibility of using a classic method but with a new approach to facilitate and promote effective classroom learning.

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1.4 Background of the study

The students under study were the ones who the researcher is currently teaching in SMK Sultan Azlan Shah, Lenggong, Perak. They were students of two classes, Form 1 J (n=27) and Form 1 U (n=27. These two classes were chosen to serve the researcher's convenience as they were under the researcher's guidance. There are times when, if we are to carry out an experiment at all, it will have to be with intact groups, that is, subjects who have been group together for reasons other than the carrying of an experiment (Nunan, 1992).

1.5 Research question

It was discovered that the reading comprehension ability of these two classes (Forms 1 J and 1 U) was below average. Their overall mean for reading comprehension section in the first semester examination was taken into account before any conclusion was made. For English Language Paper 1, the students need to answer 30 multiple choice questions involving 6 different texts. The mean recorded was only 30. Therefore a research question was issued. It reads *'Can Reading Aloud Literature in Multimedia: A Translation Approach' improve the reading comprehension performance of the experimental group under study?'* Other factors were ignored as they were beyond the researcher's control.

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1.6 Hypothesis

The research question was formulated into a research hypothesis, that is *'The Reading Aloud Literature in Multimedia : A Translation Approach' used in the treatment on the experimental group would improve their reading comprehension performance'.*

1.7 Limitations of the study

The scope of this experimental study did not allow the investigation of the effect of the grammar-translation multimedia reading aloud literature text on all students in SMK Sultan Azlan Shah, Lenggong. The researcher intended to monitor how far it would work on the experimental group (Form 1 J) as they form the less skilled readers in Form 1. The other class that is Form 1 U, serving as the control group for this experimental study underwent reading aloud literature lessons without the grammar translation multimedia reading text.

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1.8 Statistical considerations

Reliability analysis, here named as Cronbach alpha was used to determine the reliability of the multiple choice items prepared as one of the instruments to measure the students' reading performance in the study. The pilot test was administered to a group of students forming the sample population of all students in Form 1 in SMK Sultan Azlan Shah.

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The reliable test consisting of multiple choice items then was administered to both experimental and control groups for pre and post tests. The data were processed into descriptive statistics. Then two one-sample t-tests were run. One-sample t-test on both experimental and control groups were done separately to discover the statistical differences. The analyses for both descriptive statistics and one-sample t-test were described in Chapter 4 that is Data Analysis.

1.9 Summary

In this chapter, we have looked at various aspects of the early accounts of the study. The purpose and significance of the study explain what and why this study was undertaken. The aim of the study focuses on the researcher's intention to apply a new approach in English Language teaching, while the background of the study specifies the location and the sample population where the study was conducted. A research question was then formulated into a hypothesis. This chapter also explains the limitations of the study in which the researcher explains the specific boundary. Several statistical considerations were explained as these would form the core analysis of the data that would yield an enlightment regarding the use of '*Reading Aloud Literature in Multimedia : A Translation Approach*'.

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CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter addresses several important points regarding reading in general. Later the discussions shift to how learners of English Language read whether they differ or resemble the native speaker's level of English. Next, explanations on the importance of reading loud literature is given clarification and emphasis as it is one the substance that can be found in the multimedia software used in the study. Lastly, the components of a supposed excellent multimedia software are detailed toward the end.

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2.1 What is reading comprehension?

> *"Comprehension in reading is the process by which people derive meaning from text. This process might be viewed as a three-pronged affair: (1) the reader, or the person who reads, (2) the text an author has written, and (3) a context, which is all the environment cues present. The experiences, background knowledge, skills, and the abilities that the reader brings to the reading situation determine the level of comprehension that will ensue".*
>
> *(Langer and Smith-Burke, 1982:vii)*

We can assume here that understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at a notice board to see if there is an

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advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. Yet, locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a competent reader will quickly reject the irrelevant information and find what he is looking for. In the second case, it is not enough to understand the gist of the text; more detailed comprehension is necessary.

To be able to succeed in comprehending a passage or a text, a student must possess the ability to respond to punctuation and finding the topic or the main idea. It involves the collaboration of many reading skills which will then bring to surface the meaning of what is being read.

For instance, in order to help a student to comprehend what he reads, the teacher needs to develop his/her reading vocabulary, to teach him/her the decoding skills and also to release himself or herself from the web of prints. If there is not much prior knowledge and information installed, his or her efforts will absolutely fail. This then will result in the child being frustrated and refuse to continue because of the many obstacles hindering him/her from getting forward.

One of the most effective ways of improving the comprehension skills of the students is through the use of questions. Questions are the perfect tools to help students in identifying cause and effect relationships, making inferences, solving problems and making critical evaluation of the reading materials. But before that silent reading must be given top priority because it is through this skill the comprehension level of a student can be developed.

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According to Thomas Barrett (1968, in Alderson and Uquahart, 1984), reading comprehension involves many sub-skills which incorporate the cognitive and affective dimensions for comprehension categories. The sub-skills are literal comprehension, reorganisation, inferential comprehension, evaluation and appreciation of the reading materials. Of all the sub-skills mentioned, the one badly needed in our present context, specifically for less skilled readers in the rural areas will be literal comprehension. This is simply because, to them reading in the English Language serves minimal attraction due to factors such as low exposure to various texts and linguistic inability.

Only after they really understand what they read literally, then they are able to further into other sub skills which are of equal importance in order to derive a great understanding of the reading materials. Literal comprehension focuses on ideas and information which are explicitly stated in the selection. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents in reading selections. Recognition task includes recognition of details, sequence, comparison, cause and effect relationships and character traits. Recall requires the students to produce from the memory, ideas and information explicitly stated in the reading selection.

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2.2 Factors affecting reading comprehension

A poor reader is described as one who lacks background knowledge on a particular topic and the inability to integrate the text with his background knowledge. He also fails to take advantage of contextual clues present in the texts to make predictions.

There are different factors affecting the ability in comprehension. According to researchers, a child is ready to comprehend in written language only what he can comprehend in spoken language. If he has a limited store of vocabulary, he will not go further because that will affect his ability to comprehend the materials. This is the impact of his low score of vocabulary, lack of reading experience and poor analysis skills. The child excessive dependence upon the letter phonics, which induces the child to process words in a very small unit, prevents him from running through the sentences smoothly. A child can never succeed in grasping the real meaning from the texts if he is not trained to read the correct way since the beginning of his reading programme.

In most cases, a child has accustomed himself with the habit of slow reading and less help has been offered to vary his rate of reading according to the texts being read. Reading materials are of different topics ranging from light texts to heavy texts, therefore the way of reading them should be dealt with suitability. Reading a comic will not be the same as reading a medical journal.

2.3 A unique reading pedagogy for ESL readers.

Reading researchers overgeneralize the process of first language and second language reading as being similar. Taylor (1990), discovered that similarities between both

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kinds of readings were only referring to their surface fluency behaviours. But deep inside, whether cognitively or socially, the process of reading a second language learner is much more complex to describe. It is highly unluckily for all second language readers in the whole world to receive a treatment parallel to their counterparts, the first language reader.

Rumelhart's (1977, in Langer and Smith-Burke, 1982), model of interactive process of reading elaborates that a reader not only perform the act of getting literal meaning from the text, but he/she also will be involved in the process of analysing, synthesizing and evaluating the message the writer tries to deliver. To ease the process of meaning getting, a second language reader will use a repertoire of strategies in order to comprehend the text content effectively. This reader will involve his personal experiences, schemata, values and social backgrounds as mediators to trigger his/her knowledge of the text. Normally if the reader's linguistic threshold level is competent enough, he/she is able to comprehend what is written but if his/her linguistic threshold level is way beyond average, the reader will face difficulties in trying to make sense the content of the text.

No two languages produce nearly the same meaning of words. Individual languages differ morphologically, semantically, lexically and phonologically. Therefore, second language reader may face problems in reading second language text. Event though he/she possesses exceptional literacy in his/her native language, the reader might probably not able to become an efficient reader of the second language if he/she has not received enough training outside the classroom.

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Therefore, in order for this type of reader to expand his vocabulary and to get meaning from the text, he/she has to consult the dictionary. Contrastingly, "using dictionaries has been inconclusive or contradictory (Hulstijn and Laufer, 2001). They found out that this reader failed to integrate the meaning he/she obtained from the dictionary with the context which is being read. This failure results in him/her being unable to read meaningfully the text at hand.

Most learning researchers disagree with the view that ESL readers ought to be taught to read via the grammar translation method. In fact the whole population of reading researchers posit that these ESL readers are not really reading. They are only translating sentences into their native language in order to comprehend the content. Since reading is an interacting process between the reader and the writer of the text, these ESL readers fail to make contact with what is to be understood from the content. Interesting to note is that the majority of reading researchers are of monolingual background. As individuals with only a language to be proud of, they postulate every possible avenues ESL readers are capable of in the process of understanding text content. They discover that ESL readers display certain strategies whenever they read. Of all these strategies, translating is one of their preferences.

Theoretical framework pertaining to the process of reading in the second language only succeeded in explaining the stages of reading events from the perspectives of majority monolingual researchers. Yet, these researchers fail to take into account "the complexities of learning to read in a language (English) when another literacy or another oral language exists in cognition.

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"With low levels of parental support for the schools, the absence of a literate tradition in the home ..." (Labov, 2003:128), and other constraints, what can be expected of these students if teachers do not fully manipulate their first language to make way for the target language. Perhaps this dusty method will stand tall amongst the others if it is effectively and carefully reshuffled to keep it abreast with the other current methods available. Such remarks accusing second language readers of doing translating rather than reading do not hold water now.

Teachers need to lead ESL readers to the stage of an actual 'use' of the vocabulary in a variety of the context which is situationally appropriate by choosing a strategy appropriate to them.

