

EMBRACE OR REJECT: STUDENTS' VIEWS ON THE INCORPORATION OF REFLECTIVE VIDEO JOURNAL IN ENGLISH ORAL PRESENTATION CLASS.

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Abstract— The use of reflective video journal has been researched extensively in the areas of nursing, teacher training and other professional developmental courses. It has been proven to leave positive impacts on its practitioners in reflecting on their professional practices and trainings thus, further help them to become better professionals. However, its usage and acceptance to be used in English oral presentation class as a supplementary task to help students in their oral presentation performance has been under researched. The need to gauge their views seems crucial as to see how well could it be suited with their current practice, thus this had become the main aim of this study. A group of fifteen semester one Diploma in Accountancy students from The Polytechnic of Seberang Perai, Penang Malaysia, taking English for Communicative Purposes course volunteered to participate in this study. They were assigned with two English oral presentations tasks, where both presentations were recorded, graded and compared. In between, they were asked to do seven reflective video journals based on their performance for the first oral presentation. An interview was conducted at the end of the process as a mean to gauge their views on the use of reflective video journal in English oral presentation class. From the analysis, it was found that even though they were some problems faced by the students in doing the reflective videos, they viewed and welcomed its incorporation positively. As a whole, it is concluded that with some adjustments and proper planning, reflective video journal can be used as a task to help students improve their performance in English oral presentation class.

Index Terms— English oral presentation material; animated presentation software; material development; students' feedback.

I. INTRODUCTION

Rarely being heard or made public or even being published about students who are learning English oral presentation or other similar public speaking or speech courses being asked to keep reflective journal as part of their course content or

assessment. They maybe exist but how many of them have been thoroughly researched? The same goes to the combination of reflective video journal and English oral presentation. We have heard so many people doing this and that as a strategy to improve one's performance in English oral presentation, but how many time has the marriage between these two appeared in journal? What about students or users' view upon experiencing this two element being merged? Would they welcome it and rejoice, or vice versa? Let alone literature in the use of this two combo, oral presentation itself is hardly being researched empirically [1].

There is indeed a very big gap to be filled and thus this had triggered the interest of the researcher to fill in the vacancy, even if not fully, but significantly. Some of the prior researches on oral presentation focused on oral presentation assessments and their constructs [2], peer and self assessments [3] [4] and on areas of oral presentation that should be taught and focused on in the classroom [5], but very few had really focused similarly to the topic of this paper. This lacking maybe due to the fact that the development of oral presentation skills is a time-consuming activity [6], thus making is less favorable research area.

Oral presentation has been - and probably forever will be - used as an assessment tool or activity in schools, colleges and universities. It has been feared by many, and even some with faint heart would shiver just to have the thought of having many eyes gazing at them while they are standing before the audience to present. This is not an uncommon scenario. It happens almost everywhere. However, how many of the presenters - be it immature or professional speakers - have actually had the chance to sit and look back at their own presentation and reflect on their performances? The chances may be little or maybe none. This had become another reason why the researcher took a step forward and explored this area.

In this small scale formative and design experiment study conducted, the researcher incorporated the use of reflective video journal in English oral presentation class and had tried

their best to answer all the questions posted earlier. However, to include the answers to all questions mentioned earlier in just a paper would be an arduous task. So, for the purpose of this paper, this study was planned to focus on exploring and answering these questions;

- (a) What are the students' views on the incorporation of reflective video journal in English oral presentation class?
- (b) How it can be improved for future implementation?

The need to study students' view on the use of reflective video journal in English oral presentation class is seen crucial. According to Webb [7], in evaluating a systematic reform in education, it requires both the capability to focus on students and teacher information in making change in the system. This is because teaching requires much more than content delivery, it is strongly connected with relationships, student self-regulation [8] and motivation [9]. Since there has been too little attention to students' perspectives on the aspects of teaching [10], such studies in the context of finding students' view should be made available. The incorporation of reflective video journal is seen like a reform due to the fact that it has scarcely been done before or probably never has been documented, especially in the Malaysian polytechnics scene. By knowing how the students view the incorporation of reflective video journal, this can help the researcher and other practitioners to improve such implementation and gear it for betterment in the future.

Many researches and innovations were done in Malaysian Polytechnic system like the in-service training for English language lecturers of Malaysian polytechnics [11] and a study focusing on the curriculum used by the system [12], but an exploratory research focusing on students' view on the use of a classroom supplementary task has been under researched. In a soundly similar study, Muhammad Zaki, Suryani and Maryam [13] had explored student's view on the material created with an animated presentation software tool (Powtoon.com) for English oral presentation class. However the context of the study was different where they focused on the teaching aids, but not on classroom activities or tasks, as being targeted by this paper. Due to that, it had triggered the researcher to conduct an exploratory study, trying to gauge students' view on the incorporation of reflective video journal in English oral presentation class.

II. LITERATURE REVIEW

This section will further describe some relevant underlying theories and concepts which serve as the basis for this study.

