The More The Better! The More The Merrier!
Exploring Students Potentials and Responsiveness

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Abstract

The effort to enrich learning experiences always should come from both parties involved in the learning process, either the instructor or the learner. To create an enjoyable and meaningful learning environment can only be produced by mutual understanding of both parties involved in the process. However, in producing more activities for the sake to becoming more creative and innovative for the instructor and the learner needs a very careful planned and attention. Students are the one who always willing to learn something new in a very fast momentum. By creating more activities it could be a success of teaching approaches which contribute students' involvement and commitment to the subject matter. In this action research where the data had been collected from 19 respondents out of the total 28 of class students, the researcher found that by creating more activities it does help to enrich the learning experience and getting a very good feedback from students. Even though in the beginning there exist some reluctant towards various activities planned to be conducted, by the end of the project, all of respondents totally agree that the benefit that they got from those class activities structured are well compensate all their effort during the semester. In addition, this research manifests an enhancement of other extra added value in soft skills which students are able developing within themselves in tandem with research goals expected.

1. Introduction

This research was conducted originally to the 28 students in the tutorial class for the management subject AAM3013 Human Capital Development. For this purpose of studies, there are six journal entries that were assigned for the students to fill in after every class activities that involved their participations and feedback. Data collection for this research was collected through the journal entry wrote by the students telling their learning experience from their previous classes. This study was conducted in one semester which started on July 2010 and ending on November 2010. However from 28 respondents, the researcher only choose the respondent that regularly wrote their journal entry without missed any entry assigned to them. However, towards the end of the semester only 19 students were committed to report their entry from entry one to entry six in their journal in which were selected to be included in this study.

2. **Background of the Study**

Initially, the background of this study is about the learning environment in Universiti Sains Islam Malaysia (USIM). The researcher would like to find out whether the learning environment at USIM did support the students in achieving excellent performance both in the academic and co-curriculum activities. The reason for this study also comes from the observation of the researcher that the students did not give good response in class during the lecture and also in the tutorial. Whenever asking the question, very rare the students participate voluntarily. Even though the encouragement were given to the students, students are still hesitate, not brave to voice out their opinion, less confidence when talking in front of the class and overall lacking the communication skills either to communicate in English or Arabic language, those two important medium of interaction for the students in teaching and learning. Due to this scenario, the researcher feel it is substantial to introduce a new teaching techniques to help the students gaining the most knowledge which helping them in developing themselves to become a part of involvement in active participation of learning process which taken place in tutorial class.

The main intention of the researcher is to create a more participative learning environment come from the students and at the same time will support them to enjoy the learning experience that they having in the classroom. The journal entries were collected from the students each week every after each tutorial lessons.

Their learning experiences based on the class activities on the previous week were recorded. At the beginning of semester, the feedback that the researcher collected from the students as a result of informal interviews conducted are underlined as below:

  a- Students always feel sleepy in the classroom
  b- Students felt overloaded with the burden of 7-8 subjects per semester
  c- Students have no confidence in speaking English and Arabic in public
  d- Thus the lacking of command in English and Arabic influence the low level of understanding in the class
  e- Deterioration of self motivation influence the low performance and low achiever of overall result
  f- English Language problem demotivates them in a sense that they have to repeat MUET exam many times before able to graduate from USIM.

What the researcher observed of the attitudes and common characteristics of the respondents were:

  a- They are not communicative and slow in giving response to any question or discussion ask
  b- They lack of self confidence
  c- They do not feel free to voice out their ideas, thoughts and what they feel
  d- They do not appreciate their learning experience and felt that the lessons and too many subject in a semester a burden and stressful stage in their students life
  e- They are lacking of good time management and good planning in their study plan
  f- They are the clever lot that can be mould and there are a lot of un explored potential in those students
  g- It depends to the lecturer of how to be creative and innovative in creating the classroom activities in making learning experiences such an enjoyful experiences with full of knowledge information surrounded them
  h- Lecturer have to play a big role here in creating much more responsive learning environment which can benefit more to the students

From the above points, there arise a few questions whether does USIM environment not conducive enough for the students? Or the students themselves should change their attitude in improving themselves? Or the lecture should create a new enjoyable environment for the students to appreciate knowledge? Throughout this research the researcher will try to find answers to those questions and the connective point relevant to the answers. Throughout this AR, the researcher will use active learning strategies where student are actively involved to achieve the objective of this AR and at the same time there are identifications to the researcher the areas of improvement in teaching methodology for the purpose of increasing students understanding. For this AR, it has been decided that journal writing is the best tools for self reflection and those journal entry is a strong data that will lead for the result of this AR.

