

**STUDENTS' PERCEPTIONS ON CONDUCTING A REAL-LIFE
CONVERSATION OUTSIDE THE CAMPUS VIA THE
OUTCOME-BASED EDUCATION SYSTEM**

BY :

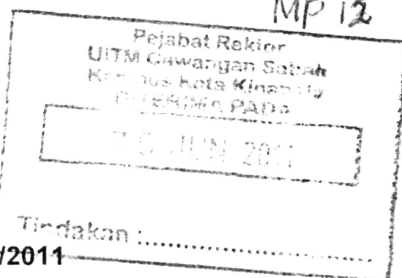
**JENNY @ JANEY MOSIKON
BERNADETTE P. LIDADUN
DELIA L. OLAYBAL**

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Pn Jenny @ Janey Mosikon
Akademi Pengajian Bahasa
Universiti Teknologi MARA Cawangan Sabah
Beg Berkunci 71
88997 Kota Kinabalu, Sabah



Y. Brs. Profesor/Tuan/Puan

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Dengan normatnya perkara di atas adalah dirujuk

2. Sukacita dimaklumkan pihak Universiti telah meluluskan cadangan penyelidikan Y. Brs Profesor/tuan/puan untuk membiayai projek penyelidikan di bawah Dana Kecemerlangan UiTM.

3. Bagi pihak Universiti kami mengucapkan tahniah kepada Y. Brs. Profesor/tuan/puan kerana kejayaan ini dan seterusnya diharapkan berjaya menyiapkan projek ini dengan cemerlang.

4. Peruntukan kewangan akan disalurkan melalui tiga (3) peringkat berdasarkan kepada laporan kemajuan serta kewangan yang mencapai perbelanjaan lebih kurang 50% dari peruntukan yang diterima

Peringkat Pertama	20%
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Sekian, harap maklum.

"SELAMAT MENJALANKAN PENYELIDIKAN DENGAN JAYANYA"

Yang benar

DR OSKAR HASZAINOR HASSAN
Ketua Penyelidikan (Sains Sosial dan Pengurusan)

TABLE OF CONTENTS

	Page
Excellence Fund Offer Letter	i
Acknowledgement	ii
Table of Contents	iii
Executive Summary	iv
1.0 Introduction	1
2.0 Literature Review	4
3.0 Research Methodology	9
4.0 Results and Discussion	12
5.0 Conclusion and Recommendations	19
References	21
Research Implication	

EXECUTIVE SUMMARY

Driven by the principles of Outcome-Based Education (OBE), this research focuses on students' perceptions on their experiences in a project of video-taping themselves while 'making and responding to enquiries' in the real-life conversation outside the campus. After being taught the conversational skills of making and responding to enquiries (BEL120 Syllabus) and doing role-play to practice these skills, two groups of thirty students were asked to conduct the project in which they video-taped their conversations in real-life situations such as the shopping malls, tourist information centres, fast food outlets and hotels using the acquired skills. The video recordings were analysed and the learners were interviewed to find out their perceptions and experiences in demonstrating the conversational skills of making and responding to enquiries in real-life situations. Data were collected qualitatively in the form of students' narratives of their perceptions and experiences before, during and after the project. The findings highlighted how video-recording of students' real-life conversations outside the campus could be used as a learning tool as well as an assessment method for teachers, as the project not only involves multiple skills in planning, executing and producing the end product but also most importantly, it is an observable demonstration of the students' learning after having learnt the skills in the classroom. This paper is expected to aid teachers and syllabus designers in focusing on Outcome-Based Education which stresses on the facilitation of the desired outcomes.

1.0 Introduction

The goal of language teaching is to develop what Hymes (1972) referred to as 'communicative competence'. Communicative competence is the ability to use the language accurately and appropriately in different situations and this indeed, is one of the course outcomes for Consolidating Language Skills (BEL120). BEL120 is a course, offered to all first semester Diploma students at Universiti Teknologi MARA (UiTM). Specifically, one of the expected course outcomes is for students to be able 'to communicate accurately, appropriately and fluently in specific academic and social situations'. Activities, which involve authentic communication, can promote learning. According to Allwright (1984), communication practices in the classroom are pedagogically useful because they represent a necessary and productive stage in the transfer of classroom learning to the outside world. However, Rao (1996) argues that, without practice in genuine communication, there is a gap between classroom drill and real life. English language is only formally taught for certain hours in the classroom. Do learners depend solely on these periods to learn the language?

Thus, learners should be given the chances to use the target language in the 'real' scene in order to gradually accumulate the perceptual knowledge of English and then develop the sensibility of this language to achieve the purpose of grasping the language. Furthermore, in order to enhance learning, institutions must make classroom experiences more productive and also encourage learners to devote more of their time outside the classroom to educationally purposeful activities (Kuh, et al., 1991). In addition, Benson (2006) writes that recent studies suggest that learners tend to participate in out-of-classroom learning activities more creatively and frequently than the teachers know. However, these opportunities are limited.

It is undoubted that teachers assign various activities in class, just to ensure their students are able to enjoy and learn effectively. However, Philips (n.d.) states that, no matter how context rich the classes are, they cannot provide the learners with sufficient opportunities to engage actively in meaningful interaction in the target language. In addition, studies have revealed that many learners believe that much learning occur outside the classroom (Benson, 2006). Hence, Yang (2010) believes that in oral English teaching context, learners should be given structured