CHAPTER 4

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

This chapter presents the data that dealt with the research questions of the study. This study attempted to discuss the following Research Questions:

1) How effective is content-based instruction in enhancing students' understanding the of aesthetic aspects in a literary text?

2) How effective is content-based instruction in enhancing students' understanding of the language in the literary text?

Two groups of subjects participated in the study. The control group and experimental group. The data for this study was gathered via the following research instruments:

1) 3 sets of Questionnaires

2) 1 Pretest

3) 2 Posttest (of which one is the same pretest)

The data gathered were analysed using the frequency count technique and percentage. The presentation and the analysis of the data were organized into the following sections.

4.2 Presentation and Analysis of Students' Questionnaires

All 3 questionnaires, used by the researcher is discussed in this section. First the pre-reading questionnaire, second the while-reading questionnaire and finally the post-reading questionnaire.

4.2.1   Pre- Reading Questionnaire to All Participants

This section discusses the first questionnaire (see Appendix 3.1) which was used by the researcher for the following purpose before CBI lessons, with experimental and control group. The aim of this questionnaire was to understand and gain insight of the subjects' attitudes towards reading English storybooks (see Table 3.1). 60 participants responded to 10 statements in this Pre-Reading Questionnaire.

This section reports the Pre-Reading questionnaire completed by all participants of both the control and experimental group (see Appendix 3.1). Table 4.1 showed the information collected and analysed by the researcher based on students' perception towards reading storybooks based on 5-point Likert Scale, (1=Strongly Disagree, 2=Disagree, 3=Not sure, 4=Agree, 5=Strongly agree) (see Appendix 3.1).

Table 4.1
Pre-Reading Questionnaire to all Participants

	Statements	Item	1 SD	2 D	3 NS	4 A	5 SA	Total
1	I like reading English storybooks.	(N) %	(1) 1.6	(6) 10.0	(8) 13.3	(15) 25.0	(30) 50.0)	(60) 100.0
2	I enjoy reading English storybooks in the class.		(7) 11.6	(8) 13.3	(23) 38.3	(17) 28.3	(5) 8.3	(60) 100.0
3	I find the English storybooks read in the class easy to read.		(12) 20.0	(3) 5.0	(32) 53.3	(8) 13.3	(5) 8.3	(60) 100.0
4	I like reading aloud a storybook with my classmates in class.		(5) 8.3	(11) 18.3	(8) 13.3	(23) 38.3	(13) 21.6	(60) 100.0
5	I enjoy the activities based on a storybook I read in the class.		(8) 13.3	(6) 10.0	(20) 33.3	(14) 23.3	(12) 20.0	(60) 100.0
6	I understand the story I read in class better.		(5) 8.3	(6) 10.0	(24 40.0	(14) 23.3	(11) 18.3	(60) 100.0
7	Reading a storybook in class helps me to tell the story on my own.		(5) 8.3	(2) 3.3	(18) 30.0	(22) 36.6	(13) 21.6	(60) 100.0
8	I would like to read more than 2 English storybooks in class a year.		(6) 10.0	(6) 10.0	(20 33.3)	(6) 10.0	(22) 36.6	(60) 100.0
9	I read at least one English storybook in a month on my own.		(10) 16.6	(10) 16.6	(9) 15.0	(13) 21.6	(18) 30.0	(60) 100.0

10	I borrow one English book a month from the school library.		(35) 58.3	(10) 16.6	(10) 16.6	(2) 3.3	(3) 5.0	(60) 100.0

Findings from Table 4.1 revealed the above responses from the students for each of the aspects in the table above. The data gathered via this questionnaire was used to triangulate with findings obtained from the pretest and posttests. This questionnaire was administered to a total of 60 Year 6 students who were participants in this study.

These participants were involved in the primary school literature programme since the year 2004, when it was implemented nationwide in Year 4, 2005 in Year 5 and 2006 in Year 6. Therefore these students were regarded as participants in this study who had exposure to at least a minimum of 4 prescribed texts which was introduced to them through the literature programme in Year 4 and 5. Thus, the items in this questionnaire were related to the earlier reading and learning experiences in the ESL reading classes. The data collected would able the researcher to gain insight regarding these participants' attitude and preference towards reading English storybooks. These investigations would help the researcher, to understand the participants love for reading storybooks in English, their previous experiences in the reading class and how much they had interest of their own to read storybooks

Upon analysing the data from 60 participants in Year 6, in an urban Primary school, it was revealed (see Table 4.1), that 50% of the students strongly agreed that they liked reading English storybooks. 25% agreed to the same item, whilst 13.3% were not sure if they liked reading storybooks in English. 10% of the students disagreed that they liked reading while 1.6% strongly disagreed they liked reading storybooks in English. From the above findings it was

obvious that the majority of participants (75% out of 60 participants) liked or preferred reading stories in English.

8% of the students strongly agreed that they enjoyed reading in the ESL reading classes with another 28.3% agreed to the same items. 38.3% were not sure if they enjoyed the reading done in the reading classes. 13.3% disagreed while 11.6 percent strongly disagreed to have enjoyed reading storybooks in the ESL classes. It is noteworthy to mentioned that not many students enjoyed reading the storybooks in the classes while quite a number of students were unsure if they did, as there seemed to be an uncertainty among some participants, which could probably be due to, no previous experiences in reading classes and if the experiences were present perhaps the classes did not accommodate, sustain or attract students interest and attention. 53.3% of participants were not sure whether or not the prescribed storybooks were easy to read. 20% strongly disagreed and another 5% equally disagreed that they were easy to read. Only 13.3% found the texts or storybooks easy and another 8.3% strongly agreed that the storybooks were easy. Therefore a total of 78.3 % of participants did not find the prescribed texts to be easily readable compared to the 21.6% who found it easy. This could be due to the fact that the texts prescribed either consist of language that were far beyond participants level and it can also be due to cultural differences encountered through second language discourse or genres. Another possibility could be that participants were not sure which text to refer to, as perhaps some participants had never had the opportunity to be exposed to a prescribed text through an appropriate reading programme in school.

