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Preface

In the name of ALLAH, Most Gracious, Most Merciful and Muhammad S.A.W., the last prophet.

First and foremost I would like to congratulate the editorial board and authors of the *Borneo Akademika* journal on their success in producing this journal. This achievement is actually the result of their tireless effort in contributing thoughts and ideas to produce papers on current issues and challenges in multi-disciplinary research. To the best of my knowledge, efforts to produce a home-grown UiTM Sabah journal actually started ten years ago, and today we see the fruits of our labour and patience. This shows us that total commitment from the academic community is required in the journey towards academic publication so that joint research efforts can be enhanced.

This journal consists of twelve peer-reviewed articles based on current research topics of interest. Each topic is unique by way of its research methodology and findings in various related fields. The papers in this journal are useful to fellow researchers who share a similar interest in the field or those who are directly involved in exploring multi-disciplinary research. We hope that this publication can be a reference for academicians and students alike, particularly those in UiTM as well as the general public.

Finally, I would like to take this opportunity to acknowledge the dedication of our editorial board and invited/field editors who have in one way or another contributed to the successful publication of this journal. My gratitude goes out to all the authors who contributed articles to this publication because this journal would not have become a reality without them.

Thank you.

Datuk Dr. Hj. Abdul Kadir Hj. Rosline
Chief Editor

Prakata

Dengan Nama Allah Yang Maha Pemurah Lagi Maha Mengasihani. Salam dan Selawat ke atas Junjungan Besar Nabi Muhammad SAW rasul akhir zaman.

Pertamanya saya ingin mengucapkan setinggi-tinggi tahniah kepada sidang penyunting dan penulis artikel jurnal Borneo Akademika yang menyumbang tenaga dan idea dalam isu dan cabaran terkini kajian pelbagai-bidang. Penerbitan jurnal ini adalah keseinambungan usaha lampau yang kurang aktif semenjak hampir sepuluh tahun lalu. Jurnal ini menggambarkan keperluan komitmen yang jitu daripada warga akademia bagi megembang kesignifikanan usaha-usaha dalam penyelidikan.

Jurnal ini mengandungi dua belas artikel yang dinilai oleh penilai jemputan/bidang berasaskan kajian semasa. Setiap tajuk yang dibincang mempunyai keunikan tersendiri yang metodologi dan dapatannya dikupas berdasarkan bidang kajian yang dibuat. Usaha ini amat memberi manfaat kepada penyelidik-penyelidik terutamanya mereka yang terlibat secara langsung dalam kajian terkini pelbagai-bidang. Tambahan pula, kami berharap agar penerbitan ini akan menjadi sumber rujukan kepada ahli akademik dan pelajar terutamanya di UiTM dan juga kepada orang awam lain.

Akhirnya, kami ingin mengambil kesempatan untuk merakamkan setinggi-tinggi penghargaan kepada semua ahli sidang penyunting dan penyunting jemputan atas sumbangan yang merupakan satu lagi cara menyumbang kepada kejayaan penerbitan jurnal ini. Terima kasih khas ditujukan kepada semua penulis yang menyumbang artikel untuk tujuan penerbitan ini kerana tanpa sumbangan mereka penerbitan ini tidak mungkin dapat dijayakan.

Terima kasih.

Datuk Dr. Hj. Abdul Kadir Hj Rosline
Ketua Penyunting

Content

STUDENTS' EXPERIENCES IN VIDEO-RECORDING THEIR REAL-LIFE CONVERSATIONS

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ABSTRACT

This study explores the possibility of utilising students' abilities to video-record their conversations in real-life situations outside the campus. After being taught the conversational skills of asking and giving information, and practising these skills through role-play activities, a group of 27 students was asked to conduct a project, in which they video-recorded their conversations in using the acquired skills in real-life situations such as at Information Technology (IT) and computer shops and other stores selling electrical appliances. The video recordings were analysed and the students were interviewed to explore their experiences in demonstrating the conversational skills of asking and giving information in real-life situations. Data were collected in the form of students' narratives of their 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 did not only involve multiple skills in planning, executing and producing, but most importantly it proved to be 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 the facilitation of the desired outcomes.