Depth of processing (Craik and Lockhart, 1972; Craik and Tulving, 1975 in Hulstijn and Laufer, 2001), explains how ESL learners are involved in 'searching' and 'evaluating' the meanings of target words with their L1 equivalents.

In searching for the meaning of L1 equivalents of the unknown L2 words, the majority of ESL readers most probably try to find the "...L2 translation of an L1 word by consulting a dictionary or *another authority*". Then, these ESL readers will be deeply evaluating the meaning of both words (unknown L2 words and L1 equivalents) by comparing these words "... with other words, a specific meaning of a word with its other meanings, or comparing the word with other words in order to assess whether a word does or does not fit its context" (Hulstijn and Laufer, 2001).

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Craik and Lockhart's model for ESL learners' cognitive processing which was later adapted and adopted by Hulstjin and Laufer (2001), and redefined as 'Involvement Load' is probably the most convincing effort thus far to describe meticulously the process of meaning-making by monolinguals learning the target language. Their identification of this 'Involvement Load' occurring amongst ESL readers is parallel to Taylor's (1990), encouragement for the use of translation in ESL classroom. Interestingly, researches on learner strategies confirmed that ESL readers "...render ideas from one language to another in a relatively verbatim manner" (O'Malley, Chamot, Stewner, Manzanares, Kupper and Rudson, 1985a, in O'Malley and Chamot, 1990).

Taylor (1990), reminds ESL teachers to recognise "... the value of discussing and comparing how the same thing can be said in different languages. Banishing the mother tongue in the classroom diminishes its status, and in any case translation is bond to occur amongst students especially in monolingual groups".

2.5 Benefits of Children's Literature

Children's books often have captivating story lines and beautiful illustrations, and many have universal appeal and address mature themes and topics as well. Their successful uses in adult ESL programmes are enhanced by age-sensitive book selections, clear class presentation, and the creative development of related lesson and unit plans.

From its strong foundation as a way to develop literacy in elementary schools (Johnson and Louis, 1987 in Trelease, 1995), children's literature has recently become

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incorporated into family literacy programs, in which parents learn to read in order to transmit literacy patterns to their children (Handel and Goldsmith, 1990; Sharp, 1991 in Trelease, 1995).

ESL learners can benefit in many ways from reading children's literature. The stories are contextually whole and inherently meaningful. They provide an authentic source of comprehensible English language input and can lower inhibitions or the 'affective filter' (Krashen, 1982). Reading aloud to learners is effective during the silent period of second language (hereafter L2) acquisition (Dulay, Burt and Krashen, 1982), because they can just listen and focus on understanding, without needing to produce language. After a book has been enjoyed and understood, numerous speaking, reading, and writing opportunities can emerge. The teacher can adjust reading materials to learners' interest, needs and levels of L2 proficiency by carefully selecting appropriate books and by modifying the language during oral readings. Picture books offer the advantage of illustrations to explain much of the vocabulary. Repeated patterns provide an additional aid for language learning.

2.5 Selecting appropriate text for Reading Aloud Literature

Thousands of children's books line library shelves and fill whole book stores. However, not all are equally successful with L2 learners in a classroom setting and those appropriate for ESL students form an even smaller subset. Therefore, book selection is critical and gaining knowledge of the selection process is more important than obtaining a list of books. Most of the criteria below relate to picture books, usually 10-15 pages long. These are useful for ESL classes because they provide

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illustrations paired with enough fairly simple text for classroom reading exposure, yet their lengths allows ample time for rereading and extension activities. Teachers ask the following questions about each book as they peruse the bookshelves.

2.5.1 Does it relate to your curriculum objectives?

These can be broad social, cultural, or political topics, specific life skill competencies, vocabulary groupings, or grammatical structures. For example, 'The Pencil' can generate discussion about the unnoticed behaviour students brought to class; 'I Read Symbols' coordinates well with traffic units on traffic and transportation; 'The Gingerbread Man' reinforces the past tense.

2.5.2 Does it include adults? Does it have some adult protagonists, address mature themes, or carry universal messages?

One needs to look carefully and critically for these qualities, but many fine choices exist. For example, 'How Dalat Got Its Name' tells of a rivalry between two brothers to control a community. 'Of Bunga Telur And Bally Shoes,' a story with adult characters, delightfully entertains while delivering a strong life message about making do with what one has.

2.5.3 Are there clear illustrations that help the story?

The pictures are critical. Ideally, they should be large, detailed and dramatic. The abridged version of 'The Prisoner Of Zenda' offer a breathtaking example. They

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explain the vocabulary and convey the deeper meaning of the story, that is, obedience towards a just ruler.

2.5.4 Does it contain repeated, predictable language patterns?

Patterns can include rhyming as well as repetitions of words, refrains or entire sentences. They provide a natural opportunity for pattern practice. Poetry and singable books offer good sources. For example, 'When I First Came to This Land', a folk song/picture book about an adult immigrant experience, uses cumulative repetitions, plus a repeated chorus.

2.5.5 Does it use language only slightly beyond the level of the learners?

When it does, it provides 'comprehensible input' an essential ingredient for L2 acquisition (Krashen, 1982). Both the amount of text on a page and the level of syntactic complexity should be considered. This judgement is quite subjective, and it depends on teacher's knowing the learners and their proficiency levels. For example, the illustrations and informal dialogue with children in 'The Wednesday Surprise' make it comprehensible to advanced beginners, while the more difficult grammatical structures in 'Roses Sing on New Snow' move it toward the intermediate level and the more poetic language in 'The Star-Spangled Banner' makes it more appropriate with advanced students.

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2.5.6 Is there a cultural or multicultural perspective?

Books based on the countries, cultures and life experiences of the learners allow learners to bring a wealth of personal knowledge to the text and to develop multicultural sensitivity as they are exposed to the stories and struggles of various ethnic groups. In 'I Speak English for my Mom,' a classic conflict is developed through Rosa, an Hispanic woman who depends on her child, Lupe, her translator. Immigration and cross-cultural adjustment themes are increasingly featured in picture books and young adult novels. 'How Many Days to America?' tells of a dramatic Caribbean boat escape, and 'Children of the River,' a novel, tenderly depicts the conflicts in a budding cross-cultural love between two teenagers, a Cambodian girl and an American boy.

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2.6 Why Read Aloud?

Teachers read to students for all the same reason they talk with students: to reassure, to entertain, to bond; to inform or explain, to arouse curiosity, to inspire. But in reading aloud, teachers also:

- Condition the student's brain to associate reading with pleasure;
- Create background knowledge;
- Build vocabulary;
- Provide a reading role model.

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2.6.1 Valuable Experience

Teachers have read aloud to young children for centuries. We know that time spent reading aloud is valuable to them. We have watched pre-readers listen to a story, then capture the book itself to look at again and again. Sometimes they memorized the story, shared with their friends and at times even slept with the book.

In kindergartens, teachers shared picture books with kindergarten classes without showing the illustrations. Children pay close attention, listening more carefully since there were no pictures to tell the story for them. After reading the story, I would ask children to draw pictures of the setting, the main characters, or their favourite parts of the story. When the pictures were shared, children were always surprised by the different ways they interpreted the same story. Of course, their favourite part was when they finally had a chance to see the illustrations in the book. But reading aloud in school by teachers (an even by students), often stops, or is greatly cut back, once a child learns to read on his own.

> *"Reading aloud is a commercial for reading ... Think of it this way: McDonald's doesn't stop advertising just because the vast majority of Americans know about its restaurants. Each year it spends more money on advertisements to remind people how good its products taste, Don't cut your reading advertising budget as children grow older."*
>
> (Trelease, 1995:14)

Reading aloud to students helps them develop and improve literacy skills – reading, writing, speaking and listening. Since children listen on a higher level than they read, listen to other readers stimulates growth and understanding of vocabulary and language patterns. Freeman (1992, in Trelease, 1995), stresses that

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"whole language teachers affirm that reading aloud teaches children about literature in a way that silent or independent reading never can". Reading aloud in school is not a frill. Teachers have to go out of their way to make each book a special experience for your students. Do allow them to live literature, to become so involved in a story that they become a part of it. This could change their lives.

2.6.2 How America Promotes Reading Aloud

Trelease (1995), elaborates that reading aloud has been the focus of attention in many states in America. He highlights that in 1983, the Commission on Reading, organized by the National Academy of Education and the National Institute of Education and funded under the U.S. Department of Education issued a report, Becoming a Nation of Readers. Among its primary findings, two simple declarations rang loud and clear:

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i) The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.

ii) The commission found conclusive evidence to support its use not only in the home but also in the classroom and that the practice should continue throughout the grades.

In its wording – "the single most important activity" – the experts were saying reading aloud was more important than worksheets, homework, assessments, book reports and flashcards. One of the cheapest, simplest and oldest tools of teaching was being promoted as a better teaching tool than anything else in the home or classroom.

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Programs in Indiana and Virginia are emphasizing the importance of reading aloud. An important part of both initiatives is the provision of new, quality and high-interest books.

The Middle Grades Reading Network is promoting voluntary reading among youth adolescents, the reinstitution of reading as a subject taught in Indiana's middle-grade schools and the updating and expansion of Indiana's school library book collections. The programme funded by the Lilly Endowment places books in middle school libraries and encourages teachers in all subject areas to read aloud to their classes, carefully choosing the material for its interest level and content. The Indiana programme pushes for more structured library time for middle-grade students where the librarians read aloud and make students aware of new reading material. Very importantly, the reinstatement of reading as an appropriate subject for these grades is being promoted in America.

West Virginia has initiated a volunteer effort that seeks to motivate children to want to read. "Read aloud West Virginia" has more than 5,000 trained volunteers who read aloud to 65,000 students throughout the state. "Book trunks" are another component of the programme, providing quality books for the volunteer readers.