Regard to read-alouds, 21.6% of the participants strongly agreed and another 38.3% agreed to read-alouds in the reading classes; 13.3% were not sure, 18.3% disagreed while 8.3% strongly disagreed. This findings showed that more than half (59%)of the total number of participants' in Year 6 preferred read-alouds as perhaps they found it helpful in the second language while reading was carried out in class with a teacher as a guide and peers as role models. The rest of participants were not sure or did not like reading aloud and this could be responses from second language minority participants who might be struggling readers in the ESL classes.

33.3% were not sure if they enjoyed activities related to a storybook. Another 10% disagreed they did so, while another 13.3% strongly agreed they did not enjoy the activities. A total of 43% of students strongly agreed and agreed that the activities were enjoyable. Through these findings it would be possible to consider that the participants who did not enjoy were probably not exposed to enjoyable experiences in the reading classes. Perhaps the teachers concerned who were supposed to devise activities according to their students' ability as well as proficiency level did not do much to attract the attention of those who were struggling in the reading classes with a prescribed text.

It was interesting to note that only 41.6% of the participants strongly agreed and equally agreed that they understood the story they read better in the reading classes. 40% were not sure if they did understand what they read and another 18.3% disagreed to the understanding of a story read better in the class. These findings reveals that there was a need to look into effective ways of introducing either a method, or an approach to reading of prescribed texts in the reading

classes to make participants understand the content of the story read to be understood by the readers. This could further help students to help themselves to inculcate an awareness of both aesthetic and language aspects and thus promote reading through understanding the richness and valuable context embedded through a text or storybook read in the class or even beyond the class.

21.6% of participants strongly agreed that they could retell the story they read on their own in and out of the class and another 36.6% agreed with the same statement. 30% of the students were not sure if they could retell a story read on their own. Another 3.3% of them disagreed with their ability to retell while 8.3% of the participants strongly disagreed that they could retell a story on their own. They could probably retell with the use of their prior knowledge or domain knowledge and with their already existing level of proficiency to confidently to retell a story read in the class. But there were some 30% of participants who felt they were not sure, which probably meant, these students had not much confidence in themselves with the second language even after having learnt English for the past five years while in Primary Education. The rest of 11.6% of 60 participants either strongly disagree or disagreed that they had the ability to retell the story, which meant they had no confidence, perhaps to the lack of vocabulary, domain language and lack of prior learning experiences.

Responses to statements 7, 8 and 9 were based on participants' preferences in reading more than 2 storybooks in a year, at least one book a month and preference to borrow one book from the school library. It was found that, only 36.6% strongly agreed and another 10% agreed to read more than 2 English storybooks a year in the class. 33.3% were unsure, and another 20%

strongly disagreed or disagreed to read more than 2 storybooks in a year. These findings revealed that even though 46% of the participants wanted to read more books (than 2) and appreciated reading lessons in ESL classes the rest were not too keen with the idea of reading more than 2 English storybooks.

It was found instead 30% of participants strongly agreed that they would like to read at least one storybook a month on their own in English. 21.6% agreed they would do so. 15% were not sure while another 16.6% disagreed and 16.6% of participants strongly disagreed that they read at least one English storybook a month on their own. These findings showed that only almost 51.6% of the total number of 60 participants had the interest to read English story books on their own while the others had less interest in reading English storybooks. Therefore there was a need to cultivate interest among Year 6 students to promote reading of a storybook and by exploiting its context in meaningful and joyful way.

The finding that was most interesting in this questionnaire was the last statement that related to borrowing at least one English storybook a month from the school library. It was revealed that only 8.3% (5% strongly agreed and another 3.3% agreed) of participants out of 60 had the interest in reading English storybooks from the school library. However another 74.9% disagreed or strongly disagreed to borrowing English storybooks from the library and another staggering16 .6% of the students were not sure. Upon discussion with students it was found that they were 'not sure' meaning they had borrowed other books written in English apart from storybooks.

These findings were rather shocking to the researcher, as the problem of Malaysian students not interested in reading could be traced back as far back as 1984 (Long et al., 1984) as highlighted in Chapter One of this study. After 25 years the issue of poor reading habit still exist among the students even at primary education level or among young Malaysian learners.

4.2.2   Analysis of While-Reading Questionnaire with Experimental Group

The subjects' responses to this questionnaire (see Appendix 3.3) were used to evaluate three different experiences. The three different experiences was related to speaking, reading and past learning experiences involving activities done in the past in the reading classes. This questionnaire was solely given to the 30 subjects in the experimental group. The reason was for the researcher to gain insight of these subjects' beliefs in the three experiences mentioned above. This questionnaire was carried out after the first CBI lesson was conducted. Therefore, it was regarded as a while-reading questionnaire.

The subjects were asked to respond to 12 statements of which the first 4 statements, 1 to 4 were categorized under speaking, statements 5 to 8 were categorized under reading and statements 9 to 12 were categorized under learning experiences involving activities done in the reading classes, in the past. Therefore the second questionnaire consisted of three sections about experiences in regards to second language, English. The sections will be discussed as follows:

4.2.2.1 Section (a) Students' Evaluation: Ability to Speak English

This section examined items 1 to 4 of the while-reading questionnaire (see Appendix 3.3). The items were examined in order to gather information from subjects of the experimental group. It would reveal 30 subjects' ability to speak English in different situation.

