Addressing Reading Instruction to the Issue of Essential Academic Achievements

Arina Mufrihah[*]
Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) PGRI Sumenep

Fitri Aulia[**]
Universitas Hamzanwadi

Abstract

Oral presentation and reading skill were the academic success indicators of undergraduate students; however, the majority of students in their first semester encountered the reading-related problem and presentation-related problem. Thereby, aims of this study were to increase the reading skill of college students, involving them in constructing of new knowledge and improving their oral presentation skill. Classroom action research was the method of this study and Ebbut Cycle Model as the research design. Nineteen undergraduate students who were enrolled in the first semester participated as respondent and a variety of data were collected through observation, anecdotal record, interview, and the mark of assignment. In the last cycle, it could be asserted that nearly all of respondents could deliver the classroom presentation properly which was prepared from new knowledge construction and group discussion.

Keywords: *Academic achievement, knowledge construction, oral presentation skill, reading instruction, reading skill.*

[*]Arina Mufrihah, M.Pd.I., Guidance and Counseling Department, STKIP PGRI Sumenep, Jl. Trunojoyo, Gedungan, Sumenep 69451 Madura. ORCID identifier: orcid.org/0000-0001-6589-5018
E-mail: *rina.mufrihah@stkippgrisumenep.ac.id*

[**]Fitri Aulia, M.Pd.I., Gudance and Counseling Department, Faculty of Education, Universitas Hamzanwadi, Jl. TGKH Zainuddin Abdul Madjid, No. 132, Lombok Timur, NTB.
E-mail: *fitriaulia04@gmail.com*

Introduction

Undergraduate students who just enrolled at the university are necessary evolving certain academic skills to accomplish their academic achievement in college. Before attaining the achievement, a number of courses whether it is theory or practice must be followed as best as possible with enhancing the needed skill and capability. Even though some of the capabilities have been gained by students from the secondary school, but the level of the skill have to be improved and receive fresh orientation, thereby first-year university students can be adapted to the collegiate atmosphere and life (Hong-Nam and Leavell, 2011). Not only for provisionally academic programme but also become sustained acquisition to succeed in next academic courses.

Reading academic book is one of the essential academic activities. Despite reading activities commenced since school periods, when enrolled as the first-year college student, they have shown a problem to read effectively and also understanding it. These phenomena discerned from previous learning in school, college students did not read many adequate books for developing oneself in every school lesson. Commonly, reading activity in school is a part of language lessons; Bahasa Indonesia, English, and others (Romafi and Musfiroh, 2015). Accordingly, reading topics just for comprehending paragraphs within those lessons and did not internalise to other lessons which could increase reading skill. The constraint of reading which is not obtained responsive solving will be affected students' academic achievement due to the fact that many coursework processes are underlain by reading comprehension.

College students are properly being more desire to construct knowledge towards themselves and constructing knowledge can easily be obtained from thoughtful of academic books, for instance. The construct of knowledge is supposed to be beneficial for lecture assignment as delivering oral (classroom) presentation (Al-Hebaish, 2012). Classroom presentation needs some strategies such as using formal words, demeanour as a presenter, discussing a specific topic which is based on multiple references (Beker et al., 2016; Cromley and Wills, 2014), and how to open and close the presentation. Nonetheless, first-year university students have not attained yet effective method to read and reading benefit. Due to that condition, they did not have ardour to procure knowledge from academic books and lacked motivation to read (Hardianto, 2011; Schugar et al., 2011), then influenced capability to present classroom presentation.

However, hindrances specifically for reading, constructing a knowledge, and doing classroom presentation confidently are needed to get the attention in classroom learning activity. Those obstacles would not automatically be ameliorated by itself, yet have to overcome through certain learning programme which could assist college students obtaining the method of reading appropriate academic books. Khodabandehlou et al. (2012) point out that provide learning strategies is the basic concept to guide them processing course references effectively, and being self-confidence. Moreover, active reading skills as early instruction will support college students a lot to assimilate content of the book (Schugar et al., 2011). It is a significant process in constructing a set of knowledge for conducting the common academic tasks and challenges.