2.7 Two basic reading facts

Let's look at how lifetime readers are created. There are two basic reading 'facts of life' that are ignored in many education circles, yet without these two principles working in tandem, little else will work in education reform.

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2.7.1 Pleasured-Centred

Human beings only voluntarily do over and over that which brings them pleasure. That is, we go to restaurants we like, order the foods we like, listen to the radio stations that play the music we like, and visit the in-laws we like. Conversely, we avoid the foods, music and in-laws we dislike.

Far from being a theory, this is a physiological fact. When our senses send electrical messages to the 'pleasure' or 'unpleasure centres' of the brain, we respond positively or negatively.

Pleasure could be called the glue that holds our attention but it only holds us to what we like. As long as we are enjoying a movie, we are connected. When we cease to enjoy it, we disconnect. It applies to nearly everything we do willingly. Every time we read to a child, we are sending a 'pleasure' message (glue) to the child's brain. You could even call it a commercial, conditioning the child to associate books and print with pleasure. There are, however, 'unpleasures' associated with reading and school. The learning experience can be tedious or boring, threatening, and without meaning-endless hours of worksheets, hours of intensive phonics instruction, and hours of unconnected test questions. If a child seldom experiences the 'pleasures' of reading and meets only the 'unpleasures,' then the natural reaction will be withdrawal.

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2.7.2 Accrued Skill

Reading is an accrued skill. That means reading is like riding a bicycle, driving a car, or sewing: in order to get better at it you must do it. The more you read, the better you get at it.

The last twenty-five years of reading research confirms this simple formula-regardless of sex, race nationality, or socioeconomic background. Students, who read the most, read the best, achieve the most, and stay in school the longest. Conversely, those who do not read much cannot get better at it. Most Americans (children and adults) do not read much, and therefore are not very good at it.

Why do people not read much? Because the large number of 'unpleasure' messages they received throughout their school years coupled with the lack of 'pleasure' messages in the home, nullify any attraction from the book. They avoid books and print the same way a cat avoids a hot stove burner.

2.8 Elements Of Multimedia Technology

Nowadays the word "multimedia" is a common used term in a person's conversation, be it a university lecturer, politician or student. This is especially so in Malaysia when the Multimedia Super Corridor (hereafter MSC) project was initiated in 1997. All of a sudden, "multimedia" became a buzzword on everyone's lips.

The word "multi" means more than one while "media" refers to a medium, so multimedia would literally mean more than one medium. Simply put, multimedia can best be referred to in terms of the five basic senses that we humans have: sight,

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hearing, smell, taste and touch. We use our five basic senses to interact with out surroundings. When we talk in these terms, then multimedia would refer to the various mediums through which we humans interact electronically with information, most of the time coming from computers, televisions or other entertainment devices.

Multimedia also refers to the technologies and techniques used to enhance the way information is presented to us and it includes elements of text, audio (or sound), graphics (or images), animation (or motion), and video (Hillman, 1988). Nowadays, multimedia is not just limited to how information is presented to us. In more advanced multimedia technologies, there is an extra element: interactivity. This means we are not confined to be solely on the receiving end of information but can also give feedback and control the way that information is presented.

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2.8.1 Text

The first and most simple element of multimedia is text, which appeals to our sense of sight. Text refers to words, sentences, paragraphs or anything that is written or displayed as a sequence of alphabets and characters (Hillman, 1988). For example, this article consists purely of text. By forming characters into a particular pattern, text gives meaning to humans. Text was among the very first forms in which humans used to communicate information with one another, and was the first element that was used by computers to convey information to the users.

Veteran computer users would recall the first-generation computers with monochrome (single-colour) displays that had only text to relay the information

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and relied on text to obtain information from the users. Nowadays, text can be stored in various file formats in the computer, the most popular being the pure txt file format with the .txt extension.

2.8.2 Audio

Audio is another element of multimedia. Vibrations in the air or other mediums cause a sensation that is detected by our human ears and is known as sound or audio. It appeals solely to our sense of hearing.

Audio could be a human voice, a song, the beat of musical instruments, digitised sound effects or any other sound used to enhance our understanding of the information presented to us (Hillman, 1988). Audio was also one of the earlier forms in which the computer used to interact with human users. The most common example would be the beep sound emitted by the computer's internal speaker to tell users that an error was detected or to let them know that a certain action is being performed. Computers support audio file formats such as Wave, Midi or MP3.

Wave files contain sound information and have the extension .wav while Midi files contain audio information that are digitally generated by electronic equipments rather than traditional musical instruments. These files have the .mid extension.

Finally, Mp3 files mostly contain full-length songs in compressed format and have the .MR3 extension.

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2.8.3 Graphics

The third element of multimedia is the graphics, another element that appeals to our sense of sight. Graphics or images refer to the visual effects that provide a clearer illustration of the information being presented.

"A picture is worth a thousand words", so the saying goes. In most cases, it is indeed true. A hard-to-grasp concept might be understood better if a picture or illustration is provided, rather than having to describe it in detail by using purely words.

Those who started using computers since early 1990s would appreciate how computer graphics technologies have improved over the years. The graphics back then were simply a collection of monochrome of dots grouped together to form a certain pattern. Then came the 16-colour technology, followed by 256 colours, and the computer games became somewhat presentable in a sense.

Compare that to now with 32-bit (232=4,294,967,296) colours, the computer graphics technology these days really helps enhance presentation of information. Popular graphics formats are the joint photographic experts group (JPEG) and graphics interchange format (GIF)

Graphics are still images that provide a static illustration (Hillman, 1988). Imagine if you have a collection of images and you display them one at a time, at a fairly fast speed. You then have a simulation of movement and this is called animation, yet another element of multimedia, again triggering our sense of sight. However, the speed at which the images must be fast enough in order for the transition from one image to another to be smooth and decent for viewing.

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Cartoons are examples of animations. Today, computer programmes are also available such as Microsoft PowerPoint that help computer users create simple animations based on a series of still images.

Common types of files that support animation are GIF files. When you visit a certain web site and you notice a certain image that is changing at a certain rate, bring your mouse over and right click. Choose "Save Picture As ..." or "Save Image As ...". You will find that those are GIF files.

2.8.4 Video

Video refers to the signal that contains the timing (synchronisation), luminance (intensity or brightness) and chrominance (colour information) that when displayed would provide a visual representation of continuously moving images (Hillman, 1988). Note the similarity between animation and video. Perhaps the factor that distinguishes between the two is the degree of continuity. Video provides viewers with a sense of continuous of images while animation is less stringent and has a slower rate of motion between images. Also, most videos are captured visual representations of real-world movements while animations are created by continuously displaying still images at a certain rate with the intention of simulating a constantly changing scene. Popular video file formats are the audio interleave (avi), moving picture experts groups (MPEG) and MOV.

With the current advanced multimedia technologies, an extra multimedia element has been added into multimedia presentations: interactivity. This element makes it possible for users to have two-way interaction with a presentation, and

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choose the way in which that presentation is given, the sequence in which information is displayed and so forth.

An example of interactivity would be digital versatile disc (DVD) videos which provide an avenue for viewers to choose how the video is shown. Menus are present on almost all DVDs to allow viewers to select the video content to be shown, and how it is shown. There are even DVDs with multiple camera angles that allow viewers to view the video content at different angles. This is the start of a new generation of interactive multimedia presentations.

Knowing about the elements of multimedia: text, audio, graphics, animation and video sheds some light on what multimedia really is and what the MSC is all about. It is the centre of multimedia activity that will spearhead Malaysia's vision 2020 where technologies concerned with the elements of multimedia are explored, researched and applied.

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This would involve expertise from various fields such as the engineers who handle the hardware in multimedia elements, the computer scientists and information technologies who write software programmes as well as animators who create the graphics, animations and videos for multimedia presentations, and finally the multimedia-literate managers and administrators who co-ordinate and oversee the multimedia activities.

2.9 Summary

In sum, the researcher has discussed the reading process in general and among the learners of English as a second language. The following discussion then details how

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reading aloud literature can be used as a reading technique in teaching. Subsequently, the multimedia reading software which acts as the centre of the discussion is further described. The description is based on how best the multimedia can be used in teaching reading with the assistance of a text, sounds and other components that not only help but also accelerate reading comprehension among the learners of English as a second language.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This is an action research project in a school with the regular ESL teacher (the researcher himself) delivering the treatment to one of the existing natural streaming of children in two classes. An experimental designed was adopted, with only convenient experimental and control groups of two ESL reading classes.

Hypothesis to be tested was that '*Reading Aloud Literature in Multimedia: A Translation Approach' would improve reading comprehension of the participants in the experimental group.*

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The focus in this chapter is the manner in which the researcher sought to determine how best to investigate the effectiveness of the multimedia reading aloud literature text. The researcher paid close attention to the sample population, the instruments to be employed and the amount training needed to examine the strengths of the multimedia reading aloud literature text. Lastly, the researcher elaborated on how the process of data interpretation was done.

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3.1 Sampling

The project was implemented with two mixed ability classes of 13 year-olds in a medium sized rural secondary school with a catchment of overall average socio-economic status. The classes included a significant number of students who exhibited slow reading progress identified from their first semester examination. After going through overall mean for both classes reading comprehension section of the English Language Paper 1, consisting of 5 reading texts and 30 multiple choice questions based on the texts, it was discovered that their comprehension skill was poor. The mean for 27 students of class 1 J was 26 while the mean obtained by the other 27 students from class 1 U was 34. Students of 1 U were assigned to control group while students of 1 J were assigned to control group.

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3.2 Instruments

The researcher prepared 25 multiple choice items (refer Table 3.1) based on the short story 'The Pencil' (refer Appendix A) intended as pre and post tests to check on the understanding of both control and experiment group.