A. Reflection, reflective video journal and their effects.

Reflection and its practices have been around and promoted for ages, especially by its proponents and experts like John

Dewey and David Kolb. Donald Schon, another well known name in the area of reflection, then introduced the term reflection-in-action and reflection-on-action in Schon [14] where the latter has become the pillar of reflective video journal practices, where one reflects back on their prior practices or experiences. As time passes, the reflection or reflective branches have been expanded and its integration with technology has become rampant and highly researched.

Reflective journaling has been studied for its benefits in many areas (e.g.: student teachers' training [15] [16] [17] [18], and counseling and counselor development [19] [20] [21]). In most researches on reflective practice which involve video recording, the recorded video served as the reference tool, where the research subjects will watch their own videos and reflect on what they can see in the video. Many student teachers in teacher training colleges are being exposed to this video based technology where it is considered to be constructive for these student teachers to do self reflection [15] [16] [17] [18]. Prior researches - like Robinson and Kelly [22] and Sherin and Van Es [23] have shown that these teacher trainers, after reflecting on their own video recordings, had shown a significant improvement in the levels of reflective thoughts about their practices with the underlying self reflection framework that they used. By practicing self reflection - especially reflection on action- it helps these student teachers to identify the strengths and weaknesses of their performance in the classroom [14] [24].

In a slightly different focus but similar context to the purpose of this paper, Muhammad Zaki [25] in his study on the immediate effects that reflective video journal has on students' English oral presentation performance found that there had been an increase in students' performance after they had undergone reflective video journal session. From the study it was concluded statistically that there was a significant difference between the mean scores of students' pre and post English oral presentation performance thus leaving positive impacts on the students.

B. The need to gauge students' view

When it comes to students' view or opinion on what is being used in the classroom, according to Allwright [26] many educators find it a bit hard to accept learners' as a positive contributors to the learning process whereby not considering students' view would create a blind spot [27] in the teaching and learning process. When the educators are aware on how the students perceive the task, further plan and alternative behaviours and activities can be done [28] [29].

It is important for the students to be able to provide their views on tasks or activities suggested or planned for them as that will make them make sense of what they can do [30]. Figure 1, as adapted from Barkhuzein [30] displays what should be done by the students as they give their perceptions or

view on the incorporation of reflective video journal in their English oral presentation class.

B. The Study Flow

Basically, the research was divided into four parts; (a) Part One: Pre Intervention English Oral Presentation, (which later will be known as EOP1), (b) Part Two: Intervention – Reflective Video Journal, (c) Part Three: Post Intervention English Oral Presentation, (which will later be referred to as EOP2), and (d) Part 4: Data gathering: Interview. Thorough explanations for each of the parts are as listed below.

C. Part One: Pre Intervention English Oral Presentation (EOP1)

At this stage, subjects were given a week to prepare for an individual English oral presentation where they were given the freedom to choose a topic of their liking for that presentation. The presentation lasted for five to seven minutes and it was recorded. These recordings were used later by the students in Part Two. A proper schedule was set as to ensure the smooth sailing of the process.

Their oral presentations for both EOP1 and EOP2 were assessed and graded by three experienced examiners. Those examiners followed the marking rubrics and guidelines provided by the Curriculum Division of Malaysian Polytechnic in assessing subjects’ oral presentation performance. Once completed, all the marks were recorded and tallied.

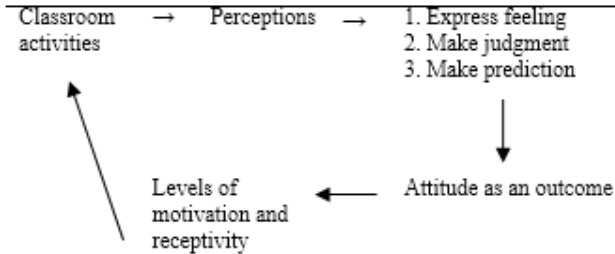
D. Part Two: Intervention - Reflective Video Journal

Volunteered students were assigned with a task to create seven reflective video journal entries based on their EOP1, which was performed and recorded earlier in Part One. Basically, each of the subjects was given a DVD containing their recorded EOP1 and they were asked to create a weekly reflective video journal entry. They were also shown a reflective video sample as these subjects were not used to create reflective video journal before. This was being done purposely where the researcher wanted to see how the students fair in doing the reflective videos without proper training and exposure. This was due to the fact that in real classroom setting, especially in Malaysian polytechnic context, students’ classroom schedule was so pack that extra classes (in this case for reflective video journal training purposes) was seen impossible.

They were also given a series of bilingual reflective prompting questions each week as to guide them on what to focus and reflect in their videos as well as it could also enhance their reflective thinking (Smyth, 1992). Those prompting questions are divided into three groups. Those groups are (a) Planning, (b) Monitoring and (c) Evaluating. These prompting

FIGURE 1

Learners’ Actions on Their Perceptions of Classroom Activities



Using Barkhuzein [30] idea as the basis of the interview, the interview questions were designed in trying to cater those three actions, (a) express feeling, (b) make judgement and (c) make prediction. However, the questions used in the interview were further streamlined specifically to suit the context of this study where it was set to assess students’ views on the use of reflective video journal in English oral presentation class.