There are no one of the previous studies which relates the issue of reading skill to the oral presentation performance and knowledge construction in college academic level, and there are few direct discussion how reading is designed as instruction in college learning process; thus, this present study was purposed for: (1) enhancing first-year college students capability to read academic book; (2) facilitating college students to construct new knowledge; and (3) improving oral presentation skill of first-year college students.

Nature of Development in reading

Apparently, reading as academic skill is still common problems among university students circle. They have to create some adjustments in the new atmosphere of university life, for example reading activity. Many enrolled students in their first-year learning do not obtain preparation programme before going to university. Undergraduate students should commence integrating between reading and other skills such as writing, speaking, and critical thinking. As a result, prospective students have adequate capabilities to be ready for college-level coursework (McCormick et al., 2013).

This is not a new phenomenon in higher education that for doing well in college requires some new skills, obstruct experience to access reference, and understand the content (Hong-Nam and Leavell, 2011). In addition, the reason behind academic problems in college that university students do not have a good habit of reading and how to assimilate the texts. In

this context, the main factor comes from college students which are shown by the low motivation to read (Hardianto, 2011). Evidently, a college student with lower motivation commonly exhibits poor performance in reading activities (Ciampa, 2012). From another viewpoint, Inayah and Rahayu (2016) assert that students who encounter difficulty with reading would also have problems with motivation and self-confidence. The link between reading difficulty and self-confidence related mainly with students' feeling as readers.

Reading in Academic Setting

Reading ability is a standard skill which is required in the academic process so that college learners require to increase the reading habit to gain individual improvement in learning (Dilshad et al., 2013). Castek et al. (2007) have underlined the five functions of reading: (1) identifying important information; (2) locating information; (3) analysing information; (4) synthesising information; and (5) communicating information.

Underlining while reading is often applied as the best approach to finding important information (Schugar et al., 2011). Similarly, note taking strategy assists readers to monitor what they are reading and enable students to identify and conclude main ideas of what they are reading (Ramsay and Sperling, 2011). Furthermore, reading strategy is a comprehensive process which enables readers to construct meaning from the pages more effectively (Khodabandehlou et al., 2012).

Active reading skill enables students to accustom to the whole meaning of the text rather than recognising scientific word printed on the academic book, and allowing them to use reading as a positive habit to acquire new concept and information (Verhoeven et al., 2011). Great readers draw on prior knowledge and experience to support them understand what they are reading and are thus able to use that knowledge to make connection (Khodabandehlou et al., 2012).

Using of Academic Book as Underlie of Oral Presentation

Reading as a life-long habit is the major source of access to the knowledge. It is taken as an implicit practice that supports college students to achieve original power and develops one's critical thinking capability. Reading can leave a positive impact, more college students extend their reading schedule intensively, more knowledge constructed on them to prepare for a future profession, pass the examination, and good at communication (Dilshad et al., 2013).

The oral presentation is an ordinary part of many courses in colleges as it is one of the ways to improve learning of course material. Consequently, one especially relevant part of the curriculum in universities is teaching students how to prepare, organise, and deliver a successful oral presentation for professional purposes. For successful oral communication needed a comprehensive planned instruction and practice. The best practice is to deliver oral presentations during learning in college (Živković, 2014).

Constructed guideline will help university students develop their oral presentation skill. Listing instructional objectives and explaining the activity can enhance student participation and may always result in a heightening of achievement (Živković, 2014). Likewise, De Grez et al. (2014) hypothesised that undergraduate students with sufficient resources would be outperformed undergraduate students who do not have any preparation and planning. Instructor, as well as peer-group, can assess the oral presentation that is performed by each university student to achieve the high quality of measurement and there are three indicators to measure the quality of oral presentation: verbal communication, nonverbal communication, and content and organization (Aryadoust, 2015; Suñol et al., 2016). From another side, feedback is also a valuable part because it can contribute positive effect on students' progression in oral presentation skill (Jansson et al., 2015).