3.2.1 Reasons why multiple-choice items were chosen

The main reason was evaluation of class performance. Though this is not the only practical reason, instructors teaching large numbers of students with little assistance have few practical alternatives to multiple-choice tests.

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Apart from that, tests of this nature are said to assist students in academic advancement. Virtually all students who wish their educations are required to take one or more standard examinations. They need continual exposure to this form of evaluation.

3.2.2 Several significant strengths associated with the multiple-choice format

First, it is easy to grade. That is why the main reason why instructors with large lecture sections cannot resist multiple choice. Second, multiple-choice format lends coverage to a wide range of cognitive domains.

Instructors can tap a very wide range of cognitive skills from rote recall to evaluations, conclusions and judging evidence. Third, a wide range of material can be covered. Students can answer questions rapidly in the multiple-choice format because their writing is minimised. This means that instructors can ask questions on a wider range of material than can be covered on traditional examinations.

Fourth, is its correlation with course objectives. Most multiple choice items have a narrow focus. This makes possible a one-to-one correlation with chapter/course objectives. Then teachers can use statistical analysis for easy measurement of learning outcomes on each specific objective, providing information on the strengths and weaknesses of the class as a whole.

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Fifth, teachers can get feedback on material coverage. This point can best illustrated by example. A teacher once gave a literature component test which contained some items on the novels and poems. Even students who scored well on the rest of the examination missed most of these items. This result suggested that the teacher had done a poor job covering those topics in class. An extra session on the topics followed a retest gave normal results.

Sixth, teachers can get feedback on the quality of their questions. If the good students and poor students perform equally well (or equally badly) on a question, this may mean that the question is poorly constructed or conceived. Standard examination agencies use this interpretation frequently.

Finally, with multiple-choice format, teachers can make quick and easy comparison of performance from class to class, year to year. Are students doing better this year? If you have a large, reliable multiple-choice question bank you can find out.

3.2.3 Test of realibility

These items were piloted to a group of Form 1 students (n=25). Cronbach's alpha (Mohd Salleh and Zaidatun, 2001) measures how well a set of items (or variables) measures a single one-dimensional latent construct. When data have a multidimensional structure, Cronbach's alpha will usually be low. Technically speaking, Cronbach's alpha is not a statistical test – it is a coefficient of reliability (or consistency) test.

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Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below, for conceptual purposes, the formula for the standardized Cronbach's alpha is shown:

$$\alpha = \frac{N \cdot \bar{r}}{1 + (N - 1) \cdot \bar{r}}$$

Here, N is equal to the number of items and r-bar is the average inter-item correlation among the items.

One can see from this formula that if you increase the number of items, you increase Cronbach's alpha. Additionally, if the average inter-item correlation is low, alpha will be low. As the average inter-item correlation increases, Cronbach's alpha increases as well.

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This makes sense intuitively – if the inter-item correlations are high, then there is evidence that the items are measuring the same underlying construct. This is really what is meant when someone says they have "high" or "good" reliability. They are referring to how well their items measure a single unidimensional latent construct.

Thus, if one has multi-dimensional data, Cronbach's alpha will generally be low for all items. In this case, run a factor analysis to see which items load highest on which dimensions, and then take the alpha of each subset of items separately. A reliability coefficient of .60 or higher is considered as "acceptable" in most Social Science applications.

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3.3 The Pilot Test

25 multiple-choice items were prepared and administered to a group of Form 1 students (n=25). The items are listed in Table 3.1 below.

Table 3.1
25 Multiple-Choice Items Based On 'The Pencil'

Item	Question
1	The students _____ before Mr. Jamal returned to the classroom. A. were playing B. were talking C. were singing D. I don't know
2	The _____ made the children quiet. A. sound of Mr. Jamal's car B. sound of Mr. Jamal's voice C. sound of Mr. Jamal's shoes D. I don't know
3	A pupil _____ when the monitor greeted Mr. Jamal. A. was playing B. was drinking C. was eating D. I don't know
4	There were _____ pupils in the classroom. A. too many B. too few C. less D. I don't know
5	Who were involved in the fight during recess? A. Dollah Udin and Zahid B. Mr. Jamal and Dollah Udin C. Zahid and Mr. Jamal. D. I don't know

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Table 3.1 *continued*
25 Multiple-Choice Items Based On 'The Pencil'

Item	Question
6	The two boys slowly went to see Mr. Jamal because they were _____. A. tired B. afraid C. happy D. I don't know
7	Everybody in the classroom was _____ when the two boys were called to the front of the class. A. noisy B. quiet C. angry D. I don't know
8	Dollah Udin and Zahid were fighting over a _____. A. pen B. ruler C. pencil D. I don't know
9	When he saw the pencil Mr. Jamal _____ his eyes several times. A. opened and closed B. closed C. opened D. I don't know
10	Dollah Udin _____ the letter 'D' on the pencil. A. carved B. wrote C. drew D. I don't know
11	Mr. Jamal _____ both Dollah Udin and Zahid to see him. A. urged B. ordered C. invited D. I don't know

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Table 3.1 *continued*
25 Multiple-Choice Items Based On 'The Pencil'

12	What was the 'reward' that Mr. Jamal presented Zahid? A. two strokes of rattan B. three strokes of rattan C. two strokes of rattan D. I don't know
13	What happened to Zahid after Mr. Jamal 'rewarded' him? A. Zahid returned to his place and cried. B. Zahid went to Dollah Udin and asked for his pencil. C. Zahid ran out of the class and went to see the headmaster. D. I don't know
14	Whenever the pupils were doing their work, Mr. Jamal would be busy _____. A. studying B. writing C. drawing D. I don't know
15	Dollah Udin _____ loudly after he was hit by Zahid. A. screamed B. spoke C. talked D. I don't know
16	At first Zahid _____ to admit that he hit Dollah Udin. A. wanted B. refused C. agreed D. I don't know
17	At last Zahid _____ that he hit Dollah Udin. A. lied B. shouted C. admitted D. I don't know

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Table 3.1 *continued*
25 Multiple-Choice Items Based On 'The Pencil'

18	Because he was too angry with Dollah Udin, Zahid felt like choking _____. A. Dollah Udin's leg B. Dollah Udin's body C. Dollah Udin's neck D. I don't know E.
19	Zahid saw the pencil in the _____. A. bookstore B. supermarket C. co-operative store D. I don't know
20	Zahid bought the pencil because he wanted the teacher to _____ him and ask him questions. A. greet B. look at C. speak D. I don't know
21	Zahid bought the pencil because he wanted the teacher to _____ him and ask him questions. A. greet B. look at C. speak D. I don't know
22	How much money did Zahid grandmother's have? A. three dollars B. four dollars C. two dollars D. I don't know
23	Zahid's grandmother saved the money to pay for the fee for _____. A. "Teacher's Day" B. "Parents and Teachers' Day" C. "Parent's Day" D. I don't know

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Table 3.1 *continued*
25 Multiple-Choice Items Based On 'The Pencil'

24	How much was the pencil? A. Fifty cents B. Five cents C. Two dollars D. I don't know
25	To get the money to buy the pencil Zahid _____ scraps for Uncle Teh. A. bought B. sold C. collected D. I don't know

Cronbach Alpha, an instrument to test relialibility of the items was used and the 25 items received a combined alpha of 0.4809 (refer Appendix B). According to Mohd Salleh Abu and Zaidatul Tasir (2001), in order for test items to be accepted as reliable, they should receive a combined alpha ranging from 0.6 to 1.

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A process of item reduction was carried involving 4 items, which were items 1, 18, 22 and 23. These items were deleted from the overall test items because their removal would increase the combined alpha. The process of removing these 4 items was done simultaneously. It started with item 1, then item 18, later item 22 and ended with item 23. After the completion of the process the combined alpha for all the items (now numbering 21 only) has increased to 0.6218 (refer Appendix C) which is considered acceptable.

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The questions were again renumbered. The new lists of multiple-choice items for the pre-test are in Table 3.2 below.

Table 3.2
21 Multiple-Choice Items Based On 'The Pencil'

Item	Question
1	The _____ made the children quiet. A. sound of Mr. Jamal's car B. sound of Mr. Jamal's voice C. sound of Mr. Jamal's shoes D. I don't know
2	A pupil _____ when the monitor greeted Mr. Jamal. A. was playing B. was drinking C. was eating D. I don't know
3	There were _____ pupils in the classroom. A. too many B. too few C. less D. I don't know
4	Who were involved in the fight during recess? A. Dollah Udin and Zahid B. Mr. Jamal and Dollah Udin C. Zahid and Mr. Jamal. D. I don't know
5	The two boys slowly went to see Mr. Jamal because they were _____. A. tired B. afraid C. happy D. I don't know

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Table 3.2 *continued*
21 Multiple-Choice Items Based On 'The Pencil'

6	Everybody in the classroom was _____ when the two boys were called to the front of the class. A. noisy B. quiet C. angry D. I don't know
7	Dollah Udin and Zahid were fighting over a _____. A. pen B. ruler C. pencil D. I don't know
8	When he saw the pencil Mr. Jamal _____ his eyes several times. A. opened and closed B. closed C. opened D. I don't know
9	Dollah Udin _____ the letter 'D' on the pencil. A. carved B. wrote C. drew D. I don't know
10	Mr. Jamal _____ both Dollah Udin and Zahid to see him. A. urged B. ordered C. invited D. I don't know
11	What was the 'reward' that Mr. Jamal presented Zahid? A. two strokes of rattan B. three strokes of rattan C. two strokes of rattan D. I don't know

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Table 3.2 *continued*
21 Multiple-Choice Items Based On 'The Pencil'