However, in the initial stage of the research, there should be a mutual understanding by both parties involved, either the students and on the other hand the lecturer involved. Both of the parties must be willing to explore a new approach of teaching and learning and there should be the openness to accept something new not to create blockage from the beginning. This can be attained successfully by explaining to the students the real reason why the research is important and suppose to be conducted. In this research all students volunteer to become the subject of the study and they themselves were very excited about it.

3. *The More The Better!*

'The More The Better' is postulates from the theory of information storage which is called 'dual-coding theory' by psychologist (see Paivio, 1969, 1971, 1990). Explanation by Marzano et al, (2001) referring to this theory postulates that knowledge can be stored in two forms either in linguistic forms and imagery forms. Where, the linguistic mode always considered containing actual statements for a long term memory whilst in contrast the imagery mode referred to as non-linguistic representation. He further stressed that the more in used of both of the system linguistic and nonlinguistic representation may help to think and recall knowledge. Therefore, taking into consideration of 'dual-coding theory' the researcher try to create activities based on linguistic mode and nonlinguistic mode and surely enough by taking the consideration that the students are having problems of language fluency with both of their medium of instructions either in English and Arabic language.

The hope is that the 'dual-coding theory' would help to facilitate their weaknesses since Marzano et al, 2001 again stressed that studies had consistently shown that the primary way of presenting new knowledge to students is linguistic.

In the case of the respondents of this research their great weaknesses are linguistics in which the researcher expects to create easy language usage to facilitate the learning and creating more activities to encourage students in fully participate so that they practicing communicative in both languages often (where in this research the focus is solely for the English usage since the medium of teaching for the subject is English). By introducing various classroom activities means can help students to understand and grasp knowledge non-linguistically which can be expressed through students mental picture (this been applied through students mind-mapping project and other group activities) which as emphasized by Marzano, students are commonly left to their own devices to generate nonlinguistic representations.

Initial discussions with the students indicate that some of the students feel that the learning environment at USIM not supporting them and could not push them to perform better and could not help them in improving their language problem. These could be explained from student journal entry 1 (J1). To check out what did students feel towards the university and their environment and to get their true feedback of what they currently feel, question in journal one entry (J1) ask students referring their reflection on how they felt towards the learning environment at USIM.

J1 Entry: How Did You Experience The Learning Environment At USIM Support You?

Out of 19 respondents, only 5 students gave negative feedback referring to the USIM's learning environment whilst another 14 students respond positively. Among the negative statement from the students were about "lacking of USIM's library materials", "the use of English and Arabic made it little difficult to understand the subject", "experienced a lot of difficulties in learning situation", "The barrier here is the language, make the learning process difficult with compulsory in English and Arabic", "supress the question just because of language problems", "feel that learning environment at USIM sometime support me and sometimes not". Therefore from student feedback, the negative statement came from their problem that they encounter with the compulsory of teaching and learning process in English or Arabic only. So from this feedback, what the researcher can guess, the major problem that students facing is about language which lead towards their students facing difficulties in their studies and not enjoying the learning process not because of the subject itself or the weaknesses of the methodology of teaching or other matters.

It is not much about the environment and facilities provided and even one respondent gave a very confused feedback by stating that sometimes the environment did support her but sometimes not. On the contrary, among the positive statement given by the respondents, its proven that USIM already provided best facilities similar like other public universities where students feedback stated that "good facilities in supporting students", "it depends how students use the opportunity in learning environment", "comfortable with the facilities at USIM", "adequate facility that helped students", USIM's learning system is very effective and it was according to the current times and latest technology", "there are many conducive equipment and facilities like library, cafeteria, bus, small mosque and others", "have a good environment like class, technology and use two languages in Arabic and English". However, to claim that the environment in USIM does not helping students, still need further prove and evidences.Nevertheless, this initial interjection could not be justified without proving the existence of the real situation and there are not only skeptical guessing with lacking of awareness and ignorance of certain important fact. This is an important area to be identified throughout this AR where the researcher has the basis of observation to see how far those claims from the student has its credentials or to identify whether their initial predictions have no basis and the outburst just coming out of their frustrations or caused from other relevant circumstances.