Reading Instruction

Reading instruction ought to be grounded in familiar context. Consequently, students constructed knowledge based on their pretension. To achieve goals of the learner, the instruction should make available the autonomy support, independent choice, active problem-solving, and utilise relevant book in the beginning of reading instruction (Ciampa, 2012). Whereas, to help college students overcome the problems, the instructor can ask them to read and underline important words and information. Basically, instructors in this approach conduct students to take responsibility for their own learning, encourage them to cooperate, and communicate one another (Khodabandehlou et al., 2012).

Through reading learning, teachers noted that their students exhibited improvements in skills such as reading, writing, and critical thinking. More specifically, students demonstrate a greater understanding of the book by annotation and synthesis. Students skilled express their own opinions and make logical arguments about assigned reading (McCormick et al., 2013). Reading strategy instruction contributes positive effects on students' reading activity and significantly increased using of reading strategies (Hong-Nam and Leavell, 2011).

Students' ability to acquire reading skills in one context indicates the potential, with effort and guidance, to apply the skills within the context of other college reading materials. To be more successful and effective when working with beginner readers, instructors must address students' self-efficacy and use explicit strategy instruction as reading strategies (Hong-Nam and Leavell, 2011).

There are positive and significant relations between reading task in classroom and reading proficiency (Romafi and Musfiroh, 2015). Feedback phase should give after reading tasks because it has two important functions. First, it can motivate students, and second, it can be found information uses to reform and improve the learning. The immediacy of feedback in response to students' assignment has also been found to improve learning and retention (Ciampa, 2012). By giving students time to use reading approach, it is expected to develop students' literacy experience (Inayah and Rahayu, 2016). Statistical results suggest students who have easy access to books, reading material, and chance to read during instruction hours, was more motivated to read, heighten a reading habit, and experienced a positive change in reading behaviour (Rodrigo et al., 2014).

Group Discussion for College-Level Reading

Group treatment showed evidence of more advanced critical thinking about what they read when reading from university textbook (Schugar et al., 2011), and after the number of times, students independently offer to share their ideas and participate in whole-class discussions. In brief, members of book discussion displayed a better level of confidence speaking in the classroom (Alghamdi and Walters, 2015). Student discussion group is able to use of question designed to help them become aware of what good readers do and how to become one (Khodabandehlou et al., 2012). Than school students, college students have more flexible time to allocate their time for constructing group discussion agendas aimed to achieve their goal (Ariel et al., 2011).

Lecture ought to create spaces where students can create a dialogue about their ideas (Polleck, 2010). Tesfaye and Berhanu (2015) found that 75% of students can participate actively in the classroom when there are more chances for them, and participating in a group can improve communication skill, contribution, and responsibility of students for their learning. Alghamdi and Walters (2015) stated, when students convey their ideas, share with and listen to others, they formulate ideas and new understandings. From various outsiders' perspective, it led to a great discussion that impacted their understanding of the book.

Research Method

The three connection structure of academic activities had been held during six-month or equal to one semester in odd semester. Therefore, executing of this study was doing simultaneously with one of coursework subjects namely Study and Learning Theory course.