Table 4.2
Ability to speak English

Items	Item	1 never	2 hardly	3 sometimes	4 most of the time	5 always	Total
1 at home	(N) %	(1) 3.3	(4) 13.3	(18) 60.0	(3) 10.0	(4) 13.3	(30) 100.0
2 with friends in class		(0) -	(6) 20.0	(11) 36.6	(11) 36.6	(2) 6.6	(30) 100.0
3 during English lesson		(0) -	(5) 16.6	(4) 13.3	(17) 56.6	(4) 13.3	(30) 100.0
4 in school outside class		(2) 6.6	(2) 6.6	(18) 60.0	(7) 23.3	(1) 3.3	(30) 100.0

13.3% of the subjects spoke English at home. 10% of them spoke English most of the time at home, and 60% spoke English, sometimes whereas 13.3% hardly spoke and 3.3% never did speak the language at home. 6% of the subjects always spoke English with friends in class, 36.6% spoke most of the time. Another 36.6% subjects spoke at times while the rest, 20% hardly spoke English in class. 13.3% of subjects always spoke during English lessons, 56.6% spoke most of the time while 13.3% spoke sometimes and another 6.6% hardly spoke during English lessons. It was further revealed through these findings, that students only spoke 3.3% outside school, another 23.3% spoke most of the time while 60% spoke sometimes while 6.6 hardly spoke and another 6.6 never spoke in English outside school.

The findings in this Table (4.2) can be compared with findings in Table (4.1). The earlier findings revealed that the majority of subjects had low interest for reading and wanting to read English storybooks. Since English was not much used at home, this could be a factor that most probably contributed to low interest for reading and English storybooks. Furthermore, it was found that most subjects had the opportunity to use English most of the time during English lessons. It could be with classmates or with the language teacher in a formal academic ESL context rather than in natural meaningful situation. It was also interesting to note that sometimes, most subjects spoke English outside the class. The reason could be due to speaking with friends of the same age group or peers in a non-risk environment and in an informal way beyond the formal classroom academic demands.

Most subjects seemed to have less opportunities or exposure to speak or communicate in English outside their classes. The reason for having less opportunity to speak outside the class could be due to the environment in which they lived where English was only spoken when the need arises and even if it did not, students could communicate in other languages in any or different social circumstances outside the school. The use of other languages and dialects apart from Bahasa Malaysia as the national language and English as the second language was, Tamil, Cantonese, or Mandarin which was spoken widely by the students of different ethnicity in the Malaysian classes. Therefore in the Malaysian social scenario students switched on to different languages according to the social context or circumstances there were in with other individuals or groups in and outside the school.

4.2.2.2 Section (b) Students' Evaluation: Attitude towards English Storybooks

This section examined another 4 items (Appendix 3.3) of the while-reading questionnaire. Items 5 to 8 would reveal subjects attitude towards reading.

Table 4.3
Attitude towards English Storybooks

Items	Item	1	2	3	4	5	Total
5 like to read	(N) %	(0) -	(7) 23.3	(13) 43.3	(6) 20.0	(4) 13.3	(30) 100.0
6 easily understand, read on own		(0) -	(6) 20.0	(11) 36.6	(11) 36.6	(2) 6.6	(30) 100.0
7 understand better in class than own		(0) -	(2) 6.6	(9) 30.0	(10) 33.3	(9) 30.0	(30) 100.0
8 will improve English		(0) -	(5) 16.6	(7) 23.3	(8) 26.6	(10) 33.3	(30) 100.0

The item that is of interest most to the researcher in these finding, was statement 6 which revealed that only 6.6% of subjects, always understood the storybook they read in English. Another 36.6% accepted that most of the time they understood the storybook they read while another 36.6% only understood what they read at times. 93.3% of the subjects believed that they somehow understood an English storybook read in the class with the help of their teacher better than on their own. Whereas almost 83% believed that somehow reading storybooks would improve their English.

The findings also revealed that no students were unable to read, which meant, (a) all subjects liked to read, or (b) if given the opportunity would like to read or (c) they all could read in English. No students denied the fact that reading English storybooks will improve their

English Language. In a way this meant that these subjects understood what they read in English and they had some confidence in themselves regarding their ability to understand what they read in the second language.

4.2.2.3 Section (c) Students' Evaluation: Attitude towards Activities

Done in the Reading Classes

Items 9 to 12 examined the subjects' attitude towards activities done in the ESL reading classes (Table 4.4). The reason for this section was for the researcher to investigate whether the subjects had been exposed to any form of activities while reading a prescribed storybook in the past. And if they had past learning experiences, the researcher further wanted to investigate, how the students perceived the activities done.

Table 4.4
Attitude towards Activities in the Reading Classes

Items	Item	1	2	3	4	5	Total
9 have done	(N) %	(3) 10.0	(13) 43.3	(5) 16.6	(7) 23.3	(2) 6.6	(30) 100.0
10 interesting		(5)	(4)	(11)	(9)	(1)	(30)

		16.6	13.3	36.6	30.0	3.3	100.0
11 enjoyable		(3) 10.0	(9) 30.0	(9) 30.0	(8) 26.6	(1) 3.3	(30) 100.0
12 like to do with classmates		(3) 10.0	(6) 20.0	(6) 20.0	(12) 40.0	(3) 10.0	(30) 100.0

Interestingly, the findings revealed that 10% of the subjects never had done and 43.3% hardly had done any activities while reading a prescribed storybook in class. 29.9% of the students hardly or never found the activities to be interesting, 40% either hardly or never found the activities to be enjoyable, yet, 30% of the subjects preferred to do the activities with their peers. The findings also revealed that only 6.6% of the students believed that they had done activities in the reading classes, always. On the other hand, 3.3% found it to be always interesting and enjoyable while 10% of the subjects felt they would like to do the activities always with their peers.