Keywords: Video-recording; conversational skills; Outcome-based Education (OBE)

ABSTRAK

Kajian ini meninjau potensi penggunaan alat perakam video yang digunakan oleh pelajar untuk merakam perbualan komunikasi harian menggunakan Bahasa Inggeris di luar kampus. Setelah diberi input tentang kaedah mengemukakan pertanyaan dan menyampaikan maklumbalas serta diberi latihan *'role-play'*, sejumlah 27 orang pelajar telah diberi tugasan untuk merakam perbualan mereka dalam menggunakan Bahasa Inggeris dan kemahiran tersebut di luar kampus semasa berurusan dengan kedai-kedai menjual komputer dan peralatan elektrik. Rakaman video ini telah dianalisa dan seterusnya pelajar ditemuramah untuk mereka berkongsi pengalaman semasa menggunakan Bahasa Inggeris ketika mengemukakan pertanyaan dan menyampaikan maklumbalas dalam situasi sebenar. Data kajian merangkumi naratif pelajar berkenaan pengalaman mereka sebelum, semasa dan selepas melaksanakan tugasan yang diberi telah dikumpul. Hasil kajian menunjukkan tugasan rakaman video pelajar menggunakan Bahasa Inggeris di luar kampus boleh membantu dalam proses pembelajaran dan boleh digunakan oleh guru-guru bahasa sebagai satu kaedah penilaian kerana tugasan ini bukan sahaja melibatkan pelbagai kemahiran dari segi perancangan, pelaksanaan dan penghasilan, tetapi ia juga merupakan suatu bukti pembelajaran yang boleh diperhatikan dan dinilai. Kajian ini diharap dapat membantu guru-guru bahasa dan pengubal silibus dalam memberi fokus kepada hasil pembelajaran.

Kata kunci: Rakaman video; situasi sebenar; kemahiran berkomunikasi

1.0 Introduction

The goal of language teaching is to develop what Hymes (1983) 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 language proficiency courses for 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'. Thus, one of the aims of this study is to determine whether students are able to communicate accurately, appropriately and fluently in social situations using the target language. In order to investigate this, it is not pedagogically possible to observe each student in a social setting and assess his or her ability to use the target language in a real-life situation. One way to document this is for the students themselves to video record their conversation in real-life situations. Hence, the main aims of this study are to explore the students' experiences in demonstrating the conversational skills of asking and giving information in real-life situations and to highlight their experiences in the usage of video in documenting their conversations.

2.0 Literature Review

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) argued that, without practices in genuine communication, there is a gap between classroom drill and real life. 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. It is undeniable that teachers assign various activities in class just to ensure their students are able to enjoy and learn effectively. However, Philips (2003) stated that, no matter how context rich the classes are, they cannot provide the students with sufficient opportunities to engage actively in meaningful interaction in the target language. Hence, Yang (2010) believed that in oral English teaching context, learners should be given structured opportunities to use the target language in new and unexpected ways. Learners should be provided with the language that they will need to take part in genuine communicative tasks, and be given opportunities to respond appropriately in new situations outside the classroom. It is the teachers' role to design tasks that allow learners to practise identifying the key grammar and vocabulary in real-world texts as well as to develop the skills of speaking and listening in an integrated way, just as in authentic communicative situations.

One of the innovative communicative tasks is project-based which is in line with the current Outcome Based Education (OBE) system that promotes a holistic method of teaching and learning. Acharya (2003) explained that, OBE goes beyond 'structured tasks' (e.g. memorization) by demanding that students are to demonstrate their skills through more challenging tasks like writing project proposals and completing the projects, analysing case studies and giving case presentations. Such exercises require students to practise and demonstrate their ability to think, question, do research, make decisions and give presentations. In other words, OBE involves students in a complete course of learning, from developing their skills in designing to completing a whole process (Spady, 1994). Besides that, OBE also promotes higher levels of thinking, creativity, ability to analyse and synthesise information, ability to plan and organise tasks. These skills are emphasised especially when

students are assigned to organise and work as a community or entrepreneurial service team to propose solutions to problems and market their solutions.

Technology can play an active role in revitalizing classes by making students and teachers feel interested in the subject matter, engaging students in the learning process, and giving students and teachers the access to the world outside the classroom (Gilroy, 1998). It can also facilitate and encourage cooperative learning provide opportunities that address individual student learning and meet the different learning styles of students that help sustain positive experiences in the classroom (Hollenbeck & Hollenbeck, 2004). According to Danielson (2007), tools of technology, such as computers and computer laboratory, video players, overhead projectors, and Data Show projector are effective tools in enhancing learning and that using these tools to enhance learning becomes an important responsibility of today's teachers. In brief, technology can positively impact the teaching and learning process (Hew & Brush, 2007). Using technology in teaching English to second language learners can serve several functions. According to Dukes (2005), it can increase interaction among students and with "real-life audiences" outside the classroom; meet the different learning styles of students; make learning authentic through providing students with materials and activities relevant to the real world; and create a positive learning environment that are supportive and open. Furthermore, using it in the teaching and learning process can facilitate communication among students and build language skills that students need not only in but also outside the classroom (Hollenbeck & Hollenbeck, 2004). Moreover, it makes classes more interesting (Alkahtani, 2011). According to Chartrand (2004), using technology in English as Foreign Language (EFL) teaching can encourage students to be more responsible for their EFL learning, increase their confidence, and motivate them by providing them with interesting materials.