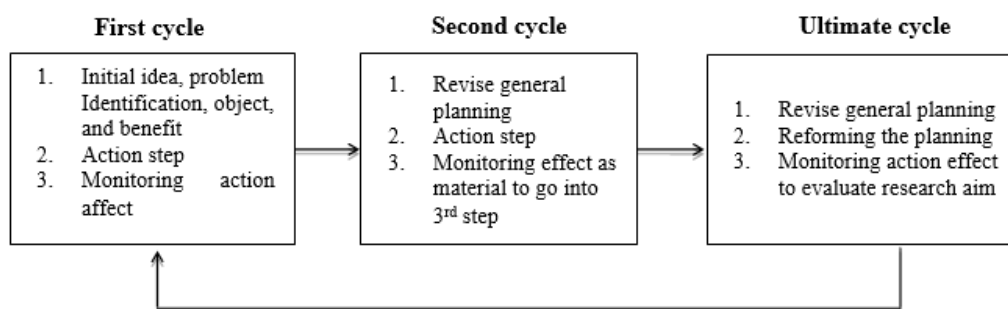| First cycle	Second cycle	Ultimate cycle
1. Initial idea, problem Identification, object, and benefit 2. Action step 3. Monitoring action affect	1. Revise general planning 2. Action step 3. Monitoring effect as material to go into 3rd step	1. Revise general planning 2. Reforming the planning 3. Monitoring action effect to evaluate research aim

Figure 1. Ebbut Cycle Model

The learning method within this study was according to classroom action research with three cycles of Ebbut Model (Sukardi, 2013). The steps were assessing students' reading-related difficulties and oral presentation skill to arrange learning plan. Afterwards, improving the reading and presentation skill refer to learning result from the previous learning process. Finally, committing evaluation towards the outcome of the second learning process and covering the students' shortcoming through advance instruction. These were the research activities framework:

Table 1. Reading Instruction Procedures

Cycle	Participants Activities		Observer Activities	
Cycle 1	1.	Reading 1 academic book and discuss content of book	1.	Observing respondents' reading manner
	2.	Summarising discussion outcome	2.	Pay attention to respondents' involvement during discussion
	3.	Contrive highlight of book content	3.	Observing the present of book content comprised posture, speaking fluency, eyes direction, opening and closing words, movement and body language.
	4.	Delivering classroom presentation (allowed to discern the highlight and another annotation)		
Cycle 2	1.	Reading 2 mandatory books	1.	Observing respondents' reading method
	2.	Discussing content of books and summarising discussion outcome	2.	Pay attention of respondents' participation during session of discussion
	3.	Writing down the highlight of books' content	3.	Observing respondents' performance including the using of academic words, posture, speaking fluency, eyes direction, opening and closing words, movement and body language.
	4.	Classroom presentation (allowed to discern the highlight, alone)		
Cycle 3	1.	Reading 3 mandatory books	1.	Observing respondents' reading method
	2.	Make a highlight of book content	2.	The objects of observation: the using of scientific terms, posture, speaking fluency, eyes direction, exposure and closing statement, movement and body language.
	3.	Classroom presentation without taking along any annotation		

Respondent

Nineteen first-year undergraduate students of Guidance and Counselling (7 women and 12 men) who recently came to college participated as respondent. All students were placed in one classroom and received the same number of lecture courses. From assessment result during 2 weeks early since the lecture begun, revealed that the 19 first-year college students have similar weaknesses linked to reading academic book and confront the academic task such as read little page from one book, hard to understand content of book, lacked motivation of reading, under expected speaking skill, and did not have the skill to deliver presentation.

Instruction procedure

We divided the instruction procedure into two settings: instruction activity in library discussion room and lecture classroom used for course schedule of Study and Learning Theory. The instructions held alternated for total 6 coursework meetings (three times for reading and discussion and three times for classroom presentation).

1. Discussion in the library was preparation for classroom presentation and. In sum, every instruction cycle consist of reading activity, discussion and classroom presentation;
2. All respondents borrowed books in the library and read it independently in the discussion room. Highlighting, underlining, or annotation is made according to reading understanding. Then all participants undertook group discussion by instructor direction. The discussion aimed to obtain more understanding about book discussion from other opinions and participated how to argue personal opinion. In the closing stage, the discussion materials had to be concluded;
3. Each participant delivered classroom presentation. The rules were: each presenter has 10 until 15 minutes to deliver a presentation, respondents were expected to explain the coursework topic in which books and discussion as references. The presentation systematic was: introduction, content, and conclusion;
4. The course topics which had to be read and presented by respondents were comprised learning theory of cognitivism, learning theory of constructivism and learning theory of humanism. In addition, every course took 100 minutes.