3.1. Activities Conducted

Based on the understanding that both students and researcher will gets benefit from this AR, the brainstorming session of the type of assessment chosen to execute in class were discussed to an agreeable terms for both parties. In order to achieve mutual agreement regarding various new activities introduced, students were given freedom to voice out their ideas and concern regarding how to implement it and how do the marks will be given for the assessment process. Referring to this case, it was an encourageable moment to see students brighten up and willingly given their ideas and what kind of activities that excited them better which will give a high impact to this research. From the discussion and from J1 entry it was found out that many students gave positive respond on the various activities planned which quoted "excited about many activities planned", "get more benefit in this subject", "opportunities to improve English and confidence", "improves English and make student

actively participate in classroom", "presentation help us improve our self confidence level", "improve in English very well besides give us courage to talk", "this is an opportunity to increase my self confidence and can help me in MUET", in which many students agree that at the same time it can help students to improve their usage of English and boost their confidence level by giving them chances and opportunities to talk in front of the class. To sum up, it was agreeable by majority that the group came with the ideas that assessment were based on below class activities:

1- Debate
2- Class forum
3- Quizzes
4- Spelling, meaning & pronunciation
5- Presentation
6- Mind Mapping

3.2. Grouping Pattern

On the most occasions in completing any assessment, students are free to choose their own group member whereby on the most occasions it will end up by having students chosen the circle among their best colleagues only to become the group members' in completing assignment. These conditions were not of help in terms of encouraging students to mingling around with all those colleagues in the classroom not only choosing a few similar friends for the team member for all subjects. For this reason, one of the purposes of this AR project is to make the students feel free and comfortable to work with any team member assigned by the researcher and also will encouraged them to learn working with different team group for each task assigned. This is also amongst the strategy to reducing the free rider in any particular group and the most importantly is to ensure equal participation coming from each of team member realized.

4. Classroom Activity Based Outcomes

From the various activities conducted, it was observed that the climate and cheerfulness of the class had changed to become more lively and there created communicative environment among students where at the same time group work encourage them to cooperate each other in a much better team work. It can be observed here in details through the activities which resulted as depicted as below:

4.1. Activity 1 - Class Debate

Class debate was conducted based on the question which test student understanding on the previous chapter covered in the lecture for the subject of Human Capital Development. The debate topic is indirectly test students to think in depth more rather what they learning and read in the book only. Indirectly it ask their own vision of learning the subject and the reason why learning at the university and what they plan for their future after they graduates.

Debate title: Do you think Human Capital Development is a very important subject for you to implement inside yourself even after you graduate from the university?

In this activity, students were choosing randomly to two big groups. The topic were given a week earlier for the students to get ready with their argumentation. One group becomes the government and another group becomes the opponents. Since the group number is big, one group having fourteen students, sure enough to make the idea sequence was not an easy task for them. Furthermore, since everyone is encourage to voice out their opinion in one minute time, the debate is more on impromptu debate in responding to the opponents argumentation rather than previously planned ideas.

J2 Entry: What's Your Experience During Debate Activities In The Class Today?

From the J2 entry, all students except two, gave the feedback that they did enjoy debate activity which "help to become confident person to speak English", "sharing ideas can give benefit to all students", "sharing knowledge and understanding about HCD", "debating activities help to understand better not just reading and write down examination paper", "happy with the cooperation among the group member", "debate build the way of thinking fast with confident", "creativity in teaching can improve student self-confident participation and cooperation", "this debate testing the level of mind, knowledge, and experience". Even though two respondents (R23 & R27) felt that this activity make them nervous, not confidence, and feel worry, felt blurred, looked hesitate and doubtful, they still participated successfully.

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The success of this debate is that it gave the chances to the students to think fast, to respond fast, to freely voice out their opinion immediately, practicing the flow of their English language, more communication and above all their speaking in English, English and English! It's also about sharing ideas with other team members in which reflected the team cooperation among students. It shows how they did the preparation since the topic were given a week earlier for them to be able to prepare.   Indirectly this activity encouraged student to voice out what they really feel critically which initiate critical thinking skills within themselves. Concurrently it revealed how much they knew regarding other relevant subject matters in pointing out critical points during the debate took place.