59.9% of the subjects had done most of the time or sometimes the activities in the reading classes. 66.6% believed they found the activities done, most of the time or sometimes interesting. 56.6% of them believed the activities done in the classes were enjoyable. 60% believed that most of the time or sometime they would like to do the activities with their peers. Through these findings the researcher realized the subjects past learning experiences in the reading classes and got mixed results. The findings revealed that 6.6% of subjects always had done the activities, seemed to be rather misleading. Perhaps these students who were only 2 out of a total of 30, probably, did not understand the activities that were related to the literature based-reading classes instead it might be possible that they had related to the English Language lessons while attending the questionnaire, hence, presence of vast difference in variation in the

results of this section of the findings. Moreover, the readings revealed that there were subjects who did not find the activities in the classes to be interesting or enjoyable.

Efforts in a way need to be taken, to promote literature among students in Year 6 so that they can appreciate literature through reading, a prescribed text. Furthermore, there was a need to instil awareness of effective learning experiences through literature reading. In this way an understanding of the content of the literary text can fulfil a purpose in second language acquisition and serve as a continuum in secondary second language academic success.

4.2 3 Analysis of Post-Reading Questionnaire with Experimental Group

The first 10 items out of the 20 items in the Post-Reading Questionnaire (see Appendix 3.5) were postulated to measure how subjects in the experimental group perceived the effectiveness of the 5 CBI lessons based on each activities done. The activities were identified according to aesthetic and language aspects that related to the research question of this study. The first 10 items (1 to 10) of the post-reading questionnaire were based on the aesthetic and language aspects. The next 10 items (11 to 20) were based on the effectiveness of CBI activities.

The activities totalled to 10 over a period of 5 weeks. In each lesson two activities were attended by the subjects in the experimental group. The answers to the activities were confined within the contents and graphics or pictures of the storybook. At times the students used the text

to search for answers. They also looked for clues through graphics or pictures which were all embedded in the content of the text 'Clever Katya'.

Each statement (item) required the subjects to evaluate only the activities one at a time. In this way the data could in a way reveal clearly the findings that related to both aspects. The selected items were grouped and selected to reveal the findings which were used to triangulate with the test scores. There were all together 5 activities related to aesthetic aspects based on the storybook or text read. It must be reminded that all activities were done either in pairs, in groups or in a whole class activity. All activities were task and time-based to encourage enjoyable and interesting reading with CBI among the subjects in accomplishing their tasks.

The following Table 4.5 showed the items as they occurred in the Post-Reading Questionnaire. The researcher had highlighted the items into two aspects.

Table 4.5
Aesthetic and Language Aspects

Item	Item	1 SD	2 DA	3 NS	4 A	5 SA	Total
1 gather information from content- (aesthetic)	(N) %	(1) 3.3	(1) 3.3	(4) 13.3	(11) 36.6	(14) 46.6	(30) 100.0
2 sequence the story jumbled pictures (aesthetic)		(0) -	(0) -	(2) 6.6	(14) 46.6	(14) 46.6	(30) 100.0
3 detect missing words- vocabulary (language)		(0) -	(0) -	(2) 6.6	(8) 26.6	(20) 66.6	(30) 100.0
4 rearrange-jumbled sentences (aesthetic)		(0) -	(0) -	(2) 6.6	(8) 26.6	(20) 66.6	(30) 100.0
5 match words to form phrases- collective nouns (language)		(0) -	(0) -	(2) 6.6	(9) 30.0	(19) 63.3	(30) 100.0
6 fill in the gaps with missing words (language)		(0) -	(0) -	(3) 10.3	(13) 43.3	(14) 46.6	(30) 100.0

7 scan for phrases-alliteration (language)		(2) 6.6	(0) -	(2 6.6	(12) 40.0	(14) 46.6	(30) 100.0
8 solve word puzzles (language)		(1) 3.3	(0) -	(3) 10.3	(10) 33.3	(16) 53.3	(30) 100.0
9 match word with characters (aesthetic)		(0) -	(1) 3.3	(5) 16.6	(5) 16.6	(19) 63.3	(30) 100.0
10 spontaneous storytelling by rearranging story plot (aesthetic)		(1) 3.3	(0) -	(4) 13.3	(9) 30.0	(16) 53.3	(30) 100.0

Items 1 to 10 were based on the aesthetic and language aspects. As such items 1,2,4,9 and 10 were postulated to measure subjects' understanding of the effectiveness of the aesthetic aspects explored or solved while in the CBI class. On the other hand, items 3,5,6,7 and 8 were postulated to measure subjects' understanding of the effectiveness of language aspects.

4.2.3.1 Findings related to aesthetic aspects

The 5 items related to the aesthetic aspects in the CBI lessons in the form of task-based activities were examined by the researcher through the findings in Table 4.5.

Item 1: Activity in Lesson 1 involves gathering information from the content of the storybook. The data revealed that 46.6% of the subjects in the experimental group strongly agreed that this activity encouraged them to do so. 36.6% agreed, which meant a total of 83.2% were encouraged to gather information although 13.3% were not sure and another 6.6% either strongly disagreed or disagreed.

Item 2: Activity 2(A) in Lesson 2 involves the sequencing of the story through jumbled pictures. This findings revealed, 93.2% of the subjects strongly agreed or agreed that this

activity based on aesthetic aspect of the content, helped them to know better, the sequence of the story. None of the subjects disagreed or strongly or disagreed and only a minority of 6.6% were not sure.

Item 4: Activity 3 (A) involves the rearranging of jumbled sentences in correct sequence. 66.6% of the subjects strongly agreed that this activity encouraged them to do so while another 26.6% equally agreed. 6.6% were not sure and this findings showed the effectiveness of CBI in allowing students to understand a story sequence better through reading jumbled sentences and allowing them to put the pieces of meaningful chunks of the story in a logical manner relating to the story-line using both their reading and cognitive ability. The subjects definitely had to read and reread to rearrange the story which they did with the help of their peers through interaction.

Item 9: Activity 5(B) in Lesson 5 involves matching sentences with the three different characters in the story. 79.9% of the subjects strongly agreed and agreed that this activity encouraged them to identify the characters in the story with the given sentences (registers/dialogue). 16.6% were not sure if they were encouraged to match the sentences while another 3.3% disagreed.