Data Collect Method

Observation, anecdotal record, interview and marking sheet were the method of collecting data. Observation method was used to observe respondents' activity within the discussion. When respondents read the mandatory and preference books, they have to active understanding the whole of certain material with highlighting, underlining, or writing the important information from the books, the activity of active reading documented as written record from reading, so it was a form of anecdotal record collected by the instructor.

Interview method resorted to obtaining a direct explanation from respondents about their progress of reading and delivering individual classroom presentation capability, their opinion about reading instruction, and benefit of active reading and discussion towards knowledge constructing. Furthermore, a sheet of marking is provided to give a numeral mark for each respondent.

Data Analysis Method

A moment after action step and monitoring, a reflection of the learning process was organised to discuss and identify the weakness of instruction which done in every cycle. Reflection result was taken as a reference to create intermediate learning design. The 3rd cycle was the end of instruction where all data have been collected and ready to analyse. Record of observation, interview, and anecdotal document analysed qualitatively. In particular to indicate improvement of presentation skill, it was processed by descriptive quantitative tabulation.

Result
Reading academic-book capability

Respondents had been reading academic books during 3 cycles. Understanding of book content was gained through active reading skills: underlining and highlighting the important information, but except at first cycle when it was for assessing the initial reading ability and the authentic reading method among first-year college students.

One book at the 1st cycle

All respondents merely read 1-10 pages from one book. In this step, respondents did not know how to read book effectively. It is affected by their past event about the ignorance of reading benefit and interrelatedness between reading book and lesson materials. Reading habit was not constructed in the former education phase. Certain respondents have a hobby to read the novel, but not for the academic book.

They felt difficulty comprehend information from the passages and were not accustomed to scientific terms on the academic book; consequently, the whole understanding could not be. In addition, respondents read slowly and conveyed the discussion by recalling every single word from the redaction. As beginner readers, respondents could commence to elucidate the concept of cognitivism in learning and describe important person behind this theory.

In brief, respondents read the book without any methods. They did not underline the important information and could not conclude what paragraphs talk about. This condition became material emendation for the second cycle.

Two books at the 2nd cycle

Reading technique guideline was explicated to overcome respondents' poor reading ability. At least, two basic skills have to be applied, there were underlining important words and highlighting the main idea of each paragraph. When there were some scientific related to constructivism learning theory, respondents searched their meaning in a scientific dictionary. Since this cycle, active reading skills had been used and utilised the dictionary when they did not get the meaning of certain vocabularies.

As a result, respondents were not reading books based on the number of pages, yet based on the correlation between discussion and topic of coursework. Three respondents gained mark 70, mark for 4 respondents were 75, meanwhile 12 others under 70 points. The material presentation was conveyed without reading annotation and without memorising the text of paragraphs. Moreover, the paragraph context is understood and readers did not merely focus on the definition of theory.

Respondents are assisted by underlining and highlighting method when they read. One of the progression is concluding the discussion before ended the performance. The shortcoming

remains to ameliorate is assisting respondents how to criticise discussion of the books. This inconvenience would be overcome by assisting respondents to develop their analysing and synthesising ability in order they would not be confused when finding different explanation between books.

Three books at the 3rd cycle

The objective of the third cycle is how to synthesise and give criticism to the content of some books about learning theory of humanism. In their presentation, respondents elucidated their opinion about books which inform diverse discussion about the same topic. To achieve the goal of instruction, respondents directed to learn about the history of the theory, the philosophical source of the theory, theory development, and evaluate the recent theory application.

Reading instruction at third cycle was created advanced reading skill toward first-year college students. Through their skills, respondents did not only understand the text but also could elaborate the context also. Humanism philosophical source became basic knowledge for respondents to criticise and respond the book discussions. Afterwards, the theory-application development in the education sector as a basic concept to reveal the infirmity and strength of humanism learning-theory implementation.