12	What happened to Zahid after Mr. Jamal 'rewarded' him? A. Zahid returned to his place and B. Zahid went to Dollah Udin and asked for the pencil. C. Zahid ran ouit of class and went to see the headmaster. D. I don't know
13	Whenever the pupils were doing their work, Mr. Jamal would be busy _____. A. studying B. writing C. drawing D. I don't know
14	Dollah Udin _____ loudly after he was hit by Zahid. A. screamed B. spoke C. talked D. I don't know
15	At first Zahid _____ to admit that he hit Dollah Udin. A. wanted B. refused C. agreed D. I don't know
16	At last Zahid _____ that he hit Dollah Udin. A. lied B. shouted C. admitted D. I don't know
17	Zahid saw the pencil in the _____. A. bookstore B. supermarket C. co-operative store D. I don't know

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Table 3.2 *continued*
21 Multiple-Choice Items Based On 'The Pencil'

18	Zahid bought the pencil because he wanted the teacher to _____ him and ask him questions. A. greet B. look at C. speak D. I don't know
19	Zahid bought the pencil because he wanted the teacher to _____ him and ask him questions. A. greet B. look at C. speak D. I don't know
20	How much was the pencil? A. Fifty cents B. Five cents C. Two dollars D. I don't know
21	To get the money to buy the pencil Zahid _____ scraps for Uncle Teh. A. bought B. sold C. collected D. I don't know

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3.4 Training

All the students and the ESL teacher (the researcher himself) attended one training session (refer Appendix B). The intervention was timetabled over six days, during which the children had to undergo four reading lessons. The text used was 'The Pencil' (refer Appendix A), a short story that is a part of Form 1 Literature Component for English Language. Before intervention was done, these two groups sat for their pre-test (refer lists of multiple-choice items in Table 3.2). The reading process was to

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be divided into three stages – pre-reading, reading aloud and discussion that could easily fit into a forty-minute session.

The control group underwent normal lessons as prescribed in the training schedule. The experimental group (1 J), on the other hand, received a treatment using RALiM. The 4 reading lessons were taught using this multimedia software (*refer to the CD placed at the back hard cover of this report*) containing the short story 'The Pencil' typed in bigger fonts. Many low frequency words were translated into Malay Language, primarily designed to ease the students understanding of the text at the time when they were reading. These Malay Language (hereafter ML) equivalents were typed according to their contextual meanings. The researcher consulted the 'Oxford Fajar: Advanced Learner's English-Malay Dictionary' (2000) by A. S. Hornby to get the exact meaning of the words. Whenever the students had problems understanding the text, the teacher would drag the cursor to the particular words and the contextual meanings would then pop up (*refer to the CD placed at the back hard cover of this report*). On why assumptions were made that these students would fail to comprehend certain words, the means for their pre-test would stand as the basis for the predictions. After the four lessons were completed, a post-test was administered to both experimental and control group.

3.4.1 Pre-reading

The teacher shared general reasons for reading the book or specific listening objectives, such as identifying a particular theme or structure while the learners predict the story form the pictures; vocabulary was previewed, with realia. If

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possible; the class discussed topics related to those in the book or in similar books they had read. These motivational strategies engaged learners in the book and helped connect it to other experiences, literary or real-life

3.4.2 Reading aloud

The teacher engaged the learners in an oral reading of a book by reading with expression, slowly and dramatically; paused when appropriate; taking time to show the ML equivalents of English words; modify the language in the book, if needed, to facilitate comprehension; stopped occasionally to highlight a new word or concept or to check for comprehension. It is to be noted that this RALiM has a quicktionary (instant dictionary). The researcher typed the words that he assumed the students would not know in the 'comment' icon. He will point to the words one by one using the cursor. When the cursor reached the words that he predicted they did not understand, he rested the cursor in the cell and the ML equivalents will pop out.

3.4.3 Discussion and review

At the completion of certain reading tasks, the teacher allowed ample time for discussion. To encourage spontaneous reactions, teacher would ask, "What did you think?", or would want to pose more specific questions to focus the discussion. An oral comprehension check served as a review of the story and as an informal assessment. When the teacher was going on certain pages, he/she reread it, with students reading along chorally or chiming it on the repeated phrases.

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3.5 Statistical procedures

The data collected were analysed via descriptive analysis (means and means differences were taken into consideration). Two separate one-sample t-tests were carried out, the first one to test the significant level of the normal reading lesson employed on the control group. The second one was done to test the significant level of RALiM on the experimental group.

3.6 Summary

The manner in which the study is conducted is discussed in detail in this chapter. The sample population chosen were students of Form 1 of SMK Sultan Azlan Shah. A research question was then formulated into a research hypothesis. The multiple choice items used to measure the students' reading comprehension performance were processed through reliability analysis called Cronbach alpha. A few items were taken out to increase the alpha and this has made the test items reliable. Towards the end of the chapter, the intervention was explained in detail. Lastly, the chapter ends with how the final data were to be processed.

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CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF THE RESULTS

4.0 Introduction

This chapter focuses on the means differences between the control and experimental group at the beginning of the study (after the pre-test was administered). Subsequent section will centre on results of one-sample t-tests done separately on both experimental and control groups.

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4.1 Results of pre-test for Experimental and Control groups

Table 4.1 below displays the raw marks students of both experimental and control groups obtained. Figure 4.1 that follows plots the difference between the experimental and control groups when the study started. It could be assumed from the graph that both experimental and control groups were equally similar in ability.

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Table 4.1
Raw Marks For Pre-Test

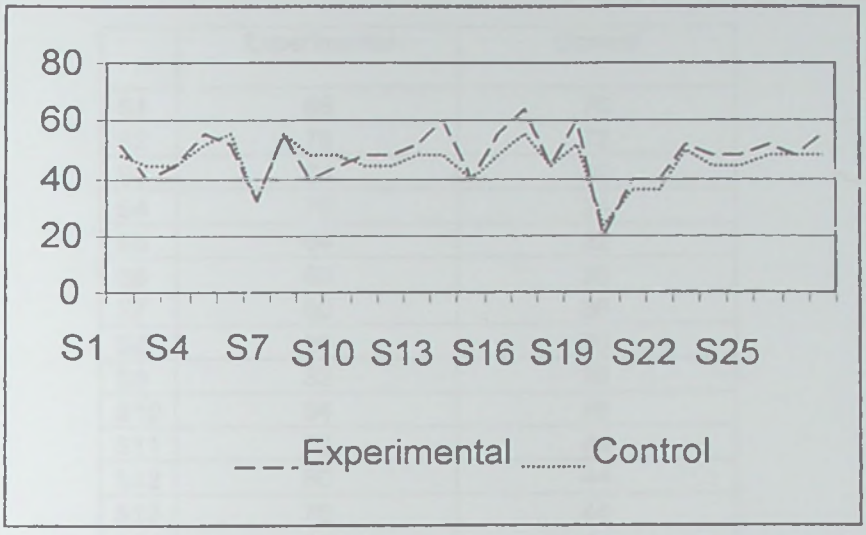
	Experimental	Control
S1	52	48
S2	40	44
S3	44	44
S4	56	52
S5	52	56
S6	32	32
S7	56	56
S8	40	48
S9	44	48
S10	48	44
S11	48	44
S12	52	48
S13	60	48
S14	40	40
S15	56	48
S16	64	56
S17	44	44
S18	60	52
S19	20	24
S20	40	36
S21	40	36
S22	52	50
S23	48	44
S24	48	44
S25	52	48
S26	48	48
S27	56	48

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Figure 4.1
Results of Pre-Test For Experimental And Control Groups



4.2 Results of post-test for Experimental and Control groups

Table 4.2 below displays the raw marks students of both experimental and control groups obtained. Figure 4.2 that follows plots the difference between the experimental and control groups after the study ended. It could be assumed from the graph that the treatment (Reading Aloud Literature in Multimedia) used for the experimental group was far better than the normal reading lesson that was conducted for the control group.

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Table 4.2
Raw Marks For Post-Test

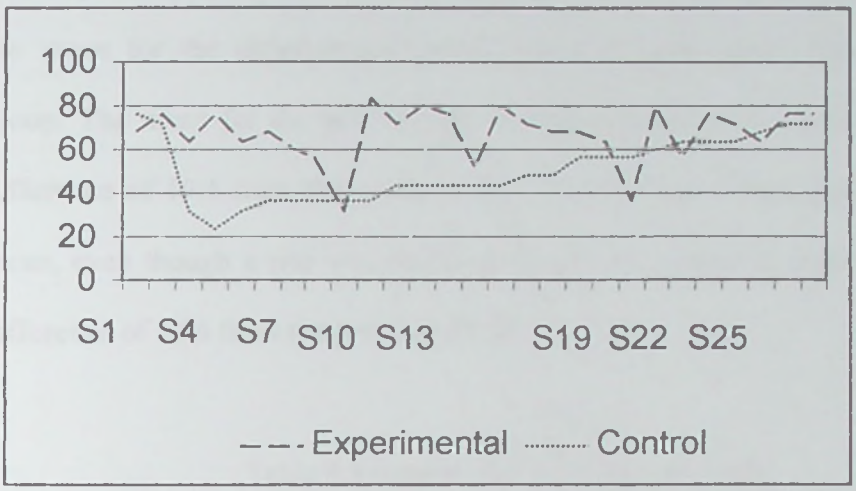
	Experimental	Control
S1	68	76
S2	76	72
S3	64	32
S4	76	24
S5	64	32
S6	68	36
S7	60	36
S8	56	36
S9	32	36
S10	84	36
S11	72	44
S12	80	44
S13	76	44
S14	52	44
S15	80	44
S16	72	48
S17	68	48
S18	68	56
S19	64	56
S20	36	56
S21	80	60
S22	56	64
S23	76	64
S24	72	64
S25	64	68
S26	76	72
S27	76	72

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Figure 4.2
Results of Post-Test For Experimental And Control Groups



4.3 Pre Test Means For Both Experimental And Control Groups.

After running descriptive statistics (refer Table 4.3) on these two groups, it was discovered that the mean for the pre test mean for the experimental group (1 J) was 47.85 as compared to the control group (1 U), 45.55. This again shows that both groups were nearly equally balanced in their reading performance before the beginning of the intervention.