Item 10: Activity 5(C) involves rearranging story plot in order to carry out spontaneous storytelling. 53.3% strongly agreed and 30% agreed this activity encouraged the subjects to rearrange and at the same time be involved in storytelling. Yet there seem to be another 13.3% who were not sure and 3.3% strongly disagreed. Since this was a group activity whereby subjects had to solve the sequence and tell out the story in a specific given time through group to

group responses, yet there were only a minority who (4 subjects) found it difficult, probably due to them being slow and struggling readers with low English proficiency.

Through all these findings it was obvious that most subjects found the activities based on aesthetic aspects to be highly effective. Only a few subjects did not find it encouraging while some were not sure. The reason for the subjects at times, being not sure, could be due to the reason that they probably did not understand the statement while they were trying to solve the activities. Among the 30 subjects it was found only 2 who had difficulty and only between 1 to 5 subjects were unsure.

Subjects generally agreed that they were able to gather information about the text and the content, sequenced pictures pertaining to story-line as well as sentences, identify characters and involved in spontaneous storytelling through rearranging the story plot. Though the aesthetic aspects were beyond their knowledge yet through CBI these aesthetic understandings were made possible through reading and inference and information gathering.

Generally the subjects felt the CBI lessons and activities had helped to enhance the aesthetic aspects by bringing about an understanding through their involvement in CBI reading classes. As the aesthetic aspects of the text or story-line were discussed and done through varieties of activities, they began to either consciously or subconsciously, understand the theme, the plot, the sequence, the characters, the setting, and style of word choice such as similes and other form of figurative speech, that were all contributed to literary elements in the story. Students also could take the role of characters, response to registers and dialogues. As such the

aesthetic aspects made way for turn taking through responses and discussions through a lot of reading, speaking, listening and at times writing, repeatedly.

CBI activities also provided tasks which kept the story-line, on-going according to the sequence or plot through rich language use authentic reading. In such situations, students began to understand foreign cultural aspects as well. Since, 'Clever Katya' was a story from Russia, subjects began to know the country, began to understand the meaning of the word 'czar' and pronounce these words better by the end of the 10 activities.

It was found that subjects also used the word 'clever' on to themselves. This was done whenever they were able to solve tasks faster than other groups or pairs. Subjects did the same after tasks were accomplished and checked for content error and correction. This kind of application was of aesthetic aspect such as symbolic and metaphorical speech used by subjects from the text in real life situation with peers. It was found that a majority of subjects could without referring to the book tell the story, trace back certain parts such as the climax of the story and even were able to recall the sequence by asking the teacher and other group members where the required information was to be found in the text. Thus, the aesthetic aspects were richly not only embedded in the content but eventually after the 10 activities, these aspects were embedded cognitively and subconsciously or rather consciously in these students.

4.2.3.2. Findings related to language aspects

The 5 items related to language aspects in the CBI lessons in the form of task-based activities were examined by the researcher through the findings in Table 4.5.

<u>Item 3</u>: Activity 2(B) in Lesson 2 involves detecting the missing words through picture clues and story mapping. 66.6% of the subjects strongly agreed that they were encouraged to detect the missing words using picture clues and another 26.6% agreed as well. Only 6.6% were not sure and none disagreed or strongly disagreed to this activity.

<u>Item 5</u>: Activity 3(B) in Lesson 3 involves matching words to form phrases through a pictorial language game. 63.3% of the subjects strongly agreed together with another 30% agreed along as well, yet only 6.6% were not sure and none disagreed or strongly disagreed.

<u>Item 6:</u> Activity 4(A) in Lesson 4 involves identifying missing words in selected pages from the storybook. 46.6% strongly agreed while 43.3% agreed, therefore making it a total of 89.9% who totally agreed.   While only 10.3% were not sure, none disagreed or strongly disagreed. It could be said that the subjects found it easier to explore the books in search of answers to in order to solve language tasks. Moreover, no rote learning was encouraged in CBI reading classes. Probably the subjects found it to be very encouraging to search for answers with their peers as they scanned the pages of the storybook and read together to find the missing words.

<u>Item 7:</u> Activity 4(B) in Lesson 4 involves scanning the pages to identify words that occurred frequently in the story. 46.6% of the subjects strongly agreed and 40% agreed that this

activity encouraged them to scan the pages and identify words that occurred frequently in the story. 6.6% were not sure and another 6.6 disagreed. None strongly disagreed.

Item 8: Activity 5(A) in Lesson 5 involves solving a word puzzle. 53.3% of the subjects strongly agreed and 33.3 % agreed that the activity encourage them to solve word puzzles. Only 10.3% were not sure if the activity encouraged them to do so and another 3.3% disagreed.

Through all the findings above it was revealed a large majority of the subjects in the experimental group felt in a way that they had been encouraged to solve, language- based activities. There were very few who disagreed. Perhaps those who disagreed had difficulty in identifying and solving the language task as fast as the others did within the time given to complete the task. Perhaps they had had problem identifying the language structures in the content, as the language items were not highlighted or isolated as it was usually taught in most second language classes although English was to be taught using Communicative Language Teaching. Subjects with low proficiency level perhaps needed more encouragement in identifying language structures on their own rather than being 'spoon fed' most of the time through choices given. Exploring and searching for information gathering, perhaps were not commonly practised in the second language classes.

Generally the subjects felt they had enhanced their understanding in language aspects through the use of CBI in the reading ESL classes. This was evident as language cannot be ignored in literature and literature does not come without language. Moreover, the subjects read and reread and through the use of thinking skills, detected, connected and identified as well as

extracted syntactical and lexical language patterns. They were also exposed to vowel consonant clusters, word endings and words of same sounds and of same endings and tenses, which all contributed to language improvement and pronunciation practice. Therefore, the language aspects were in full activation through reading of content, reading the task instruction, solving tasks, discussing findings and eventually correcting errors with peers.