4.2. Activity 2 – Quiz – Peer Review

The quiz was conducted to test students understanding on the previous chapter taught in the lecture. Both of the questions are essay questions and students are compulsory to answer both. Students were given 40 minutes to answer both essay question and the researcher announced to the students after their completion that they have to exchange the paper among the friends in the class. Immediately the researcher observed the reaction of dissatisfaction and the voice saying that "I don't want my friend to see my answer sheet", etc. However, the researcher tried to calm down everybody by saying that apart of the enjoyment in learning is sharing with friends in which exposing the answer means sharing. Further explanation follows in convincing the students is about the benefit of 'peer review' is the discussion follow-up after that and everybody can involve in the discussion and throw out their idea if they do not agree upon any matters. (For note: Students are always to expect that quizzes in management subject should be in multiple choice types questions (MCQ) – which was always practiced by many other lecturer – However, in this AR project, the researcher introduced a new type of essay quizzes.

The reason is that for the students to familiarize themselves with essay types of questions so that they will not feel surprise with the type of question in the final exam. Furthermore, the initial purpose for the researcher to design essay type questions for the students to practicing writing English essay in improving their English writing and understanding – in which MCQ will not do much in helping students improving their writing in English. Basically there were two salient elements involved in opposed to students communalities over here; number one is about the essay question and number two about the peer reviews. It was one of the researcher's objectives as well to encourage students to think out of the box).

J3 Entry: Experience in Answering The Class Quiz

Students' journal entries show a mixture of feeling in this activity. It was nothing against the quiz but negative out burst were regarding the essay type of question and the feeling regarding peer review. From the data obtained, there were 11 respondents stated their feedback in negative way. R4, R5, R6, R12, R13, R19, R20, R21, R23, R25 & R28 were among the respondents which did not feel satisfied about the quiz. Among their remarks towards this task were "questions are too tricky and not clear", "felt disappointed with the questions", "confused to find the answers", "not have self-confident to elaborate my answer", "unfairness in giving the marks", "shame with there answer criticize by friends", "not easy to give mark". Furthermore introducing a new method which students were empowered to assessed their colleague really making them a bit puzzled of how to really rating their friends with a fair grade.

The full mark for each question is five and total for two questions are ten marks. Discussions in detailed of the answer and the marks to each point were handled to ease up students discomfort regarding this matter. J3 recorded that by the end of the class, after discussion of the quiz answer and the mark were given by all students, their opinion on the new approach in handling quiz were changed. (Note: After that the quiz paper being given back to the owner of the paper and where in the case that the owner felt not satisfied with the marks given they can complaint and the researcher will recheck the answer and the marks given and if needed any change – normally adding one or two more marks, then the extra mark will be added to those appealed; it shows that the room for complaints and discussion are always open for all respondents). For example, R20 entry her self having negative statement which at the beginning of class stated that "unfairness in giving the marks". However, when the class end, it changed her opinion with provided positive entry that pointed out "through this way, we can know how to develop good answers" and it's "new experience in learning" for her. This opinion was shared by R25 which she stated that "My friends and I got more benefit from the first quiz and we should have a better preparation for the next quiz".

4.3. Activity 3 – Class Forum and Presentation of the Group Work Proposal

Two activities were being conducted in this class session. The first activity managed was the class forum and the second activity was presentation (by group representative regarding the group work proposal – the title, the scope of work, planned and division of work for the mini research project that all the groups have to submit by end of semesters. Students chose group member by themselves and each group contains 4-5 students. Group project nature is a mini research which the question were given earlier and students are free to chose any question that they interested in for 20% total assessment. Presentation by one representative from the group is very important to see how much their idea regarding the question already developed and how much the progress of team work already in progress. Most importantly, the researcher would like to ensure that all groups planning were not deviated from the original topic given).