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Table 4.3 (reproduced from Appendix D)
Pre-Test Descriptive Statistics For Experimental And Control

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EXPERI	27	20.00	64.00	47.8519	9.37962
CONTROL	27	24.00	56.00	45.5556	7.23949
Valid N (listwise)	27				

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4.4 Post Test Means For Both Experimental And Control Groups.

Another descriptive statistics (refer Table 4.4) were run, and it was found out that the mean for the experimental group improved significantly than the control group. The mean for the post test for the experimental group recorded 67.25, a difference of 19.4 from the previous 47.85. As for the control group's post test mean, even though a rise was observed, it only succeeded in recording 50.51, a difference of 4.96 from the previous 45.55.

Table 4.4 (reproduced from Appendix D)
Post-Test Descriptive Statistics For Experimental And Control

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EXPERI	27	32.00	84.00	67.2593	12.55325
CONTROL	27	24.00	76.00	50.5185	14.84891
Valid N (listwise)	27				

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4.5 Results of One-Sample T-Test for Control group

The raw data for control group was processed using One-Sample T-Test (refer Table 4.5). This was to measure whether there exists such phenomenon difference or statistical significance result. The test value picked was 45 55 which is the mean for the control group's pre-test. It was discovered that the 2-tailed significance level is .094 which shows that the normal reading lesson failed to produce .005, the significant level it requires to prove that it is a success.

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Table 4.5 (reproduced from Appendix D)
T-Test For Control Group

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
CONTROL	27	50.5185	14.84891	2.85767

One-Sample Test

	Test Value = 45.55					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
CONTROL	1.739	26	.094	4.9685	-.9055	10.8426

4.6 Results of One-Sample T-Test for Experimental group

The raw data for experimental group was processed using One-Sample T-Test (refer Table 4.6). This was done to measure whether there exists such phenomenon difference or statistical significance result. The test value picked was 47.85 which is the mean for the experimental group's pre-test. It was discovered that the 2-tailed significant level is .000 which shows that '*Reading Aloud Literature in Multimedia : A Translation Approach*' was far better than the normal reading lesson. A result obtained at .005 is significant enough to prove that it was a success. But the significant level at .000 *(a perfect significant level)* is really astounding.

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Table 4.6 (reproduced from Appendix D)
T-Test For Experimental Group

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
EXPERI	27	67.2593	12.55325	2.41587

One-Sample Test

	Test Value = 47.85					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
EXPERI	8.034	26	.000	19.4093	14.4434	24.3752

4.7 Summary

In this chapter, the researcher has discussed the statistical tools used to process the data. First, means were obtained after the pre-test to see whether both experimental and control group started with nearly similar proficiency level. The second statistical procedures were done to examine the significant level of both experimental and control group.

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CHAPTER FIVE

DISCUSSIONS AND CONCLUSIONS

5.0 Introduction

This chapter discusses the materials best use during the teaching of reading in the English Language classroom. It seems that the effect of the '*Reading Aloud Literature in Multimedia: A Translation Approach*' has started to gain momentum. A combination of reading aloud, an interesting literature text and Malay Language equivalents of the English words found in the text promises students of English as a second language, preferably in the rural areas in Malaysia that they are able to understand the text they read at the time when they are reading it. The rest of the chapters focus on the recipe to create a thoughtful, well-planned, attractive, comprehensible and easy to access '*Reading Aloud Literature in Multimedia*'. This recipe sums up the whole elements of an excellent reading text for all learners of English be they low, moderate or high achievers.

5.1 Attractive materials

Children's books often have captivating story lines and beautiful illustrations, and many have universal appeal and address mature themes and topics as well. Its successful use in adult ESL programmes is enhanced by age-sensitive book

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selections, clear class presentations, and the creative development of related lesson and unit plans.

5.2 Attending learners' needs

When teachers understand and apply the teaching/learning which students are in favour of their learning is accelerated. This can be observed from the results (refer Figure 4.2) on page 50. There were changes in students' literacy behaviours. They began to take responsibility in their work and engaged in focus reading task.

5.3 Awareness of how target language works

With the translation approach, the teacher and the students can freely discuss the target language (in this case, English), so that the students can learn the language with an awareness of how it works, how it relates to their native language, and why they use the grammatical structures that they do.

This cultivation of awareness in the translation approach starkly differs from other approaches, such as the audio-lingual method, which promotes an unconscious, automatic familiarization with speech patterns through inculcation. The researcher attempted to portray how the multi-faceted tasks words can function in sentences. In the lessons, the researcher showed the students several examples of how words differ in their functions in sentences. The students could see that how the words function in sentences were more or less similar to their native language.

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5.4 A lively classroom environment

Miracles do happen and as for this case, the researcher was really happy to see majority of the students in experimental group able to know the meaning of ESL words they were reading when prompted. Day by day the researcher could see that the class had become richer in understanding and capable of handling English sentences. They did not alienate themselves from ESL teaching anymore. Everyone was free to express themselves pertaining to the text as they could make sense of what the author was trying to convey. Reading discussion ran smoothly as there were two-way interactions instead of one-way. Questions that the researcher posed were getting more and more responses.

5.5 A new perspective of the translation approach

The translation approach is not popular because it is not utilitarian. It is however, intellectual. For this reason, it deserves credit. With conscientious application, it can open the learners the doors to a whole world of ideas – the ultimate goal of language learning.

Effectively realizing these lofty goals in the classroom is not self-explanatory, however. Pedagogy is but a tool; it is the verve and attentiveness of the teacher that makes it effective. Part of the reason that the translation approach is unpopular today among the scholars of Teaching of English as a second Language is because it is associated with an epoch when teaching was stern, rigid, and often downright mean. But the failings of teachers are not necessarily the

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failing of the method. The researcher took the challenge to take this method, supposedly pedantic and boring, and breathed life into it.

5.6 Better learning

The researcher learned how to integrate multimedia technology into the learning process and also to transfer the knowledge to other teachers and students in the school.

Form 1 J students of SMK Sultan Azlan Shah, Lenggong, now, are appropriate at using the multimedia reading programme the researcher invented. By incorporating sounds linked to the text the presentation has become more interesting and comprehensible.

The most significant outcome of the students involvement in the programmes, the researcher has identified is the students' learning has improved tremendously. There is excitement in learning now. The students are far more active in class and understand the reading texts better. Some of the mediocre students in the school have also shown improvement in their reading comprehension. Their reading, aloud or silently has increased to a level where confidence could be observed when they read aloud in class.

The multimedia reading text will be used in the lab after this. Here, each student will be provided with a copy CD of the text. They then will take their time reading and listening to the text as a kind of revision.

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The researcher's attempt to simplify the multimedia reading text proved fruitful. Only when teachers focus upon simple, readily available, easily learned technology can they reach out to a bigger group of students. The more sophisticated multimedia presentations seldom get the intended results.

5.7 How best to accelerate reading in the English Language?

Here are ways to improve reading amongst the students of English as a second language. These suggestions may serve as conclusions to this study. Reading texts play important role in getting students to read. The Bahasa Melayu equivalents are only to assist the moderate and low achievers when they are reading the text. Currently termed as quicktionary, the Bahasa Melayu equivalents for the English words appear in the text not just to help the reader but also motivate them to delve further into the reading activity. Surprisingly, a learning strategy discovered during researches on the ways foreign readers in the English Language learn is now being manipulated in classroom teaching. The guidelines by Trelease (1995), on how to select materials for reading aloud literature and the considerations to emphasise are as follow:

a) Read as often as you and the students have time.

b) Set aside at least one traditional time (a reading period) for a story.

c) Remember that the art of listening is an acquired one. It must be taught and cultivated gradually – it does not happen overnight.

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d) Start with picture books, with only a few sentences on the page, then gradually move to books with more and more text, fewer pictures, and then to chapter books and novels.

e) Vary the length and subject matter of your readings.

f) Before teachers begin to read, always say the name of the book, the author, and illustrator – no matter how many times you have read the book.

g) The first time you read a book, discuss the illustration on the cover. "What do you think this is going to be about?"

h) As teachers read, if they sense the audience's attention drifting, gain them back by asking, "What do you think is going to happen next?"

i) Occasionally read above children's intellectual level and challenge their minds.

j) Avoid long descriptive passages until the child's imagination and attention span are capable of handling them. There is nothing wrong with shortening or eliminating them. Prereading helps to locate such passages and they can then be marked with pencil in the margin.

k) If the chapters are long or if teachers do not have time each day to finish an entire chapter, find a suspenseful spot at which to stop. Leave the audience hanging; they will be counting the minutes until the next reading.

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l) Allow your listeners a few minutes to settle down and adjust their feet and minds to the story. If it is a novel, begin by asking what happened when you left off yesterday. Mood is an important factor in listening. An authoritarian "Now stop that and settle down! Sit up straight. Pay attention" does not create a receptive atmosphere.

m) In reading a literature text, position yourself where both you and the children are comfortable. In the classroom, whether you are sitting on the edge of your desk or standing, your head should be above the heads of your listeners for your voice to carry to the far side of the room.

n) Allow time for class and home discussion after reading a story. Thoughts, hopes, fears and discoveries are aroused by a book. Allow them to surface and help the child to deal with them through verbal, written or artistic expression if the child is so inclined. Do not turn discussions into quizzes or insist upon prying story interpretations from the child.

o) Remember that reading aloud comes naturally to very few people. To do it successfully and with ease you must practice.

p) Use plenty of expression when reading. If possible, change your tone of voice to fit the dialogue.

q) Adjust your pace to fit the story. During a suspenseful part, slow down and lower your voice. A lowered voice in the right place moves an audience to the edge of its chairs.