As the purpose of this study was to enhance understanding of language aspects through reading, writing skills were not enforced strongly. Information gathering and sequencing were prominent exercises. As such information transfer or sequencing were done through rewriting or copying with lots of listening, reading and speaking as the CBI was an approach in the reading classes among young learners who needed equal enhancement in reading skills. Therefore there was emphasis or priority given to the choice of language skills which in a way made reading of the text as an important procedure through tasks accomplishment.

The understanding aspects generally seemed to have enhanced subjects' understanding was even further revealed through the spoken responses and discussion with peers and with subjects via interaction. Subjects, spelled, pronounced, detected words with certain forms and functions (informally) relating to characters and utterances. Then they listed words with similarity in word blending, ending of words with prefixes and suffixes and recognised and gathered adverbial clauses and identified question tags. These were the examples of language aspects that could not be ignored through the content of the literary text which was read by the students during CBI lessons.

4.2.3.3 Students' Attitude towards the Effectiveness of 10 CBI Activities

This section reports the next 10 items (11 to 20) in next part of the Post- Reading Questionnaire (see Appendix 3.5). Table 4.6 shows subjects from experimental group's attitude towards all the 10 CBI activities done through the 5 lesson in the reading class, using the prescribed text 'Clever Katya'.

Table 4.6
Effectiveness of CBI Activities

Item		1 SD	2 D	3 NS	4 A	5 SA	Total
11 In general instructions of all 10 activities were easy to follow	(N) %	(1) 3.3	(0) -	(2) 6.6	(16) 53.3	(11) 36.6	(30) 100.0
12 In general all 10 activities were interesting to follow		(0) -	(0) -	(1) 3.3	(9) 30.0	(20) 66.6	(30) 100.0
13 In general the level of all 10 activities were appropriate for me		(0) -	(0) -	(2) 6.6	(12) 40.0	(16) 53.3	(30) 100.0
14 In general all 10 activities encouraged me to listen		(1) 3.3	(0) -	(2) 6.6	(7) 23.3	(20) 66.6	(30) 100.0
15 In general all 10 activities encouraged me to speak		(1) 3.3	(1) 3.3	(1) 3.3	(12) 40.0	(15) 50.0	(30) 100.0
16 In general all 10 activities encouraged me to read		(0) -	(0) -	(0) -	(12) 40.0	(18 60.0)	(30) 100.0
17 In general all 10 activities encouraged me to write		(1) 3.3	(1) 3.3	(1) 3.3	(14) 46.6	(13) 43.3	(30) 100.0
18 In general I think all 10 activities helped me to understand the story better		(1) 3.3	(0) -	(1) 3.3	(6) 20.0	(22) 73.3	(30) 100.0
19 In general I think all 10 activities encouraged me to learn English		(1) 3.3	(0) -	(1) 3.3	(6) 20.0	(22) 73.3	(30) 100.0
20 In general I liked all 10 activities done in class.		(0) -	(0) -	(0) -	(9) 30.3	(21) 70.0	(30) 100.0

Figures, from the above table shows that 89% of the subjects either strongly agreed or agreed that all the activities done using CBI were easy to follow. 96.6% strongly agreed or agreed that the activities were all interesting to follow and 93.3% found the activities to be appropriate for them by strongly agreeing or agreeing, although 6.6% were not sure if all the activities done were appropriate for them. 6.6% were not sure (statement 11) and another 3.3 % disagreed about the same statement while another 3.3% were not sure if the activities were interesting to follow (Item 12).

The findings above could in a way indicate the effectiveness of CBI lessons and the activities. Probably the subjects enjoyed the lesson and found it easy to follow as the instruction were made simple, the teacher in the CBI reading class was a facilitator and a guide. Peer learning seem to be highly encouraging, students had to use their cognitive ability to accomplish a purpose given in the form of a task. They had to depend on the text that seemed to be the tool, leading them to explore the content and discover their answers through the subject matter which was English and literature as its component.

Items 14 to 16 related to the 4 language skills which were listening, speaking, reading and writing. 83.9% of the subject strongly agreed or agreed that the activities encouraged them to listen. 6.6% were not sure and only 3.3% strongly disagreed. 90% strongly agreed or agreed that all the 10 activities encouraged them to speak. Although 3.3% were unsure, 3.3% disagreed and 3.3% strongly disagreed.100% strongly agreed or agreed that all 10 activities encouraged them to read. None disagreed, strongly disagreed or were unsure of their reading.89.9% strongly agree or agreed that all 10 activities encouraged them to write. It was revealed that 3.3% was unsure,

3.3% disagreed and another 3.3% strongly disagreed. From the above findings related to measure the effectiveness of the 10 activities in the CBI reading class, it was found that the effectiveness of CBI in encouraging the four language skills among the subjects of the experimental group, were overwhelming. Although again, a minority of them had problem or were rather unsure if they had been encouraged in the four language skills or they probably could not associate the four skills with literature reading or with the text, it is possible that they could have considered language to be learnt in isolation, or only as grammar per se rather as a whole through the use of content and subject matter.

For Item 18, the data showed, 93.3% strongly agreed or agreed that all activities encouraged them to understand the story better. 3.3% were unsure and another 3.3% strongly disagreed. For Item 19, 93.3% of the subjects strongly agreed or agreed that they were encouraged to learn English while 3.3% were not sure and another 3.3% strongly disagreed. For Item 20, the data findings indicated, 100% of the subjects liked all the 10 activities in the CBI reading class, 70% strongly agreed and 30% agreed. None disagreed or were not sure of the final statement that indicated strongly that the CBI lessons catered to the students in a way effective in enhancing the understanding of both the language and aesthetic aspects in a literary text.