With regard to video recordings, earlier studies have shown that students may benefit from the use of video cameras in the classrooms and other learning environment which include the ability to view recordings of missed lectures, and review particular lectures as examination and assignment preparation at home (Odhabi & Nicks-McCaleb, 2011). Kırkgöz (2011) posited that integrating video-recording of students speaking in language learning activities enables students to watch and evaluate their performances and make the necessary improvement. Meanwhile, Gromik (2012) conducted a case study to investigate students' use of their mobile phone video recording feature to produce 30 seconds videos on a weekly basis. His findings were able to document that the students were motivated by the task requirement to use their mobile phone video recording feature to practise their speaking skills in the target language. These activities were all conducted in the classrooms. Hence, the possibility of self video recordings is an area that can be looked into.

3.0 Research Methodology

The purposes of this study are to find out the students' experiences in demonstrating the conversational skills of asking and giving information in real-life situations and to highlight the usage of video in documenting their conversations. Hence, this study seeks answers to the following research questions: "What are the students' experiences in demonstrating the conversational skills of asking and giving information in real-life situations; and what are the students' experiences in the usage of video in documenting their conversations?"

In an attempt to answer the research questions, one group of second semester Diploma students taking Intermediate English course coded as BEL260 were chosen to be the subjects of this study. The group was taught the conversational skills of asking and giving information in week two as scheduled in the BEL260 scheme of work. Language instructors introduced students to the various phrases of asking and giving information and this was followed by a

role-play activity of real-life situations. According to Rao (1996) role-playing promotes the 'learn by doing' approach. Thus, by role-playing in the classroom, the students learn to use the appropriate conversational skills for the simulated real-life situations. After sufficient role-playing practices in making and responding to enquiries in class, the students were given a task to conduct a group project (four members in a group). The group project required students to video-record their conversations in using the acquired skills in real-life situations such as at the IT and computer shops and other stores selling electrical appliances. These students were given a period of one week to plan, organise and carry out the project.

This study employed two research instruments for data collection which were the video recordings taken by each group and a semi-structured interview questionnaire which had been piloted on students who carried out the same project in the previous semester. Since investigation of the findings involves an in-depth inquiry of experiences, a qualitative research method is most appropriate (Gay, Mills, & Airasian, 2009). Six video recordings were collected and analysed qualitatively to find out how the students performed the conversational skills of 'asking and giving information' in real-life situations. After viewing the video in class together with the students, they were later interviewed in groups. The responses from the interview sessions were qualitatively analysed using axial and open coding (Corbin & Strauss, 1998).

4.0 Results and Discussion

In finding out the students' abilities to communicate in the target language in real-life situations, the video recordings were analysed by looking at the places they went to, the questions they asked and the way they responded to the answers by individuals they asked information from. The theme in week two for BEL260 syllabus is 'Technology'. The students were advised to ask for information related to technology. The students went to IT Fairs, shops selling gadgets for aquarium, tablets, laptops and smart phones.

The abilities of the students to ask appropriate questions were observed in all the recordings. At the IT Fair, the students were able to ask questions such as *What is the difference between these two models?* and *The three of us are students, which do you recommend?;* while at the aquarium shop, they could ask *Can you show me a filter?, What's the brand of this filter?* and *What's the function of this filter?;* and at the shop selling electronic gadgets, they could ask *How about the processor of this phone?;* at the computer shop, *Is the computer processor have booster technology? (sic);* at the shop selling tablet, *What is the different with samsung?(sic),* and at the shop selling smart phones, they could ask appropriate questions like *Which is the best one for students?*

However, as these students were not proficient in the language, grammatical errors and mistakes were present in most questions asked as similarly demonstrated during the role-play activites in class. Some of them were in incomplete questions. At the IT Fair, the students asked questions such as *all touch screen ahh..?, so the price is fixed?* While at the aquarium shop, they asked short, incomplete questions like *so, the price is...?* and at the shop selling smart phones, *How much..?, err.. the warranty?* and *err... the advantage?* There were also problems with the structure of the questions and the word choice such as *How long does this phone use?(sic), Does this model phone 4G?(sic), How about can manage to get 3G?(sic),* and *What kind of booster technology is this computer use?(sic).*

It was observed that most students were more focused on asking for information that they provided less verbal feedback to the responses given by the other party. This could be due to the fact that the students had prepared the questions before the actual conversations, were not confident or proficient enough to respond and giving responses might not be their main focus.

Nonetheless, interjections such as, '*aha*', '*ummm.*', '*oh*', '*okay*' and gestures such as nodding and smiling showed that they understood the responses given to their questions.

In summary, although the students might not have been fluent or accurate in their language, they were able to ask appropriate questions. Other than that, they also displayed non-verbal communicative skills that are necessary in the process of asking for the information. These were observable demonstrations of the skills which they might have acquired in the classroom.