III. METHODOLOGY

Reinking & Bradley’s [31] six phases of formative and design experiment method has been adopted by this research. Detailed description of this method will not be described in this paper since it will focus only on the execution of the reflective video journals and students’ views on the incorporation of reflective video journal in English Oral presentation class.

A. The subjects and population

A class of semester one Diploma in Accountancy students at the Polytechnic of Seberang Perai, Penang Malaysia were approached to be part of this study. They were selected to be part of this research due the access gained by the researcher to work with them and they were taking AE101 English for Communicative Purposes course - the course that has English oral presentation as part of its course content. However, only fifteen students were willing to voluntarily participate in the study. Proper documents on confidentiality and consent were prepared and distributed to the students as to ensure that the ethical aspects of the study be taken care of. As for the confidentiality purpose of this study, their names were used, instead, a number - student 1 to student 15- were used to represent each one of the subjects. The subjects were given a short briefing as to explain the flow and procedures of the study. They, then, were assigned with some tasks. Those tasks are as described in the study flow below.

questions were adapted from and based on Ertmer and Newby [33], Schraw [34], and Coutinho [35].

The scope and the content of each reflective video were arranged accordingly, following the topics covered each week for English oral presentation in their AE101 English for Communicative Purposes 1 class. Due to time constraint, instead of having seven separate videos, the last two videos had to be combined. In other words, students had to do two reflective video journal entries for the final intervention week. The contents or focus for each week video journal entries are as presented in table below.

Table 3.1: Contents and focus for Reflective Video Journal

Entry Number/ Week	Video Title	Content / Focus
1/1	Introduction to reflective video journal	<ul style="list-style-type: none"> • Subject’s background and their experience in using video and technology.
2/2	Reflection on the EOP 1	<ul style="list-style-type: none"> • Subject’s overall and general views on their performance for EOP 1
3/3	The planning for presentation	<ul style="list-style-type: none"> • Working on a topic and purpose • Audience analysis • Gathering materials • Supporting ideas
4/4	Organising and outlining presentation	<ul style="list-style-type: none"> • Organising the body of a presentation • Beginning and ending a presentation • Outlining
5/6	Language in presentation	<ul style="list-style-type: none"> • Grammar/ tenses • Sentence structure • Pronunciation • Vocabulary • Transitional markers
6/ 6 &7	Visual aids	<ul style="list-style-type: none"> • Strengths and weaknesses
	Delivery	<ul style="list-style-type: none"> • Verbal communication • Non-verbal communication

Subjects were asked to do their recordings for the reflective video journals by using their video recording devices like mobile phones, video camera or digital camera on their own individually.

Initially, the subjects were asked to submit their videos to the researcher via Whatsapp® mobile application, or youtube.com. However, due to the nature of the method used for this study, the researcher altered the submission means in the following weeks as to see which was being favoured by the subjects and which was easier. Other means that he tried were

E. Part Three: Pre Intervention English Oral Presentation

Similarly, subjects had to undergo the same process in Part Three, as what they did in Part One. Students were given a week to prepare for their presentation, based on the topic of their choice. Again, their presentations were recorded and assessed by the same three examiners. Marks were accumulated and their scores for their EOP2 were compared with EOP1.

F. Data gathering: Interview.

For the purpose of this paper, subjects were interviewed individually as to assess their views. Proper scheduling was set, and interviews were conducted according to the schedule chosen by the subjects. They were asked to view their EOP1 and EOP2 videos again. Some semi structured interview questions were then asked. The interviews were recorded for analysis purposes.

Interview was selected as a data gathering method for the purpose of this study since it enabled both the interviewer and interviewee to discuss certain topics in more detail, where probing can be used if the interviewee has difficulty answering the questions. It has the power to demand the students to expand their answers that they have given if they have responded to the interview questions in the form of “yes” and “no” [36].

The interview was conducted bilingual – English language and Malay language- , where subjects were given the chance to choose their preferred language. However, for the sake of this paper, all correspondences in Malay language were translated into English. The data obtained were analysed and discussed in the following section.

IV. FINDINGS

The findings gathered from the interview were analysed as to answer the research questions set for this paper. To make it clearer, the findings are arranged according to the stipulated research questions.

A. *Students' views on the incorporation of reflective video journal in English oral presentation class.*

The main focus of the interview was on finding students' view on the incorporation of the reflective video journal in English oral presentation class. It evolved around finding students' perception on the whole process of the incorporation of the reflective video journal. After the analysis, the findings are clustered under two major categories. Those categories are a) students views on the execution process and (b) students' general views.

B. *Students views on the execution process and its elements.*

From the interview, only two elements of the execution which was found 'popular' and being mentioned the most by the students. Those elements are (a) the prompting used and (b) the execution time. It is crucial to investigate how the students perceive the execution and its elements as these are the pillars for the whole process on integrating reflective video journal in English oral presentation class.

C. *Students' view on the prompting used*

The students were also asked on the prompting used. From the research, several information had been dug out. Those findings include students' views on (a) the effectiveness of the prompting questions provided, (b) the lengths or number of questions, (c) the language used, (d) its constructs and (e) the intelligibility of the questions.