Generally, the subjects felt that in the CBI classes, the instructions and activities were easy, and appropriate to their ability level. Since the activities were devised in the form of challenging and enjoyable tasks which were simple with the aim to provoke interest among subjects to have a better understanding in the their search for answers, the responses from the

subjects had clearly indicated that CBI in a way enhanced learning in an interesting and enjoyable way catering to student-centred needs rather than teacher centred needs. In such situation CBI made learning easier to the students in the reading classes by reading and communicating with peers and the text during the lessons. The instructions were considered easy and interesting due to its simple one line or two-line sentences included with lots graphic or pictures.

All subjects had in a way clearly indicated that they liked all the activities. The acceptance of all of them enjoying the lesson in a way confirmed that most probably they had an understanding of what they were reading with the use of the second language and they could solve the tasks given be it in aesthetic or language aspects rather confidently. CBI to a certain extent could have brought about positive attitude towards second language learning when peer involvement and modified interaction took place. The modified tasks perhaps created opportunities for interaction among peers.

Though literature and language were not practised in isolation but combined, generally, subjects showed high interest in CBI that created possibilities for both input and output of efferent and aesthetic aspects in a more meaningful way through reading the text and the use of language. Furthermore, the subjects agreed that they liked all the 10 CBI activities (Table 4.6, item 20). Therefore meaningful input was in a way desirable when trying to solve the tasks with group members. At the same time perhaps output was natural responsive acts that came along with interest through uttering responses, discussions that allowed simultaneous interactive ideas while reading or solving tasks. Overall, the findings indicated to a certain extent, positive results

towards the effectiveness of CBI. The next step was for the researcher to correlate the results of the findings from the post-reading questionnaire responses with the test scores.

4.3   Data Analysis of Test Scores

There were 3 tests in this study which were a pretest and 2 posttests. The pretest was administered before CBI activities. A posttest (same as pretest) after the CBI lessons was completed by the subjects in the experimental and control group. Another posttest was also administered to both groups. The tests were given between an interval of 2 weeks.

The tests consisted 50 multiple choice items.   25 items were based on subjects understanding of the aesthetic or literary aspects and another 25 items were based on the language aspects of the storybook or prescribed text read. All items related only to the content of the prescribed text read 'Clever Katya' in Year 6 reading classes during CBI lessons, it was made sure by the researcher that the items did not test students' knowledge beyond the content of the text neither did it test language as grammar per se, language in isolation or any knowledge beyond the content of the book. The 25 language-based questions were carefully constructed by the researcher, using language patterns and structures that made up the content of the storybook and not beyond.

4.3.1 Pretest Results of Experimental and Control Group

Both the experimental and control group were given pretest. Table 4.7 below shows the pretest results of both experimental and control group for this study. The following table also shows the statistical differences of the two groups based on their pretest scores.

Table 4.7
Pretest Results

	Pretest	
	Experimental Group	**Control Group**
N	30	30
Mean	27.10	45.53
SD	9.140	1.737

The pretest results showed significant differences existed between the two groups {t = (31.09) = 10.85, <.05). The mean for the experimental group was 27.10 and for the control group was 45.53.The standard deviation for the experimental group was 9.140 and the control group was 1.737, hence, the control group was more homogeneous in relation to overall score. From Table 4.7 it is also obvious that the control group outperformed the experimental group on the test. This was evident as the control group consisted of subjects who had high proficiency level in English, had prior knowledge in reading and hence, could have sustained interest in reading whereas the experimental group consisted of subjects who had medium- high till low proficiency level in English. In other words, these subjects were found to be either struggling or language minority students in the Year 6 ESL classes and they in a way were the samples who could represent all the Year 6 student population, who used the text 'Clever Katya' in all primary schools, in five states, nationwide.

4.3.2   Posttests Results of Experimental and Control Groups

The two groups were compared to determine whether the treatment (with the use of CBI) had a different effect on the groups. That is, the mean of the posttest minus pretest of the experimental group was compared to that of the control group's to evaluate this difference.

Table 4.8 and 4.9 shows the two posttests assigned to both experimental and control groups in terms of means and standard deviations respectively.

Table 4.8
Posttest Results of Experimental Group

	Experimental Group	
	Posttest 1	**Postest 2**
N	30	30
Mean	40.20	43.27
SD	5.068	4.806

For the first posttest (a retest of the pretest) the mean was 40.20 and the standard deviation was 5.086. For the second posttest (newly devised) the mean was 43.27 and the standard deviation was 4.806. The paired sample t-test results showed that the difference was statistically significant ($\{t = (29) = -4.67, <.05)\}$. This explains, the gains by the experimental group for the two tests after treatment with CBI was higher in comparison to the pretest performance before treatment. This data analysis indicated that subjects in the experimental

group who were struggling or second language minority students, performed better after they had read the text with content-based instructional activities. Table 4.9 below shows the first and the second posttest scores of the control group.

Table 4.9
Posttest Results of Control Group

	Posttest 1	**Posttests 2**
Control Group		
N	30	30
Mean	45.43	45.30
SD	1.906	2.246

The gains made by the control group was less between the 2 posttests and when compared to the pretest (Table 4.7). The mean for the first posttest was 45.43 and the second posttest was 45.30 whereas the pretest was 45.53. This showed that the gains made by the control group had no significant differences between the two posttests, and the pretest as they were very minimal gains {t = (29) = 2.7, >.05)}.

The gains of the two groups indicated that only one group that used CBI contributed to significant differences in the group's end scores. The scores of the control group contributed no significant differences in the group's end scores. In other words the experimental group which followed CBI activities in the form of simple tasks based on the text read had in away enhanced

the understanding of the aesthetic as well as the language aspects found in a literary text they had read during CBI lessons.