In eliciting the data to determine the students' experiences in demonstrating the conversational skills of asking and giving information in real-life situations and on the usage of video in documenting their conversations, the students were asked in groups what they felt when they were asked to conduct the project, how they planned to do the project, what happened while they were doing the project and what they felt after completing the project.

Responses from the students showed that they had mixed feelings when they were assigned to do the project. Twelve of the students responded that it would be something challenging.

> "*I think it would be challenging because we have to speak English and we have to look for people who are able to speak English as well.*"
> "*This would be challenging, it needs us to prepare a lot.*"

Only six students felt that it would be difficult. They explained that they were not confident and were not good in the language. In addition, the fact that it was their first time doing the project made them feel it would be difficult. However, seventeen of the students felt that it would be fun and exciting as this happened to be the first project where they had to video-record their conversation in real-life situations.

> "*I know I wouldn't be doing this alone so I think this would give me the opportunity to go out, have fun with my friends and learn at the same time.*"
> "*I have never done this before so I think this would be exciting.*"

Preparation is the key to the success of a project. Thus, the students were asked if they had prepared scripts and practised before conducting the conversation. Four groups explained that they prepared the scripts and practised because they did not want to appear foolish and that the preparation made them feel more confident and ready to ask for information. The preparation had indeed helped them as they explained that it was easy for them to make the enquiries and they felt less nervous during the conversation. The other two groups of students sounded quite confident and said that they wanted the conversation to be spontaneous. These were among the students who frequently used English in their daily communication.

While conducting the projects, of the six groups, three groups explained that they had encountered a few difficulties in video-recording the conversation due to their surrounding, which was noisy and crowded. Apart from that, the other parties were not able to speak in English and were uncooperative. To solve these problems, the students lamented the fact that they had to redo the whole video-recording process because the sound was not clear enough, and they had to go to different places to look for people who were able to converse in English and were willing to be recorded.

The students were also asked how they felt after completing the project. Responses from the students were very encouraging as everyone gave positive remarks about the project. All agreed that they should do another one. Thirteen of the students felt proud of themselves. The rest felt relieved and happy.

"After doing the project and after looking at the end product, I am very proud of myself. I didn't think would be able to do it, but I did."
"I still can't believe that we were able to do it with all the rejections we had earlier. I am indeed proud of myself and my group members too."

General responses from the students revealed that the project had given them a good experience and this experience had given them the confidence to converse in English. They also learnt a lot of new things such as working as a team, using technology in editing their videos and most importantly knowing that they could do something which they thought they were not able to do. When asked about their experiences related to the method of video-recording their conversation, most of the students commented that they had to learn the skills of producing, editing and inserting appropriate text and audio in their videos. Some of them had never had the experience but took the challenge and learned the technical skills which were not taught in class.

In short, these groups of students were motivated by the task requirement to use video recording to practise their speaking skills in the target language. Furthermore, Gromik (2012) explained that because it was video-recorded, the recordings might provide the students with the opportunity to view themselves. Therefore, that would empower them to improve their performance. In addition, as the video recordings were viewed in class, the students could also learn from each other the art of using the language and in producing the video.

5.0 Conclusion and Recommendation

In conclusion, the findings highlighted how video-recording of students' real-life conversations outside the campus in real-life situations could be used as a learning tool, as well as an assessment method for teachers. Although the students may have prepared their scripts and rehearsed prior to going out of the campus to converse in the English language with other people in authentic settings, the communication practices may still be considered as a form genuine communication that serves to bridge the gap between classroom drill and real life conversations. The video recordings served as evidence of their communicative abilities in the real-life situations and responses from the interview showed that students not only had learnt the conversation skills in making and responding to enquiries but, they also revealed that they were more confident in using the language outside the campus. Their experiences also showed the proofs that in conducting the project, they had to plan and organise as well as creatively produce the end products which are skills emphasised in the current OBE syllabus.

The students enjoyed doing the project. However, they were also disappointed with the fact that the project was not included in the on-going assessments. Even though the recordings were only considered as a form of formative assessment, it could also be recommended to be used as a summative assessment because of the effort, creativity, time and money spent to conduct the project. In addition, learning also took place in the process of conducting the project as it involved multiple skills in planning, executing and producing the end product. Furthermore, as the recordings were viewed together as a whole class activity, the motivation to do it right or to speak accurately was strong. Thus, Brown, Bull & Pendlebury (1997) suggested that "if you want to change student learning then change the method of assessment" (p.7).

A further study could be done to investigate how practicing communicating in real-life environment improves the students' communication skills. This study could put its focus on the language used by the students whether there is any improvement or the weakness prevails after the real-life communication practices. Should the real-life practices be evident that there

is an improvement in the students' language skills, then it should be duly documented. And, if students' weaknesses in using the language persist, then more extensive studies should be done to determine possible measures to overcome the problem.

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