D. *The effectiveness of the prompting questions in doing reflective video journal.*

The students were asked on the effectiveness of the prompting questions given to them in helping them to complete their reflective video journal task. All fifteen subjects agreed that the questions provided really helped them in doing the reflective video journal. From the data gathered, instead of just saying 'yes' to the question asked, the students did mention that they might not be able to complete the task of creating the reflective video journal if the prompting questions were not given. By having those questions ready, they had just answered them accordingly thus making the process easier.

Student one said, "*erm... I prefer to use those questions... if there is no question, I do not know what to talk about.*"

In addition, other students also provided similar response by saying,

Student three "*Yeap! The questions that were*

given to me give me point that I want to talk, so without the questions may be I will be... dead"

Student four "*... it does really help, it was like give us topic on what to be done in the video. So It helps.*"

Student five "*Uhm... It helps me in doing the video. If for example there is no such question, like we do not know what to say in the video. It will be haywire. So, when there is this question, we can answer according to the questions.*"

Student seven "*Uhm... yes. If you did not give these questions, did not know what to talk about.*"

Meanwhile, student two gave her opinion by saying that she preferred those readily available prompting questions, in comparison to just let the students come out with their own questions. According to her, "*it has been a lot doing the video, better, I prefer like having this prompting questions, better than I am just creating er... the questions by myself, and all, I think it won't work. So, it's good having these prompting questions.*"

The students said that the prompting questions provided helped them in several ways. Student fourteen claimed that the prompting questions helped him in language and organization of information in his reflective video journal. When he was asked by the researcher on what aspect the prompting questions had helped him, he replied by saying, "*in my... language, and then the... the order to answer, according to order, that is was not messy.*"

In contrast, student nine viewed the prompting questions provided had a greater function. According to her, the prompting questions provided helped her to give her confidence to face question and answer section in her English oral presentation. She said, "*helped me in answering OP (English oral presentation) later. It gave me confident to... to answer later will be lot easier. Easier to do OP (oral presentation).*"

However, student fifteen, even though she viewed the prompting questions as effective, she was the only one viewed the prompting questions provided as distraction. According to her; "*As a result, we... like the questions they influence us. Like they distract us from doing like what we want, it asked arr...about something, we just answer accordingly.*"

By looking at these responses, it could be said that students really view the prompting questions provided for being really

effective and useful in helping them to do their reflective video journal.

E. The length/ number of questions provided

Another aspect that was mentioned several times by the students when they were prompted to give their views on the prompting used was the length and the number of questions used in the prompting document. Eleven students viewed the number of questions used as being too many or lengthy.

This had been agreed by student eleven where she said it twice that,

“First, it was like very hard. Lots of questions. Repeating most of it”

“Yeah! There’s too much questions.”

Students three, four, five, eight, and twelve all stated the same where they viewed the prompting questions as being too many or lengthy.

In addition, some of them also mentioned that the number of questions was increasing from one set to the other. Like what was mentioned by student eleven, where she told the interviewer that *“the first three was like okay, and but when it goes to like more than, like lots of questions. So, stay longer”*

She was not the only one for having such view. The same response was given by several other students where they mentioned that the number of questions was increasing.

Student two *“ and... the question at first, the questions was just a little, then like the second, third, you know, the questions were getting like being two pages, three pages and all. So it’s kind of like stress. Argh! Like that. Lots of questions being asked.”*

Student six *“but ehm... Maybe the number of questions, at first it was only one paper, but after that, it expanded two pieces, I started... oh my god! To see the questions.”*

Student thirteen *‘... It was one page and it was increased to two, to three.’*

From the data it can be said that students viewed the length of the questions and the number or questions were a drawback to the students.

F. The language used

The students were also asked to give their view on the language used in the prompting questions. Most of the students like the prompting questions since it was bilingual. All the students said that they did not have any problem with those questions since they were bilingual. In doing the reflective videos, they actually referred to both languages. According to student one, he read English questions first, and if he faced any difficulty he did refer back to Malay language, and he even used the dictionary to check for the meaning.

He said, *“if I did not know something, did not understand I referred to Malay language when I did not understand the language, I could refer to languages that I know. For example, I can also refer to a Mandarin dictionary.”*

Some other similar responses are as follows.

Student two *“ Language okay. The language is okay, I can understand because it is simple English, and all, plus it have Malay and English so it is not a problem for me.”*

Student three *“I think it’s not really hard to answer the questions, erm... because we had the Bahasa (Malay language), are... so, if we not... we cannot read in English, we can use Bahasa. So, I think it’s not difficult too.”*

Student six *“Language it was okay, because since we have dwi language (dual language)”*

From the data, it can be concluded that the students did not have any problem with the language used in the prompting questions since it was bilingual.

G. The construct

In the interview, the students were also prompted to give their feedbacks focusing specifically on the construct of the prompting questions. From the data, eleven students claimed that similar questions were used repeatedly in the prompting document.

Student eleven stated that;

“... Lot of questions, repeating most of it. The same answers.”