College Students' Activity and Participation in Group Discussion

Participants constructed their knowledge collectively through participating in the discussion group. Group discussion arranged in order that students expressed their ideas to the classmates, accustomed to sharing their conception of what they have read, giving opinion belonging to others opinion, completing their understanding through group dynamic, and establishing new perspectives from and with others. This activity had been committing after reading academic books, yet before attending oral presentation.

First discussion activity was the first experience for respondents to talk and share ideas about the content of the academic book in the library's room. The discussion was led by the instructor to execute proper academic discussion from opening to closing the activity. The topic was comprised of who the creator of the theory, learning theory background, characteristic of the theory and scientific terms related to the theory. In this period, only four respondents who conveyed their understanding of the theory within the academic book, and just some of them who asked about what they did not understand from the topic.

Before second group discussion, respondents read for minimum two mandatory books purposed for enriching scientific vocabularies, knowledge of learning theory, and ready to participate in group discussion with more references. Due to taking the time to read more books, they have steady preparation to discuss, respondents more active and enthusiastic for the second schedule. In this step, respondents commenced talking about books thoughtful, expressed their ideas, asked and answered questions.

Ultimately, respondents can evaluate the theories including the drawback and strength of theories, the learning theories implementation in a school setting, learning theories as a predictor of education outcomes, and proposing solutions for education problem. In addition, this activity also overcame learning misconception among first-year undergraduate students.

College Students' Oral Presentation Skill

Nearly 65% of respondents gained satisfied point: 3 respondents received 95, one respondent received 90, one respondent received 85, 2 respondents received 80, 3 respondents received 75, 2 respondents received 70, and the others under 70 (because of certain factors). Respondents who gained 70-95 fluently delivered "Learning Theory of Humanism" as the coursework topic. They made eye contact and interaction towards audiences, showed proper body language while explaining the materials, and sophisticated using scientific terms which were related to the theory.
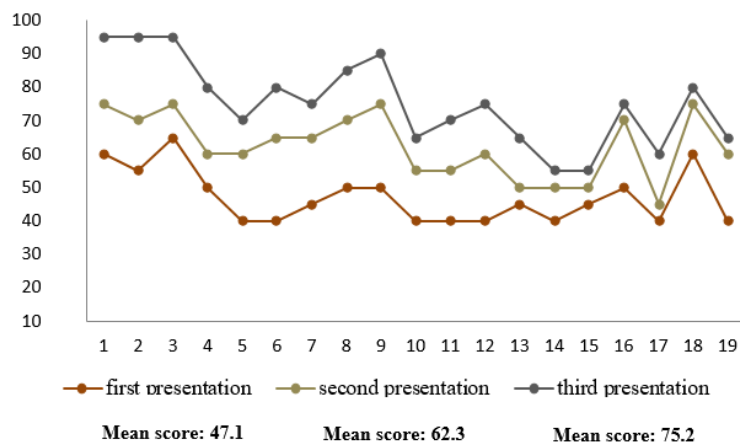
Figure 2. Respondents' Oral Presentation Improvement

This diagram shows respondents' marks of oral presentation skill. The data including mean score acquisition procured from observation towards respondents' presentation activities. Bottom line was the value of the first presentation, the middle was the second presentation value, and up line was the mark of the third presentation where rotundities of each line indicated each respondent's mark. The mean score also from every presentation value as evidence that oral presentation skill of respondents increased gradually.

Discussion
Opinion Regarding Reading Instruction

It is important to know about college students' self-perception about reading instruction that purposed for increasing reading and oral presentation skill in academic college-level. To achieve those academic goals, every respondent has different personal experience in reading academic books, participating in group discussion, and presenting coursework topic in a classroom setting during the first semester.