It was a clear indication that students who had low ability in proficiency level, when exposed to a text through the use of CBI, they were in a way able to enhance their understanding of the text they were reading. This might have been possible as CBI provided opportunities for students to explore the text, through tasks that provided instructions to detect, refer, gather and recall information through the help of peers. When peer involvement and shared learning experiences occurred, these second language minority students were given the opportunity for input and much spoken output to take place through information exchange, responses and discussions.

Therefore the challenging, interesting and enjoyable activities done with peers, between groups, in class could have made learning, memorable and meaningful. Thus, in a way, students could have cognitively engaged and related their learning experiences though a little beyond their ability level. As such, in a risk-free learning environment, the use of CBI could have promoted second language acquisition to take place. The content in a way provided new learning experiences such as target language culture, literary elements such aesthetic aspects and language elements which were efferent aspects. These aspects were identified by the researcher in the text and when made to be explored in the reading classes, it brought about positive results which when assessed with the use of two posttests, yielded positive results.

Positive results were seen through the scores of the posttests. The evidence of sustained performance gains in the scores of the posttests revealed that activities that created opportunities

to explore a text, had to a certain extent created possibilities to enhance students' understanding of both the aesthetic and language aspects which were embedded in the text. This in return had in a way promoted sustained interest in reading a text, sustained knowledge of the content and language of the text as well. Thus, by recalling and applying knowledge gained from CBI lessons and later applying in the tests , subjects in the experimental group utilized their cognitive ability and prior experience to produce high scores equivalent to the subjects in the control group.

Though the 5 CBI lessons in a way could be argued that the results of the posttests cannot be based upon a study done over a short period of time or over 10 instructional activities over a single text, yet CBI, in a way was able to enhance the understanding of both the aesthetic and language aspects of the content. Thus, the understanding of the aspects within the content could have brought about positive results as well as positive attitude towards the effectiveness of CBI used in the reading classes.

4.4   Post- Reading Questionnaire and Tests Triangulation

The findings from the 2 posttests scores were than analysed with the post-reading questionnaire that had 20 items of which the first ten items were made up 10 different variables that evaluated the students' attitude based on aesthetic and language aspects (see Appendix 3.5 Item 1-10). Another 10 items of 10 different variables evaluated (see Appendix 3.5, Item 11to 20), students' attitude towards the effectiveness of CBI in the reading classes, based on their

perception towards CBI and if it was easy to follow, interesting, appropriate, encouraged all language skills, understood the story better and their liking towards all the activities.

The researcher faced some problems while trying to triangulate the findings from the 20 items post questionnaire with the 2 posttest score gains. As this data was vital for the reliability and validity of the data findings in this study, the researcher decided on the Scree Plot and to run a 6 factor analysis. Since the number of respondents was limited to n=30, the KMO was not statistically robust (.56), however, the Bartlett's Test of Sphericity was highly significant at p<.000(X=429.068, df=190) in order for the researcher to run a factor analysis. The results from this reliability test showed, the alpha was, .89 that indicate, that the questionnaire was statistically highly reliable.

The following (Table 4.10 and Table 4.11) shows the relation between perception and achievement through the post reading questionnaire and the two posttests given to the subjects in the experimental group.

Table 4.1**0**
Perception Measured against achievement at Posttest 1

		score	posttest 1
Score	Pearson Correlation	1.000	.491
	Sig. (2-tailed)		.006
	N	30.000	30
Posttest 1	PearsonCorrelation	.491"	1.000
	Sig. (2-tailed)	. 006	
	N	30	30.000

Correlation is significant at the 0.01 level (2-tailed)

Perception scale was constructed as ordinal level of data. Hence, the items were computed using SPSS, in order to get a single score in order to correlate with achievement score. In Table 4.10, by running a Person's Product Moment Correlation it was found that there was a statistically significant positive relationship existed between the respondents' perceptions and their actual achievement. However, this relationship was only moderately significant (r=.49).

Table 4.11
Perception Measured against Achievement at Posttest 2

		score	posttest2
Score	Pearson Correlation	1.000	.345
	Sig. (2-tailed)		.062
	N	30.000	30
Posttest2	Pearson Correlation	.345	1.000
	Sig. (2-table)	.062	
	N	30	30.000

Table 4.11 shows the perception measured against achievement at Posttest 2 By running a Pearson's Product Moment Correlation, it was found that there was, statistically significant positive relationship existed between the respondents' perceptions and their actual achievement, however, the relationship was a modest one (r = .35)

It could be concluded through the above findings that the perceptions of the subjects in the experimental group towards the understanding of both aesthetic and language aspects as well as the effective use of CBI in the reading classes, when compared to the posttest 1, yielded a significant positive relationship but a moderate one and when compared to posttest 2 scores,

yielded a significant positive relationship but a modest one. This meant that the responses from the questionnaire findings when correlated with the posttests scores, the results supported the effectiveness of CBI in enhancing students' understanding in the aesthetic and language aspects of a literary text. Table 4.11 also suggests that students who indicated they were encouraged to learn through the aesthetic and language activities could have found the activities easy, interesting and appropriate to follow. It could have further encouraged students to listen, speak, read and at times to a certain extent write. As such they not only understood the story read better but at the same time they seemed to have to a certain extent learned or acquired target language as well. Overall they liked all the activities as such they tend to score higher in both the posttests.

4.5   Conclusion

The hypotheses of the study predicted that CBI could enhance the understanding of the aesthetic and language aspects of a literary text read in the ESL Year 6 reading classes. The hypotheses were tested in the Malaysian educational context. The investigation focused on effectiveness of CBI based on both literary and language aspects. Though there was limitation to the present study in respect to the small number of sample size, the hypotheses predicted that CBI in literature-based Year 6 ESL reading classes, could be effective to bring about significant understanding of both aesthetic and language aspects among students who faced difficulty in understanding a prescribed text introduced to them in the reading ESL classes. The experimental

group did show statistically significant mean difference in their performance and there was a statistically significant mean difference between the control group and the experimental group.