Student twelve and thirteen also pointed the same when they mentioned that;

Student twelve *“... I think the questions are being repeated.”*

"I answer those questions, even though I feel all the questions are the same, but I still continue in answering them."

Student thirteen

"I did not like. Like... they were the same questions"

Due to these views, some of the students faced some difficulties in doing the reflective video journal task. They claimed the 'similar' questions caused confusion. According to them;

Student four

"...the questions sometimes they look alike. So we did not know how to answer those questions 'cause they are the same"

".. for video three, it was like similar to video four, then I did not know how to answer because the questions look nearly, a bit similar . So I just do not know."

Student five

'... Because sometimes the questions give headache, and then sometimes those questions like... the same, so headache."

Student fifteen

"Like question, to me these questions are the same. Like every question from one to six, aren't they the same?"

"... I look at these questions they are the same. What you had given me, to me they were all the same. I looked at them and was confused on what answer I should give."

The questions that appeared to look similar did affect students' view of the task, how they approached it and their performance. According to student seven, even though the questions were okay but the similarities caused her to feel lazy to complete the task. She said;

"Okay... but sometimes, feel annoyed when being asked the same question. Like... every time, feel like lazy to answer them."

Meanwhile, student fourteen informed the researcher that the 'similar' questions had caused the other students to take an

"So when they do their reflective video journal entry, they will say err...after question one, the question two, owh! The answer is the same as question one. They always do like that. The question is just number two, or they just repeat the same answer. Like that."

This was also agreed by another student. Student two mentioned in the interview that;

"I think the questions are being asked repeatedly, so I have to do the same thing, like that."

However, not all students saw the prompting questions provided as similar. Two students realised that the questions looked the same, but they were actually not. Student ten stated that;

"The questions are not much different from question one to six. But, if look carefully, there are some differences. Even though not that obvious, but they still have. If we looked at question one to six at a glance, we see, at a glance we can memorise the same questions."

Student fourteen realized the same thing too. He informed the interview his thought while doing the videos. He said;

"I think the... question one and two, the questions are different. Start... I not very... start from three to six, there are some questions that, if we read it may be the same but it has the same... eh... different meaning."

In the interview he also recalled his conversation with his classmate. He recalled;

"My friend always said to me that, hey, did you realize that all six questions are the same? I said that, where... where, and they show me, you see number one, number two, number three, and then I said to them, I said back to them, no! It maybe sound the same, but it has different meaning, and then they said, whatever!"

Some of his friends came to him regarding the same matter. There was once a friend approached and asked him about the questions. He told the interviewer, *"for me it is clear. For my friends, sometimes they will come and ask me, what does this question asked? Aren't they the same? And it is all like that,"*

However, some students did not see the 'questions that looked similar' as something negative. Student thirteen said that, *"Even though the questions are the same, it makes me improve my English."*

From the data, it can be concluded that the students view the prompting questions used as simple thus it did not cause them much problem in completing the task.

I. Execution period/ time

The students were also asked about the execution period since students were given two options in doing their reflective video journal which were during class hour or at their own time. Their views on this matter are as listed below.

J. Class hour versus own time

Students were asked to do their reflective video journal at their own free time (at home) for the first two videos and later, they were asked to do their reflective video journal during class hour for entry number three to four. For the remaining entries, students were given their own freedom to decide when they wanted to do their entries. It was found that students' responses were divided into three, (i) those who preferred to do their reflective video journal entries at home, (ii) those who prefer to do it in class and (iii) those who did not mind to either.

Students one, three, five and eight preferred to do their reflective video journal at home. They had also listed some reasons on what had caused them to view it such.

Some of the students preferred to do their videos at home because at home they had the environment that they like, and they because of privacy. Some of the responses that they gave pertaining this matter are as below;

Student one *"Ehm... home certainly can. Not noisy and more relax."*

Student fifteen *"But I feel happier at home. Like more relax. Like in the class, we, er... like in the class we have one hour right? I did not manage to complete it within one hour..... like we were not ready."*

Student three *"I think, do in the room is very suitable because I can wear what I want, I can be what I want because not all the person who will see your video."*

Student five, however preferred to do it at home since according to her, *"In the classroom like... when I sit with my friends it felt like, play a lot there."* In her case, she preferred to do her task at home so that she can concentrate on the recording...

Student eight had her own view on the matter. She preferred to do it at home because according to her, when she was at home, *"... in front of my family, like my sister, and*

To add to that, student fifteen stated that, *"... Even though they (prompting questions) are the same to me, like we have confidence to speak. Like what... like it helped us."*

From the data, it can be said that the students perceived the questions used as similar. Even though some of them just cut short the process by answering several questions at one go with the same answer, and some even skipped the questions, but they still continued on with the reflective video journal.

H. Intelligibility

From the interview, the students did also point out another aspect that had caught their attention while using the prompting questions in completing their reflective video journal task. That aspect was the intelligibility of the prompting questions provided.

Five of the students interviewed claimed the prompting questions used were either simple, easy or direct.

Responses given by these students are as follows.

Student three *"It is not challenging because it is just simple questions."*

"...easy to read it and answer it."