For the second activity, title given for the class forum was "Why as Muslim, We Have to Achieve Nafsu Kamilah in Producing Balanced Human Capital?" (Note: This topic being covered in class lecture in Chapter 1 & 2). Class forum was conducted for the reason to test the understanding of students on the previous topic. Students were given the topic on earlier week and the forum was assigned to a group of students that were being selected on the random basis. One student was selected to become a chair person of the forum and other four chosen to become panellists. Whilst the chairperson has to be knowledgeable enough of the issues discussed, the other four member panellist rather than giving opinions should prepared themselves for any questions coming from the audience – the class member. This activity specifically tailored in order to:

a- Bring out the level of confidence of respondents when speaking in front of others/public audience.
b- Encourage students speak fully in English and prepare the content prior to the forum.
c- By preparing the content meaning encouraging them to do some early revision of the subject matter. (Note: which in normal case, students only doing revision whenever they having exam only – either mid-term or final)
d- Meaning that to become panellist they suppose to increase their knowledge by doing extra reading to other relevant issues – which inculcate the culture of expansive knowledge to the respondents.

J4 Entry: Experience of Class Forum I and Presentation for Group Work Proposal

Journal entry four divided into two sub topic: 1: Experience of class forum; 2: Experience of group presentation. Class forum did gave a good impact on students seems the statement showed that the discussion hold in the forum gave them extra knowledge rather then what they reading from the notes and the books only. Some of the panellist in fact relates the issues with the current news and some did relate with the Islamic historical during the time of Prophet Muhammad pbuh. From researcher's observation, students work hard to do their revision on the assigned title before appear in front of their friend in class. Obviously, they showed their effort in finding more relevant info in other books, websites, magazines and newspaper to be included in their discussion. Moreover, the class audience (other respondents) participate actively by asking many relevant questions, making the forum lively and successful. In short, students are able to speak and converse in English if given the opportunity and enough time for them to prepare. The forum open up students' talent to think out of the box, given the idea critically and were able to relate the topic discussed with the current issues.

In fact the journal entry recorded shows that most of them are satisfied with the activity. Some respondent said that it was a very meaningful activity since it could be considered as an area for sharing and exchanged ideas; "got the knowledge from the topic discussed", "got the information", "we can understand better", "providing me with valuable knowledge". Undeniably, students also aware that everybody participated well both the panellists and the audience, which making the success of overall forum. R12 noted that "all classmates give good participation", R13 noted that "every member of the forum and the audiences are committed throughout the forum".

On the other hand, regarding students' presentation for their group work, respondent views that the group work proposal presentation help them a lot in improving their working progress. Comments from the researcher were taken positively and in this way student had clear guide and idea of the steps that they should move next. Listening to the comment urged students to be creative and innovative to produce better end product in their mini research. Most importantly the problem of why? How? When? Being discussed thoroughly so that each group well understand how to complete their group work. They also regard it as brainstorming session where their idea being commented and they have a chance to ask, what's wrong?

Undoubtedly, this presentation give enhancement on the cooperation within the group members since they have to brainstorming ideas, find the creative solution to complete their mini research and the comments and tips given by researcher were much appreciated by students. As what written by R20, "A lot of comment from madam for us about our group project but I was very satisfied because we can know the weaknesses", the comment meaning to improve the weaknesses not to condemned the work. And as what wrote by R28 "I realized that we need to sit together to plan it better", "I keep thinking how to make it more meaningful project", did pushed student try harder to improve their group work after receiving comments in their presentation.

4.4. Activity 4 – Class Forum II

The second forum titled "The Human Capital Development and The Relationship with Man and Man, Man and State, Man and Society, Man and Environment, and The Most Important Man and God". This title intended to further test student knowledge in a broader sense and their self understanding of the first three chapters of the syllabus. Since their views on these issues should be on the basis of comprehensive understanding on the concept of Human Capital Development from Islamic view point, the panellists should do more reading for them to be able to analyse deeper into this topic.   As usual, during the panellist view, the researcher will intercept with some ideas that is relevant and giving some example which relate to the current issues. This is hoped to open up students' way of thinking that the theory and concept in the text book are always related to the current issues if they are aware of it.

J5 Entry: Experience of class forum II

Similar like J4, respondents gave a positive response towards the forum. Affirmative comments were given by R7, R8, R11, R12, R13, R14, R15, R16, R19, R20, R21, R23, and R25 by stated that "new information gained", "help student to build the confident", "it might be a help for quizzes or examination". Simultaneously, lecturer's opinion is much appreciated which recorded that "lecturer also gives her opinion to help students understand more about the topic".