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r) Preview the book by reading it to yourself ahead of time. Such advance reading allows you to spot material you wish to shorten, eliminate or elaborate on.

s) Create a wall chart or back-of-the-bedroom-door door book chart so that the class can see how much has been read.

t) Lead by example. Make sure your students see you reading for pleasure other that at read-aloud time. Share with them your enthusiasm for whatever you are reading.

u) Encourage the better readers to read to weaker ones, but make this a part-time, not a full-time substitution for teachers. Remember that teachers are the ultimate role model.

5.8 Further research recommendation

Even though this research has shown promising result but it is only preliminary. Other factors need to be considered before any hard conclusion can be made. A bigger scale research needs to be carried out involving large sample of low achievers of English. The researcher had not included other instruments to obtain data such as interview and checklist. This is because the researcher intended to see how significant this approach (RALiM) is to the development of student's reading comprehension. It is suggested that the large scale research will involve 3 years of the students' lower secondary period and best conducted in the rural area settings. On whether it may turn out fruitful or not, the PMR results will serve as the yardstick.

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5.9 Summary

Upon reflection, the study has enlightened the researcher on various aspects pertaining to language learning especially the learning of English as a second language. The '*Reading Aloud Literature in Multimedia : A Translation Approach*', designed to fit the needs of moderate or low achieving students who demand English Language but are not willing to go through the hardship of learning through normal reading appears to be the key to developing reading habit in the English Language.

Subsequently, lists of justifications regarding the benefits of the '*Reading Aloud Literature in Multimedia : A Translation Approach*' were highlighted by the researcher. Towards the end of the chapter, the researcher also outlined the measures to be taken into consideration when practising the art of reading aloud literature via multimedia text.

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Appendix A

when he taps the rubber trees, You could collect the scraps."

Zahid agreed. If he earned more than fifty cents, he could buy a ruler as well. His old one was so chewed up that the edge looked like a saw blade.

He bought the pencil. The first time he held his new possession, his hands trembled and he jumped with delight. He smiled broadly. He wanted to tell everyone about his good fortune.

At school he proudly showed his pencil to several of his friends. Some shared his happiness; others envied him.

A few days later, the highly-prized pencil was missing. Zahid was sad and told his closest friends what had happened, but it was obvious that they could do nothing to help him.

The next day, he saw Dolah using a long pencil, just like the one that he had lost. But his was a little different – the red paint had all been scraped off.

"Where did you get your pencil?" Zahid inquired.

"My father bought it for me yesterday."

"Why did you scrape all the paint off?"

"So it wouldn't look like yours."

"Mine has disappeared."

"That's why I scraped off the paint – so you wouldn't say I stole yours."

"Can I have a look at it?"

"No."

"Why is the eraser already worn down?"

"I've been using it."

"You couldn't have used it that much."

"I made a lot of mistakes last night."

"That's my pencil. I know it is."

"No, it's not. My father bought it for me."

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"It would last a year," he whispered.

The teacher never paid any attention to Zahid when he raised his hand in class and he was always too shy to speak out. But he never blamed Mr. Jamal. "I'm so small," he said softly, "who would ever take notice of me?"

But perhaps that pencil would make a difference. If he raised it high enough, the teacher would take notice and ask him questions too.

The eraser was huge. All his friends could borrow the pencil, especially Siti, Zainab, Budin and Samad. He wouldn't care how many people borrowed it. In fact, the more who used it, the happier he would be.

But how would he ever get it? He raced back to the bookstore. He had to ask a question.

"Sir, how much is that pencil?"

"It's not expensive, only fifty cents."

Zahid shrugged his shoulders. He had only five cents. Still there was hope. Perhaps his grandmother would have enough money.

He ran home and told her how much he wanted that pencil.

"Zahid, you already have a pencil."

"But, grandmother, it's so short."

"What's wrong with a short pencil? We're not rich."

"My teacher always grumbles and says that my pencil is as short as the hair in his nose."

His grandmother did have a little money. She had the two dollars that would be needed to pay the fee for "Parents Day", which would soon be held at the school.

"Zahid, you don't have school the day after tomorrow, do you?"

"No, I don't."

"Why don't you go along with your Uncle Teh

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"No," he answered, with a feeling of defeat.

As Zahid returned to his desk, he glanced at Dolah with anger-filled eyes and jaws tightly clinched. He felt like taking Dolah by the neck and choking him.

He could not stand to see that thief go free but there was nothing he could do since the teacher had believed Dolah. Zahid had really wanted that pencil – and he had worked hard to get it.

It was a very special pencil, twice as long as an ordinary one; it had a curved plastic handle and a large eraser.

He had wanted that unusual* pencil since he first saw it in the bookstore. That was surely not wishing for too much! On his way home, he imagined how proud he would be to own such a pencil.



* unusual (adj.). not common

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"I didn't ask that. I asked what did you do just now? Do you understand?"

Mr. Jamal pushed down Zahid's songkok. Dust flew everywhere. Zahid's head was almost swallowed up by his songkok, which went down over his eyes and half of his nose.

"You hit Dolah again, didn't you?"

Zahid was somewhat startled, but the expression on his face didn't change.

"He stole my pencil, then he scratched it all up and carved his initial on it."

"I didn't ask you if he stole your pencil. Admit it – you hit Dolah!"

The boy remained silent. Only his eyelids moved like a small house lizard eating whitewash off the wall. He had the look of determination on his face.

"All right, you good-for-nothing – now tell the truth!"

Still Zahid remained as silent as a tree-stump. He pretended to look ignorant and stupid.

"I mean it – admit what you did!" threatened Mr. Jamal, while pulling on one of Zahid's ears.

Everyone in the class stopped working and began watching the drama that was taking place between their teacher and Zahid. Some of them were holding their breath.

"I hit Dolah," Zahid confessed with a quiver* in his voice. Dolah smiled triumphantly.

"So that is what happened! Are you going to do it again?" Then he pinched the boy's stomach and tugged at it, forcing Zahid forward. The pain was terrible. Zahid's face and ears turned red.

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* quiver (v.), tremble slightly

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Mr. Jamal was proud of himself because he had solved the problem with such wisdom. It was exactly like a story from *Tales of a Thousand and One Nights.*

Classroom activities returned to normal. Whenever the pupils were doing their written assignments, Mr. Jamal would use that time to sit at his desk and read. He said he was preparing for an examination. While Mr. Jamal was absorbed in his own studies, Zahid would go over and glare fiercely at his enemy.

"You're really great at lying!"

"Hoorey for you! You got three strokes of the rattan! Hoorey for you!"

"Hoorey! Hell! You stole my pencil and carved your initial on it. Then you claimed it was yours. You must think you're pretty smart."

For some reason – perhaps because he was upset – Zahid hit Dolah on the shoulder, knocking him sprawling against his desk. Dolah immediately let out a yell. Zahid was frightened, so he ran back to his own desk and sat there, pretending to be minding his own business.

"What's going on?" Mr. Jamal asked, slamming his book down on the desk.

"Zahid hit me, sir." Then Dolah started crying because the teacher had seemed to sympathize* with him.

Mr. Jamal ordered Zahid to come up to his desk. Zahid walked slowly.

"What did you do?"

"He took my pencil and ..."

"I mean just now."

"Nothing. He stole my pencil, so ..."

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* sympathize (v.), feel pity for another

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"Dolah, bring the pencil here."

Dolah rushed back to his desk, and began looking in his bag for the pencil. When he found it, he stopped crying.

"Okay," said Mr. Jamal, unconsciously twiddling with the pencil that he had just been given. It was an unusually long pencil. He kept blinking his eyes, trying to think of something to say.

"All right, now. Is there any way that either of you can prove it's your pencil?"

"Yes, sir. I carved* something on it with a knife," Dolah answered confidently.

"And you, Zahid?"

"Err ... there's something carved on it with a knife, sir."

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"Zahid is just copying what I said, sir."

"What did you carve on it, Zahid?"

"Err ..." He just shook his head.

"Dolah?"

"The letter 'D', sir. That's my initial."

"Correct, Dolah, it is your pencil. Zahid, you did wrong in three ways: you stole a pencil, lied about it and then you hit the boy you had stolen it from. So, you will receive three strokes of the rattan as your 'reward'."

Zahid accepted his "reward" like a man, all the while staring wide-eyed at his teacher. Then he returned to his desk. His face was sad as he contemplated what had happened. Tears began to roll down his cheeks; he cried silently.

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* carved (v.), cut something, for example a letter, into an object

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saw that the teacher was seated, he came up to Mr. Jamal's desk.

"During recess some boys were fighting, sir."

"Who were they? From what class?"

It was Wednesday and Mr. Jamal was the teacher on duty. Any matters relating to the pupils were his responsibility.

"Our class, sir."

"Who were they? Tell me their names."

"Zahid and Dollah Udin, sir."

Everyone in class stole a look at the two boys whose names had been mentioned, then they turned their attention back to Mr. Jamal. Sobs were heard from a corner of the room, and the pupils glanced around once more. Dolah Udin was crying.

"Zahid and Dolah, come up front!" The teacher commanded in a threatening tone. The pupils could interpret every inflection* of his voice.

Filled with fear and anxiety, the two boys who had been fighting went forward slowly. Zahid went first. Dollah followed, crying louder and louder.

"Why were you fighting?"