"... just simple question, and it is near us. The question in just near us. We just... we did not... like... to think too much, just read the questions and you know how to answer it."

"I think it is not too detail. It is just simple questions and it just... yeah... just simple."

Student eleven *"... The questions asked were like very simple and basic."*

Student thirteen *"Its questions are simple. I can understand, and its language I can understand."*

"But, majority of them said that its questions, anybody who does not know English language can still read... because it is simple."

Student fourteen *"Instruction is very easy because we all know the question, and you have just to answer the question."*

family will help right? I didn't feel scared compared to with my friends."

In contrast, student two, four, six, seven, nine, eleven, twelve and fifteen preferred to do their reflective video during class hour.

Student two had her own view on the matter too. According to her;

"College life is very stressful so being given assignments, lots of assignments, we have to settle at home. Okay. So maybe during the class. Okay... it's quite like, okay. Because we have time then one shot... settle it. During the class time... so kind of like, once we back home, we don't have to think about video cause we already settle with it."

She also added that doing in the class is not boring. She stated that;

"You know, doing the video during the class it is not boring actually. It is good because, you give us the freedom to go anywhere that we like, as long as we did the video..."

This point was also being said by student four where she pointed that;

"During class hour, you have given us the time right? So, you have given us time, so we just do it straight away. If at home we have to find time, when to do. If we procrastinate, when the submission date is due, then we have to rush in doing it."

The remaining students; student ten, thirteen and fourteen; did not mind that much on when and where the tasks should be done. These three male students stated that;

Student ten

"I think both have their own advantages. At home maybe we can look like... we can have free time from other people. But maybe it might disturb them. Its environment factor. We are not in college, so maybe our younger brothers bother us."

"Here, in here (at the campus) maybe we have, maybe we are free and want like, ask for friend's help. We can refer to the lecturer. Easier. Here maybe our friends disturbed us and not that calming. At home maybe we can find a beautiful spot."

Student thirteen

"At home in our room we feel bored, we can do this."

"..but when we do it in class, okay, first we study... study... study...yes, students will focus only in the first period, so in the second period they will get sleepy and so what not. So when they are given this task, they will feel fresh and we can choose which location that we like. Yes, we will be active, if we stay in the class, sleep..."

so that is the benefit.

Student fourteen did not mind to do the task at both places. According to him, *"in the classroom or at my home, or hostel, because... I feel comfortable at both places. "*

From these findings it can be said that students take into account the state or the environment that they are in in deciding which was better for them to do their reflective video journals. How they feel at that place really affect how they perceive the execution.

K. General views.

From the data gathered students did also give some other views which did not fall under the execution element categories. Those views are clustered according to positive and negative attributes of the incorporation of the reflective video journal in English oral presentation class.

L. Favorable attributes

In the interview, the students did mention about their positive view of the incorporation of reflective video journal in English oral presentation class. From the study, it was found that students were in favour of the incorporation, by listing some positive favorable attributes.

M. Positive attributes

Most of the students view the process positively. Student one liked the whole process and to him the whole process was not a burden nor difficult. This view was also being mentioned by other students where they stated that;

Student two

"It's okay. It's kind of enjoyable..."

".. It's nothing boring, it's just like, fun."

Student eleven

"Yeah. Very easy."

Student fourteen

"I think the whole process is good..."

"Because it was not very hard. It's so easy. Just answer the question and record."

From the data, by looking at the positive descriptive adjectives that expressed by them like enjoyable, not boring, good and easy, it could be concluded that the students like the incorporation of reflective video journal in English oral presentation class.

N. Positive outcomes

All of the students agreed that the whole process and the reflective video journal were useful for them and it had helped them in some ways.

O. Help in English oral presentation performance

According to them the whole process of creating reflective video journal is useful in helping in their English oral presentation. Like what was said by student ten, *"It is really helpful. I think if there is no reflective video journal setting maybe more students who is doing English oral presentation... would be more nervous. More... maybe eye contact would be less."*

His view had also been approved and supported by most of his friends. Some of the responses are as listed below.

Student eleven *"Like OP (oral presentation). It helped a lot in the OP"*
" It was like practice ourselves before like performing to others"

Student four *"... It does really help, it was like give us topic on what to be done in the video. So It helps."*

Student five *"Uhm... It helps me in doing the video. If for example there is no such question, like we do not know what to say in the video. It will be haywire. So, when there is this question, we can answer according to the questions."*

Student seven *"Uhm... yes. If you did not give these questions, did not know what to talk about."*

Student six *"Somehow it contribute some good things to me, as even myself saw the video, OP one and OP two (oral presentation one and oral presentation two) I could see difference. I have improved in a lot of ways, and everything, so I feel... this reflective video journals actually really help for... help me doing better in my oral presentation."*

It can be deduced from the data gathered that the students view the incorporation of reflective video journal in English oral presentation as something positive where the process had helped them to improve their English oral presentation performance.