It was different opinion between college students who followed all reading instruction by step and college students who do not follow the process enthusiastically. For college students with an excellent interest to the reading activities, the reading methods are important to apply while reading the academic books, they see how underlining works to remember important information on every paragraph and how highlighting the main idea of paragraphs helps them a lot to communicate their analysing result to the audiences. Other studies by Schugar et al., (2011), Ramsay and Sperling (2011), and Khodabandehlou et al., (2012) also proved that applying reading strategies is the best approach to help students to understand the whole meaning of the text. Skills for reading are effective problem solving for the reading-related problem. Respondents exhaustively obtain more understanding than before and complete many pages naturally.

College students have acknowledged that reading habit affected their thinking process, communication self-reliance, and knowledge construction. Reading instruction involves college students in constructing the new concept of academic perspective. In the process, they validated the advisability of theory description in one book through other references where provide a similar topic. However, there are some college students who detected encountering a serious obstacle to delivering oral presentation due to several factors:

1. Not attending the course schedule actively and even never ask about the instruction task to the classmates and lecture;
2. Not having the motivation to read. Nor do have attention to the step of reading skill;
3. Not reading sufficient book to prepare their presentation performance;
4. Showing little participation in group discussion and effortless to share their opinion due to reference destitute;

5. Not enthusiastic to the instruction even available the guideline for using the simple reading method. Nor do not they want to reform the lack habit of reading and do not present coursework topic;

6. These respondents convey the coursework material by reading the texts even at the last cycle.

New Knowledge Construction Process

The process is the key to success including to enhance basic skills for academic achievement. Lack habit and low motivation to read are the main problems to develop those kinds of abilities in university. This condition is the reason why reading instruction in this study does not give respondents an obligation to read many books suddenly. This decision is based on an initial assessment when respondents do not completely understand what they are reading. Reading one until some books are the logic of constructing new knowledge for new university students.

Understanding the basic concept assists respondents to conveniently understand the theory discussion through explicated from different viewpoints. Constructing logic-understanding about Cognitivism, Constructivism, and Humanism Learning Theory have been commenced from basic subjects: understanding scientific terms, finding the significant reason of theory building which belong to its founders analysis, studying philosophical source of the theories, see how various learning theories emerged and developed, and researching the basic principle of application theories in school context.

Reading is personal academic experience because it can be done by any student self and after reading process a reader got understanding based on her/his own point of view. Meanwhile, group discussion is a medium where participants can reconcile either similar opinion or different argument about concept and implementation of learning theory. Integrating those to academic activities are useful for learning dynamic and for enriching the insight of college students. Regarding oral presentation is to appraise college students' proficiency in communicating their comprehension about ideal theory and the empirical practice.

Individually (reading the academic book) and collectively (group academic discussion) knowledge construction for college students is an integrative instruction and important academic agendas which increase the proficiency of delivering a presentation. More issues are discussed and ability to analyse the power along with weaknesses of theories can be formulated after investigating between the ideal and applied theories.

Enhancement of Reading and Presentation Skill

First skill progression

Unbalance number between who being skilled in reading and who did not represent that success level of this cycle was under expectation. Approximately 20% of 19 respondents have a motivation to read; therefore, these respondents better mark performance in their first oral presentation. In spite of not using academic standard-language, they can convey the coursework topic from their limited resource. They still cannot intimidate between resources which are appropriate for the topic and reading without any strategies, that is the reason why they talking as reading a book in front of audiences.

Conversely, the other respondents even do not have self-confident and do not know how to explain the topic due to the fact that they merely get limited understanding from the academic book which is contained academic vocabularies and scientific perspectives about learning. Overall, the respondents who attempt to read before attending class have more curiosity to ask what have elucidated by lecture majority of respondents still cannot be adapted to university atmosphere which requires them to actively find academic resources for coursework activity and assignment.