The two boys were silent. Only Dolah's sobs could be heard. The other children held their breath and looked to see what was going to happen. The room was silent.

"Why were you two boys fighting?"

"Dolah stole my pencil, sir."

"That's not so, sir. He says my pencil is his."

"Whose pencil is it."

"Mine, sir," Zahid quickly replied.

"Mine, sir," Dolah answered.

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* inflection (n.), rise and fall of the voice in speaking

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THE PENCIL

After recess Mr. Jamal returned to the classroom. His pupils saw him coming and quickly scrambled to their desks. They sat there quietly, their noisy chatter turned to silence.

He stopped in front of the door, glanced over the classroom, and then slowly entered. His heavy footsteps attracted the children's attention. From the corners of their eyes, they stared at his shiny, black shoes with a curiosity that could not be satisfied.

"Stand up," the class monitor called out and everyone stood up. Some of the pupils were leaning to one side, others were doubled over, some were standing on one foot, while still others were half-sitting and half-standing. One pupil continued munching on the piece of cake he had stuffed into his mouth.

"Good morning, sir!" The classroom echoed with the voices of the thirty-five pupils.

"Good morning! Now sit down and take out your geography books." The narrow classroom was steaming hot and the overcrowded conditions made it even worse. Already a variety of odours* was noticeable.

Mr. Jamal approached his desk and sat down, all the while wiping away the perspiration. When the monitor

* odours (n.), smells

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Appendix B

PILOT TEST FOR MULTIPLE CHOICE ITEMS

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	S1	1.4500	.6863	20.0
2.	S2	2.5500	.6048	20.0
3.	S3	2.0000	1.0761	20.0
4.	S4	1.2000	.4104	20.0
5.	S5	2.0000	.0000	20.0
6.	S6	2.1500	.4894	20.0
7.	S7	2.9500	.2236	20.0
8.	S8	2.0000	.9733	20.0
9.	S9	1.1000	.3078	20.0
10.	S10	1.8500	.4894	20.0
11.	S11	2.0000	.4588	20.0
12.	S12	1.1500	.3663	20.0
13.	S13	1.8000	.6959	20.0
14.	S14	2.5000	.8885	20.0
15.	S15	2.0500	.9445	20.0
16.	S16	2.5000	.6882	20.0
17.	S17	1.6000	.5026	20.0
18.	S18	1.3000	.6569	20.0
19.	S19	1.7500	.4443	20.0
20.	S20	2.2000	.6156	20.0
21.	S21	2.4500	.8870	20.0
22.	S22	1.3500	.7452	20.0
23.	S23	2.5000	.8272	20.0
24.	S24	2.8500	.4894	20.0
25.	S25	2.7500	.6387	20.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	50.0000	19.7895	4.4485	25

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PILOT TEST FOR MULTIPLE CHOICE ITEMS

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
S1	48.5500	19.4184	-.0165	.4964
S2	47.4500	19.5237	-.0187	.4937
S3	48.0000	16.1053	.2925	.4283
S4	48.8000	19.1158	.1408	.4712
S5	48.0000	19.7895	.0000	.4818
S6	47.8500	18.9763	.1346	.4709
S7	47.0500	20.4711	-.3616	.5030
S8	48.0000	17.5789	.1548	.4674
S9	48.9000	18.8316	.3231	.4585
S10	48.1500	18.1342	.3397	.4443
S11	48.0000	20.8421	-.3015	.5207
S12	48.8500	17.6079	.6659	.4201
S13	48.2000	18.4842	.1372	.4694
S14	47.5000	16.8947	.2882	.4343
S15	47.9500	13.7342	.7375	.3019
S16	47.5000	18.5789	.1242	.4718
S17	48.4000	19.2000	.0765	.4783
S18	48.7000	20.6421	-.2151	.5268
S19	48.2500	19.0395	.1425	.4705
S20	47.8000	17.3263	.4067	.4247
S21	47.5500	18.3658	.0838	.4829
S22	48.6500	19.0816	.0234	.4913
S23	47.5000	19.6316	-.0718	.5136
S24	47.1500	19.6079	-.0134	.4893
S25	47.2500	18.8289	.0997	.4757

Reliability Coefficients

N of Cases = 20.0 N of Items = 25

Alpha = .4809

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Appendix C

ITEM REDUCTION TO INCREASE ALPHA

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

		Mean	Std Dev	Cases
1.	S2	2.5238	.6016	21.0
2.	S3	1.9524	1.0713	21.0
3.	S4	1.1905	.4024	21.0
4.	S5	2.0000	.0000	21.0
5.	S6	2.1429	.4781	21.0
6.	S7	2.9524	.2182	21.0
7.	S8	2.0476	.9735	21.0
8.	S9	1.0952	.3008	21.0
9.	S10	1.8571	.4781	21.0
10.	S11	2.0000	.4472	21.0
11.	S12	1.1429	.3586	21.0
12.	S13	1.8095	.6796	21.0
13.	S14	2.4762	.8729	21.0
14.	S15	2.0000	.9487	21.0
15.	S16	2.5238	.6796	21.0
16.	S17	1.5714	.5071	21.0
17.	S19	1.7143	.4629	21.0
18.	S20	2.2381	.6249	21.0
19.	S21	2.4286	.8701	21.0
20.	S24	2.8571	.4781	21.0
21.	S25	2.7619	.6249	21.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	43.2857	20.5143	4.5293	21

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ITEM REDUCTION TO INCREASE APLHA

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
S2	40.7619	19.4905	.1246	.6203
S3	41.3333	14.9333	.5355	.5438
S4	42.0952	20.6905	-.0924	.6352
S5	41.2857	20.5143	.0000	.6233
S6	41.1429	20.2286	.0133	.6292
S7	40.3333	20.7333	-.1342	.6303
S8	41.2381	16.7905	.3480	.5875
S9	42.1905	20.4619	-.0140	.6269
S10	41.4286	18.7571	.3691	.5959
S11	41.2857	20.6143	-.0739	.6356
S12	42.1429	19.2286	.3680	.6017
S13	41.4762	19.3619	.1154	.6229
S14	40.8095	18.6619	.1446	.6237
S15	41.2857	14.8143	.6573	.5221
S16	40.7619	18.6905	.2318	.6074
S17	41.7143	19.3143	.2115	.6107
S19	41.5714	19.7571	.1319	.6183
S20	41.0476	18.6476	.2735	.6024
S21	40.8571	17.5286	.3059	.5957
S24	40.4286	20.1571	.0299	.6276
S25	40.5238	18.7619	.2516	.6051

Reliability Coefficients

N of Cases = 21.0 N of Items = 21

After items 1,18,22 and 23 were deleted,
Alpha has increased to *.6218*

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Appendix D

Pre-Test Descriptive Statistics For Experimental And Control

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EXPERI	27	20.00	64.00	47.8519	9.37962
CONTROL	27	24.00	56.00	45.5556	7.23949
Valid N (listwise)	27				

Post-Test Descriptive Statistics For Experimental And Control

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EXPERI	27	32.00	84.00	67.2593	12.55325
CONTROL	27	24.00	76.00	50.5185	14.84891
Valid N (listwise)	27				

One Sample T-Test For Control Group

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
CONTROL	27	50.5185	14.84891	2.85767

One-Sample Test

	Test Value = 45.55					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
CONTROL	1.739	26	.094	4.9685	-.9055	10.8426

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One Sample T-Test For Experimental Group

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
EXPERI	27	67.2593	12.55325	2.41587

One-Sample Test

	Test Value = 47.85					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
EXPERI	8.034	26	.000	19.4093	14.4434	24.3752

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Appendix E

Instructional Schedule For Reading Lessons For Both 1 Jaya (Experimental Group) and 1 Usaha (Control Group)

Day/Date//Group/	Experimental Group	Control Group
Day 1 (Monday) 8 August 2003 40 minutes lesson	Pre Test	Pre Test
Day 2 (Tuesday) 9 August 2003 40 minutes lesson	Reading lesson using 'Reading Aloud Literature in Multimedia' involving pages 23 and 24.	Normal reading lesson involving pages 23 and 24
Day 3 (Wednesday) 10 August 2003 40 minutes lesson	Reading lesson using 'Reading Aloud Literature in Multimedia' involving pages 25 and 26.	Normal reading lesson involving pages 25 and 26
Day 4 (Thursday) 11 August 2003 40 minutes lesson	Reading lesson using 'Reading Aloud Literature in Multimedia' involving pages 27 and 28.	Normal reading lesson involving pages 27 and 28
Day 5 (Friday) 12 August 2003 40 minute lessons	Reading lesson using 'Reading Aloud Literature in Multimedia' involving pages 29 and 30.	Normal reading lesson involving pages 29 and 30
Day 6 (Saturday) 13 August 2003 40 minutes lesson	Post Test	Post Test

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Appendix F

SMK Sultan Azlan Shah,
33400 Lenggong, Perak

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28 Julai 2003

Kepada,
En. Norasmadi bin Norasim
SMK Sultan Azlan Shah
33400 Lenggong, Perak.

Tuan,

Kebenaran Menjalankan Kajian

Perkara di atas adalah dirujuk.

2. Pihak kami mengalu-alukan sumbangan tuan untuk menjalankan kajian eksperimental ke atas perisisan 'Reading Aloud Literature in Multimedia' di kalangan pelajar Tingkatan 1.

3. Kajian sebegini terutamanya yang berbentuk *Kajian Tindakan* sememangnya digalakkan oleh pihak Jabatan Pendidikan Perak.

4. Pihak kami berharap pihak tuan mendapat kerjasama yang memuaskan.

Sekian, terima kasih.

Yang Menjalankan Tugas,

( )
En. Ahmad Jalani bin Kamarodin
Pemangku Pengetua SMK Sultan Azlan Shah

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