P. More at ease with camera and gained confidence.

Student ten also added that by doing this reflective video journal some of the students' and himself had gained confidence while standing before the camera. According to him, *"...because I think this thing is so good and maybe to those who has the fear to be in front of the camera, maybe the shyness can disappear."*

His statement was also being mentioned by student two where she admitted that that the whole process had helped her to overcome her nervousness when standing in front of the camera. She stated that, *"...actually it gives benefit lah because makes us not nervous, being in front of the camera, and all..."*

Not just her, student eleven did also mention the same thing. According to her, *"It was like got to learn something new. I started to get use to talk in front camera."*

Not everybody would dare enough to be in front of the camera. However, surprisingly these students gained confidence to talk to the camera after underwent the reflective video journal session.

Q. Unfavorable Views

Apart from experiencing all those benefits, students did also mention some unfavorable attributes of the whole process. Those negative attributes are they view it as a burden which and difficult.

R. Burden and not important

Some of the students viewed the whole process as a burden to them. However, for student ten, even though he perceived the whole process as a burden, but he kept on doing it because he liked it. He said, *"this thing I think not... a bit of a burden... but, even though it was a burden, I like this thing, so I still continue on with it. So I did it."*

This was also mentioned by student twelve where according to her; *"so I think it was like a burden at the earlier stage, but as time passes it had become okay."* However, she also added that, *"...but still it was like a burden"*

However, these students gave the reasons to justify their view. Like what was justified by student twelve, they felt such due to the fact that they have got so many works and assignments to do. She added *"and then being added with this task. So, I feel it was like a burden at first."*

Student six also provided the reason why she felt the task as a burden. According to her, she personally felt that, *"the task was a burden for me, as I told you, I had, you know, very constraint of time and everything."*

Even though majority of the students stated that the whole process was beneficial, there were two students who viewed the whole process as not important but beneficial. Due to their view, they did not take the whole process seriously. According to student fifteen;

"To me it was not important, since you want me to give an honest response, right? Ish! This video is not important. English video is not important. Haa. Then I felt like I did not take this thing seriously."

She also added that the whole thing to her was just supplementary, *"then this thing to me was just an addition, I don't see it as important, but it helps us in, what do we call? Achieve what we want. Like our pointer? This was just a supplementary."*

Meanwhile in a different session, student four did also state the same thing. According to her, *"I sometimes feel this video as a burden. I am being honest sir. Like giving me a burden, I did not view this as important, this thing. Because I had all other works and assignment, right? So I think this video, it was like... I did it for the sake of doing it, as long as I was done.... It was like troublesome, because we have to answer, and have to do the video."*

However, towards the end of the whole process, student four had changed her view. And she had learned to appreciate it. She said, *"Before I did this thing I felt like it was not important. Then towards the end, I felt like, okay, this thing had helped a lot."*

S. Difficult

When they were asked on which aspect were difficult to them, student one, two, eight, ten, eleven, fourteen and fifteen did not see the whole process as difficult. However student three informed the researcher that the submission of the video process was a bit difficult. According to him, "... and maybe to give the video to you maybe take a long time." This was also being mentioned by student eleven. According to her, *"I did*

From the data, even though they had difficulty in submitting their reflective video entries, but they had so many options on how to submit those videos. Due to that, it was not so much of a problem to them.

T. Improvement for future implementation

In the interview, the students gave some suggestions that they thought should be taken to make the whole process a success if this reflective video journal is to be repeated in the future. The changes or improvement are listed according to the aspects listed below.

U. Prompting question

In the interview, some of the students asked for the prompting questions to be changed. Student two, six, eight and twelve suggested that the number of questions should be reduced. Like what was said by student twelve, *"The question. Should be reduced."* In addition, student four requested for the questions to be simplified.

Not just the number of question, student four and fifteen suggested that the questions or the topic covered should be changed. According to student fifteen, she would appreciate it more if the videos were based on topics of students' choice. According to her, *"as for me, I am interested in plants. ... For me if possible, the video I want to be about the nature. Like we sit somewhere and we talk about anything."*

Student four did also mention the same thing. She wanted the topic to be changed with something more interesting.

V. Provide briefing or training

Students also suggested that briefing and training should be included in the process. Student five, six and twelve wanted the lecturer involved to go through and brief the questions prior to their recording. Like what was suggested by student fourteen;

"Yes brief me first, about the question, because not everybody understand the whole question."

Student six also suggested and clarified the same thing. According to her, *"you brief us first before doing the videos, so it should be maintained, I think sir should do that."*

When they were prompted about the need to have training, student one, two, seven, eight, nine, ten and twelve agreed that

some kind of training should be provided to them. Among the trainings that were mentioned by the students were training on the use of technology, like how to send video, “*maybe I should be trained on how to send the videos very fast,*” (Student two), “*how to make video*” (Student eight), “*Training on how speak spontaneously in front of the camera*” (student nine) and “*how to answer the questions*” (Student eight).

Student one mentioned a reason why training on how to use or operate video recording devices should be made available. According to him, “*...because this video recording process is technical. When the person do not know how to record video, so the video will not be good.*”

From the data gathered, it was found that students required some kind of briefings and trainings prior or during the implementation process. This would help them to view and react to the implementation of reflective video journal better.