It is proven that by conducting forum, certain topic can be covered better in a way that the discussion handled in details, follows with the comments by the researcher and complete example. Any confusion can be clarified during the discussion.

4.5. Activity 5 – Mind Mapping Project & Conclusion to Overall Activities

This is the last activity for this semester and in this activity students were asked to prepare a mind mapping to certain chapter assigned. This was considered a group work project since one group consist four or five students. They have to prepare the mind mapping according to the chapters assigned and all chapters included in the syllabus for the whole semesters were involved in this assignment. The reason for this project is for the students to have much better picture for what they have learned overall semester. Each group presented their mind mapping in the class and the audience can ask questions to discuss any important point for benefit to all. This group project was presented in a big white paper and it depends to the creativity of the students on how to develop it as long it illustrates all the important points and show comprehensiveness of the chapter. Since the mind mapping suppose to give a depiction of the whole chapters, it is much important that the presentation covers the most important issues addressed in the lecture. The researcher expected that by the end of this project students should be able to:

a- Present the idea with clarity of voice, gaining confidence in presentation, good English communication language.
b- The content of the chapters should be well summarized to show their understanding of the topic given.
c- Group work to encourage good coordination in team and their planning skills.
d- Highlighting the skills of creativity and innovation in designing content illustration and also the presentation

Students were assessed based on four categories stated above. During their presentation, each group members are required to participate in the presentation means that every group member had a chance to talk in front of the class. Each group was given thirty minutes of presentation time plus ten minutes the question and answer session. J6 Entry: Experience Preparing Mind Mapping Project & Conclusion of Experience on Overall Class Activities Conducted for the Whole Semester The mind maps project obviously a success. From their presentation the respondents did a good job by putting a lot of their effort in being creative and innovative in preparing their mind maps.

It demonstrates their cooperation in the team work and above all they did understood well what to extract from the chapters. The most important points were displays and elaborated well. Therefore throughout the semesters all those mind maps were posted on the wall of the tutorial class from chapter 1 to chapter 10. The displays help to motivate the group which not present yet and at the same time, the wall also functioned as a revision maps for the final examination. Thus, the benefits to all students are tremendous. While the presentation going on, from time to time, the researcher will interrupt with more in depth explanation and other important point to make the learning session flows with more information about the chapters learned. As what recorded in J6, the respondents learn more with the mind mapping activities, R5 and R11 noted that "we can get more understanding by learning according to the mind mapping", they also experienced a smarter way of doing revision and helping them in remember important points as wrote by R6, "we made revision and easy for us to remember any point in the note". Some respondents do agree that with the correct method, the mind maps are considered as a very effective way of learning as recorded by R5 and R7, "very effective in reflecting what I have learned".

Simultaneously, this group project brings forward highly cooperative team work and understanding which exemplified by R15 and R21, "everybody cooperates together in completing the job", "with fully cooperation among group's members". On the other hand, to elucidate the overall conclusion on the activities accomplished for the whole semester, it was an outstanding experienced! It was tremendously enjoyable activities held since the researcher explored various activities in making the learning sessions a lively intellectual discourse and obtained fully active participation from respondents. These were described evidently by R12, "very excited when learn this subject with the different teaching". Further quotation taken by R13, "a lot of benefit from all of the activities" proved that the respondents felt glad and happy of the way the class had been supervised.

5. *Findings of the Research*

From this AR it was found out that students are highly excited to have a creative lecture teaching them with a new method which can make the classroom a nice place for learning. So that it proves that students are always open to something new, they were not readily accept the traditional method all the time and they themselves really hopes for some changes or something new that can change their perspective and the recipient of the learner. As they wrote, "the activity proposed for the reason to give more effect to the students", "improving learning", "was exciting", "fascinating". However, there recorded in few entries that respondents were worried about many activities that they have to undergo in a sense that they felt "very stress since as we know in tutorial class we should have quiz, forum and will show the proposal about group assignment, which one we must focus….", "panic for thinking so many things that must be implemented during this class tutor", which were recorded in J3 by R12 & R13.