Second skill progression

It is utilised the method of reading while reading two mandatory books during the second cycle. The keywords in every paragraph are underlined and important information from every chapter have been highlighted. Through these alterations, college students can read more pages without thinking how many pages have to read due to the fact that respondents read the sentences and get the entire understanding instead of reading word by word. With an effective way to read, they were not burdened although encourage to finish more books than the first cycle.

The presentation improvement is achieved due to sincerity to read academic books more effectively. College students profoundly realised that impossible to deliver any materials without preceded by reading and they are being capable as speaker. It is proven that each respondent has attempted to use opening words before talking about the core topic. Having adequate references make them more enjoy once appear in front of audiences, they confidently stand in front of the classroom, making eye contact during the presentation, showing some gestures and body movement once explain and emphasise worth information, and saying a closing statement to end the presentation.

The second occasion still leaving some weaknesses for evaluation, principally about presentation perform. In part of opening words, respondents are merely used greeting word and mentioned the topic title without introduction sentences as a baseline to explain their foundation of thinking, and narrowing the discussion. In addition, the presentation is closed without concluding the point of entire discussion that has delivered to the audiences. Every weakness of respondents was responded because immediate feedback after students' performance is a determinant of the next improvement and retention (Ciampa, 2012).

Third skill progression

Reading more books are always the best way to deliver a reasonable presentation. College students are able to open their mind; consequently, they can develop their own idea and appear better performance during enlighten the material of presentation. This accomplishment determines that first-year College students were totally read academic books through streamlined reading methods. Furthermore, respondents become reader with positive behaviour, it is also formed a habit along with reading: taking a pen or pencil to underline precious information, speed reading to gain the whole meaning, and taking a note when it is necessary to highlight.

Oral presentation progression at this phase including mentioning the title, giving an introduction to the presentation, explaining theoretical base, and interacting with all audiences. Afterwards, body language as eye contact is advantageously used to attract the interest and focus of the audiences. Nevertheless, in the context of confidence in presenting the course topic, certain respondents are not maximal in the matter of body movement. Such body movements as activating the hands, stepping forward then back to the position, and approaching the audience occasionally to reduce nervousness once stand in front of coursework members. Živković (2014) also encouraged that a guideline in conducting oral presentation can develop students' academic achievement; in another viewpoint, De Grez et al. (2014) pointed out the student with sufficient references would be more outperformed; and verbal and non-verbal communication, and content and structure of presentation are the advance measurement of oral presentation (Aryadoust, 2015; Suñol et al., 2016).

On the other hand, there are four respondents who do not encounter any progression even at the two first instruction cycles. In the former discussion, it has clarified why this is happening and again in this cycle, these respondents do not motivated to participate in the classroom activity. When this problem is correlated to the initial assessment, the fact that these respondents are not motivated to present at classroom because of a mistake when selecting the college's major which the causes do not investigate in this study. Although this factor is not the focus of this study, yet the motivation level has influenced low pretension of those respondents to attend the class then affected their achievement in reading and oral presentation.

Conclusion

Enhancement of reading academic books has been assessed through increasing of book quantity, understanding of book thoughtful, and ability to synthesise and criticise academic books' discussion. The number of books was balanced with college students' capacity in analysing either text or context; comparing between the text of the book and the context in actual teaching and learning in the education sphere. In the meantime, college students could summarise the excellence and infirmity of learning theories.

Active construction of new knowledge from reading was doing individually; meanwhile, collectively by group discussion. Participants integrated both kinds of academic activities so that participants were being capable of creating new and fresh knowledge.

Improvement of classroom presentation skill had emerged gradually. At the very first occasion, none of the respondents was able to deliver book thoughtful properly. At the second cycle, college students had used a simple opening and closing statement during their performance, but still nervous and some of them did not encounter any improvement due to not

obediently follow the process of instruction. Ultimately at third cycle, presentation achievement had been improved in which participants continuously developed their presentation skill measured by opening and closing presentation skill, making eye contact and more communicative with the audiences, break their nervousness using body movement, and summarising the coursework topic to give emphasise about what they were speaking about.

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