W. Award marks

Some students need some kind of reward in order for them to operate. This kind of extrinsic motivation would make them perform better. In the study, students six, ten and twelve suggested marks to be awarded to the students as to motivate them to do the task. Like what was said by student ten;

“*Maybe if it is being included in the ongoing marks, maybe many more will like it. They have to like it since it is in the ongoing marks. But I think, if it were to be included in the ongoing marks, it will be great.*”

Student twelve supported this point by saying, “*but... if marks are awarded, maybe we will do it seriously.*”

Their suggestion for marks to be given to the students for the reflective video journal task was a good response since extrinsic motivation like such has proven to have helped many students to perform better.

X. Maintain the process.

Many of the students agreed that there should be some kind of improvement made to the implementation process. However student one, three and fourteen thought that no change is seen necessary to the process.

According to them;

Student one “*no change*”

Student three “*reflective video journal just*

simple and doesn't make to change”

Student fourteen “*What should be maintained? Keep doing reflective video entry.*”

From the responses achieved, some of the students welcomed the whole process and they did not think the process should be altered.

Y. Willingness to do reflective video journal in the future

When these students were asked whether they are willing to do repeat the whole process again for the future, it had collected some mixed responses. Some of the students were willing to do more of reflective video journal. This was favoured by student one, two, four, seven, eight, nine, ten, eleven and thirteen, like what was said by student ten where he said, “*If I were the lecturer, will do this thing (reflective video journal). Maybe I will do it again. Without doubt. I will just do.*”

Student thirteen said the same thing too. According to him, “*I think I will take it, people said it's... ermm... entertaining, because there we can do what we like.*”

However, student six, twelve and fifteen would participate again but with some conditions. Like student twelve she would participate again in the future if she has the time and not many assignments and other work. Meanwhile student fifteen will participate again if different sets of prompting questions are used. While student six will participate in the future if the task is graded. As she said, “*If it contributes marks, then I will do it. Ha-ha. If no, I won't.*”

Student ten wanted this reflective video journal to be done in by all students taking English subject. He said, “*This reflective video journal should be done, every class, for those who are taking English.*”

To add to that, student thirteen suggested that this task should be given to the students in the coming semesters. He said, “*Lastly I want to add, if possible do this thing in the coming semesters...*”

Surprisingly, student five would not want to participate if the reflective video to be done again in the future. When she was asked about that, she responded by saying, “*probably, no.*”

From the findings it can be concluded that most of the students welcomed the incorporation of reflective video journal in English oral presentation class. Even though some of them felt that some changes (as like what mentioned in 4.3) should be considered and applied. By saying that, it shows that they want more.

V. CONCLUSION AND RECOMMENDATION

It was indeed important to gauge students' views after or prior to incorporate any task in the classroom. As the users, the students have the right to have a say or to express how they feel about certain activities or tasks that have been arranged for them.

Barkhuizen [30] advised all teachers to know about students' view, like how they feel about their learning experiences, and how they act upon this feeling as this will help the teachers to facilitate desired learning outcomes in the classroom. By knowing students' views, in some ways it might help the teachers to design, use or implement activities or tasks that are successful.

As what was found in this study, the students had a mixture of both, negative and positive views about what they had experienced along the way while in the process of creating their reflective video journals. However, towards the end, they had actually embraced it, and they are actually looking forward to do more reflective video journals. This proves that even though some of the students perceived the process as a burden, and faced some problems along the way but upon reflecting on what they had done, and how the task has actually benefitted them, they then realize that their 'hard work' would and have had led to for betterment. In the context of this study, students have become more confident and their performance in English oral presentation had improved too. This is not just merely a plain claim, but it was statistically supported by previous researches like Muhammad Zaki and Izaham's [25].

From the findings it can be summarized that there are some elements which should be focused on if similar task or activity is to be replicated and continued. As from the finding, the prompting used was actually the topic that the students stressed the most. This can be seen in how they had expressed their views on the language, lengths and number of question, and other matters pertaining to what they have experienced. This would be a good point for consideration if another reflective video journal is to be conducted.

Teachers sometimes tend to neglect students' views or feedbacks in doing something. This will result in task that might not be enjoyed by the students. Teachers should consider students views and likings and not just focus or try something that he or she thinks might work or enjoyable. By having such research, teachers can actually gauge students view and then improve the implementation process as to benefit not just the students, but the teachers too. Questionnaires assessing students' perception should be done at an interval- formatively- as this will help the teacher to see what is in favour by the students and what it not. Upon finding this info, the teacher can use it as a point of improvement so the quality of task or activities can be done at ease.

That was actually the main intention of this study that is to assess what the students think after underwent the incorporation of reflective video journal in their English oral presentation class. From the findings it can be said that the

As for the recommendation for future usage, it is highly recommended that reflective video journal to be incorporated in the classroom as this task would actually develop students' confidence and performance, especially on performances that require them to talk in public. Some training should be made available as this would help the students to proceed with the task better. Some flexibility and several options should be given to the students as to ease their execution process. Finally, more research as such should be done as to further assess what else this beneficial and interesting task (reflective video journal) can do to students, and how it can further be implemented, especially in English oral presentation class.

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