Many respondents having a mixed feeling of the new approach handled by the researcher, for example in quiz activity, where R4, R5, R6, R12, R13, R19, R20, R21, R23, R25 & R28 showed their dissatisfaction in J3, which among those noted that R6: "don't how to answer the question, because i confuse and not have self-confident", R12: "very stress for this week", and R13: "panic for thinking so many things that must be implemented during this class tutor". However, towards the end of the research, from their feedback in J6, the researcher found out that they gaining their selves confidence which they astoundingly stated R6: "the advantages of this learning that we made revision and easy for us to remember any point in the note", R12: "very excited when learn this subject with the different teaching that you used to make the student understand about it", R13: "feel satisfied since we have a lot of benefit from all of the activities that had been build for us" are among the examples of the experiences by the end of the AR. Similar goes to the negative feedback in J2 by R23 & R27 were having an astounding turnaround view point by the end of the research duration which the evidences were crystal clear when they stated in their J6 that they having great times in the journey of learning with more activities for the whole semester; R23: "all activity in tutorial class its ok but student performance can improve if the student not lazy to read, ask question to lecturer" in which he created his self awareness towards the learning process whilst R27 responses that "from this activity, I gained many information from friends and lecturer, the comments from lecturer helped us to improve more in the future".

For the class forum activities, many positive statement were recorded, among those were given by R7, R8, R11, R12, R13, R14, R15, R16, R19, R20, R21, R23, and R25 in which the word that depict the success of the class were clearly given as such R25 stated "We really enjoy the day learning", R23 recorded "that forum also give me more spirit to improve my study" and R19 affirmed that "very happy to follow the activities of this class".

In this notion, Johnson & Johnson (1999) affirmed that it is very important for the learner to having a group member to completing the task since it does bring multi facet benefit to the group members which he underlined as such:

- ➢ Positive interdependence (a sense of sink or swam together)
- ➢ Face to face promotive interaction (helping each other learn, applauding success and efforts)
- ➢ Individual and group accountability (each of us has to contribute to the group achieving its goals)

Concerning the commitment towards teamwork, R28 in her J4 for example recorded that "Sometimes I do not like group work and I rather do individual project", however still in the group work of mind mapping project in J6, she noted that "I do believe that preparation is the most important key in order to give a 'smooth' presentation" where indirectly she noted that individual work sometimes not of necessity will producing a perfect outcomes but the most important thing is about a good teamwork and how the preparation took place. Whilst from many class activities held, responds from R7, R12, R15, R16, and R21, noted that they were very happy working together in a team and getting very good cooperation among group members. In this notion, working together in class should encourage the feeling of friendship enjoyment so that the strength of relationship will continue outside the classroom in facilitating learning in group after class as mentioned by Boud (2001) in referring to the peer learning, an important goal to establish is to establish an environment of mutual help that continues over time and beyond the classroom. From this action research outcome, it is believed that collaborative learning helps respondent to achieve better understanding, building better self responsibility, having better cooperation, better communication skills and above all better results that benefit students in a long term perspective.

Indirectly, the time spent with the student to support them in completing all the assignments in class activities were much appreciate by students. This was recorded in J6 by R19 which she stated that appreciate "advice, motivate and support" given for the semester. Though in this AR also, students realized that the effort for overall improvement not only should come from the lecturer's side but most importantly the readiness, the commitment should come from the students as well. This is remarked by R23 in J6 stated that "student performance can improve if the student not lazy to read, ask question to lecturer, the improvement come from ourselves".

Overall, the class enjoyed the learning sessions, they participated actively, they did not sleep in class, they are most attentive (R24J6: "all student give more attention in class"), even though at the beginning they reluctant but towards the end they themselves agreed that all the activities conducted make them understand the subject matter (Human capital Development" better as remarked by R5 in J6, "For the whole conclusion for this semester, I think we had enjoyed the Human Capital Development class with our lecturer", R7, R12 and R13, quoted that "having many activities was satisfied, fun and excited and makes student understand better". Quoted Boud (2001), learning is key concept, not education. The teacher is more a facilitator, negotiating the learning and evaluation with learners and handling over more controls.

6. Conclusion

All in all, various activities handled for the whole semester expose students to new class environment which they appreciate learning process. Thus, these lead to the production of high quality assignment produced by students and always understand better the instruction given by the lecturer. Another important direct impact is students' final exam result in which many of them scores A and A- for this subject (Human Capital Development). They provided good answer in the final exam since they are well prepared before the exam and furthermore moving along the semester they are alert and always keep track with the chapters that they learned. Hence the process of digesting information and knowledge flows well and help them did well in the final exam and all the assignment assigned to them previously. It was proven that some new approaches can always be introduced which with a correct techniques and introduction as well as comprehensive explanation will impact greatly on students. The more the better, the more the merrier, with varieties of activities proven does a great impact on the spirit of students' learning. Hence, this improve students' spectrum on the learning process which the few intention of the researcher at the beginning of the AR were successfully realized. As such, the objectives achieved amongst those are:

- a- To avoid individualistic attitude in the learning process where it involved big numbers of people. To encourage socializing with the class members and further benefit other colleague skills, knowledge and knowhow.
- b- To create a balance activities between seeking the knowledge and enjoy the ambiance of class room

c- To indulge a culture of good cooperation and commitment, full participation and good team working in doing any task given.

d- To having an alertness and responsibility towards the task given and fully aware what's going on during the semester (for HCD).

e- To explore more comprehensive way of thinking, thinking critically, giving out of box opinion.

f- To derive the attitude of appreciate things around before blaming. Thinking with openness rather than timid in a small scope of area.

R12 & R13 for example having their piece of mind by the ending session of AR which they reported in their J6 that "very excited when learn this subject with the different teaching that you used to make the student understand about it", "I feel satisfied since we have a lot of benefit from all of the activities that had been build for us". This AR proved change students perspective on how learning can be a joyous moment and students themselves appreciate these occasions by R14 stated in J6 that "learn a lot from many activities in the class and hope that it will happen for other subject as well". Quoted by R16J6, "the best compared to other classes", an evidence of respondent experienced and honest compliments to the researcher which is consider as a benchmark for this AR. In this case, the enrichment in learning by creating more activities sure enough can be implemented to all taught subjects by all instructors. With the intention to create better learning ambiance and benefitted both parties, the teacher and the learner, it is hope that details and extensive AR regarding this matter can be conducted in the future.

For the researcher, it was an overwhelming experienced in which with a proper planned schedules, more activities and the intention to enrich learning and teaching experience for the benefit of both parties from the beginning of the semester, it was a fruitful effort. Through all class activities implemented, it prove that students gave their full participation in class, they did enjoy their learning experience in each activities conducted which they felt suppose to be implemented in other classes as well. Through out this AR, it is an evidenced that students are always open up for any changes which instructor would like to introduce for their benefit. New method is a challenge for them to get to know and the challenge for the instructor to implement.

> *Professional Development is about change – change in what you know and*
> *believe about teaching and learning and in what you can do in the classroom.*
> *Part of bringing about real change is creating a context or climate in which*
> *change is less difficult.*
> *David Collins, 1998*

At the end of this research, the result shows that students gaining better communication skills in English (in which proven that their English can be improved through other subject matter), gained higher self confidence (they can give a good presentation in class), they are highly participative and active in class (no more sleeping students in class), they are well alert of what happening in the class, and in fact it help them knowing their classmates better and success in building strong relationship even outside the classroom (where they appreciate each other better). Above all they appreciate their learning environment and the facilities provide by the university. The core finding here is it is not much about the learning environment, but on the other hand, of how to use the resources provided to benefit all and of how to create the enjoyable learning ambience within university territory.

The Action Research project and guidance under the incubator project really give strong impact to the researcher especially on how to handling students activities, new methods and approaches, in which everything were handled in a meticulous and careful observation added with fully focus and attention with well planned schedules. Such important finding on this AR plays an important role in upgrades the effort to improve the teaching methodology and approaches not only for the subject of Human Capital Development, instead would be implemented on other subject taught by the researcher. As conclude by Anderson et al. (2006), action research is a powerful tool to use in classroom as teachers ask themselves questions about the effectiveness of different strategies, activities, or events related to students learning. Where, the maximum benefits of professional growth and positive changes are gained through researcher sharing of findings with peers and administrators. In short, it can be said that the whole class plus the researcher having a happy moment together for the whole semester's activities and everything ended up splendidly! The more the better! The more the merrier!

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