Students’ Perception on the Use of Instructional Pronunciation Video in Improving Pronunciation

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Abstract—Using technology in language learning is not an unfamiliar practice in the 21st century. The use of video technology in language classrooms has brought many advantages. As pronunciation is by far one of the most important parts of language learning, it is necessary to study the students’ perception on the use of instructional pronunciation video (IPV) in improving their pronunciation. The aim of the study is to examine students’ perception on: (1) whether the Instructional Pronunciation Video (IPV) helped in improving their pronunciation, (2) the ways in which the IPV is useful in enhancing pronunciation, and (3) the problems faced in using the IPV. It is a qualitative study where 20 students were interviewed after using the IPV in pronunciation learning. The NVivo qualitative data analysis indicated that students have positive perceptions towards the use of IPV in improving their pronunciation. They found that the demonstration of how the sounds are being pronounced, flexibility of use, customized content, and diagram of tongue placement in the IPV are features that are useful in helping to improve their pronunciation. Except for some technical issues, students find the IPV user-friendly. This study suggests the inclusion of IPV either in or outside language classrooms to help students with low oral proficiency to address their pronunciation problems through both individual and group learning.

Keywords—instructional pronunciation video; pronunciation; students’ perception

I. INTRODUCTION

A. Technology and Pronunciation Teaching

Technology has become an integral part of the twenty first century. It is becoming increasingly prevalent in various fields and many have become dependent on it as it plays an important role in their everyday lives, for communication, business, education, to name a few. In many higher educational institutions, a wide range of technologies such as computers, audios, and videos have become essential and necessary in language learning throughout the last three decades [3]. The potential of technology to offer input and rehearsal, to strengthen self-expression, and to widen interpersonal communication have been long acknowledged by second and foreign language educators and researchers [1]. Nonetheless, a particular technology, which holds great educational potential, may not positively influence learning unless it is used appropriately [2]. For that reason, it is vital to assess the effectiveness of the uses of that technology rather than the technology itself as the same use of specific technology in different instructional settings may yield different learning outcomes [2].

In the teaching and learning of pronunciation, it is challenging to improve the pronunciation of many learners of English as a second language. Some of the reasons include teachers have neither emphasize the importance of pronunciation in language learning nor have the correct tools to help their learners to learning proper pronunciation, and learners lack the interest and exposure to the target language [6]. Fortunately, the advancement of technology that is the video technology has successfully brought the rich and authentic English speaking environment into the language classrooms where learners could watch and listen to accurate pronunciation of words and sentences by native English speakers [4]. It has also made video-based tasks and assignments possible such as reflecting and discussing on what they watched in pairs or groups, recording speech, analyzing and correcting learners’ pronunciation errors [3]. Perhaps the greatest potential of video technology is enabling learners themselves to create video script and materials as one of the most effective ways to promote communication among language learners and collaborative learning [5]. In other words, video technology can undeniably support pronunciation learning effectively as it could cater to the needs of learners at different proficiency levels. As a result, cautious selection of video materials should be done in order to suit the needs of the learners to maximize engagement with the video materials.

B. Statement of Problem

Despite the fact that video technology helps to boost language learning, researchers have found that less emphasis is being put on the teaching of pronunciation in the Malaysian English classroom [9] and that the local students have poor English pronunciation [7,8]. Agreeing to the fact that pronunciation is a fundamental part of being a successful language learner, Fraser [10] and Rajadurai [11] claimed that a speaker is intelligible in spite of having errors in vocabulary or grammar as long as he or she has good pronunciation. It can be very difficult to understand a speaker with poor pronunciation in spite of being accurate in other areas such as grammar, vocabulary and pragmatics, to name a few [10]. Therefore, the
The purpose of language learning is for people to understand each other’s English as Rajadurai [11] stressed that English is generally acknowledged as an international language. This point is affirmed by Seidlhofer [12] that successful communication embodies the ability to pronounce words intelligibly as the speaker could get his or her intended meaning across. In addition, good pronunciation amplifies learners’ self-confidence when they are more able to take part in discussion and interact with others [6]. On top of that, having good pronunciation could also contribute to the overall sense of achievement [6]. Thus, from the aforementioned discussion, adequate emphasis should be given to pronunciation teaching with appropriate use of technology, particularly for the beginner-level or less proficient language learners. In conjunction with that, it is important to find out the acceptance of language learners in using technology for learning pronunciation.

To address this concern, this study aims to examine the students’ perception on the use of instructional pronunciation video (IPV) in improving their pronunciation. It set forth three research questions: (1) Does the Instructional Pronunciation Video help in improving students’ pronunciation?, (2) How is the Instructional Pronunciation Video useful in enhancing students’ pronunciation?, and (3) What are the difficulties faced in using the Say It Right Module?

II. METHODOLOGY

This case study employed the qualitative methodology of data collection and analysis on the perception of less proficient language learners on the use of IPV in learning pronunciation at a public university in Malaysia.

A. Participants

Through purposive sampling, 20 first-year undergraduate students taking an English proficiency course were selected as the participants of the study. They were identified and invited by their English course instructors to participate in the study. The participants were chosen based on the results of their Malaysian University English Test (MUET), and their MUET band score. MUET is used to measure English Language skills of pre-university students [13] and it is graded into six bands, ranging from Band 1 being the lowest (extremely limited user of English) to Band 6 being the highest (very good user of English). In this study, 75% of the participants scored a Band 2 in their MUET while 25% scored a Band 1. Thus, all the participants are regarded as students with low proficiency in English. These students aged from 19-24 years old. Although they are of different races, they shared a similarity whereby 95% of them use the Malay language at home, with the remaining 5% using the Dusun language, a local indigenous language spoken by the local indigenous people in Sabah, Malaysia.

B. Instruments

The three instruments utilized in this study are as follows:

- A data form is distributed to the participants to obtain their demographic particulars, such as age, language spoken at home and MUET band score.
- An Instructional Pronunciation Video (IPV), which is known as the Say It Right (SIR) Module packaged in a CD, was developed based on a funded research study by Shak, Chang & Stephen [14] that identified sounds which were commonly mispronounced by Malaysian students. The IPV presented the correct pronunciation of these problematic sounds with visual displays of the articulatory movements in pairs. A native speaker is involved in pronouncing the sounds and words in the IPV. It incorporates problematic consonants and vowels (plosives, fricatives, affricates, diphthongs, and pure long and short vowels). It also includes diagrams of tongue placement for different sounds.
- A set of interview questions which consists of nine open-ended questions was prepared to ensure uniformity of the questions asked by different interviewers.

A pilot study had been conducted and necessary amendments were done based on the participants’ feedback prior to conducting this study.

C. Procedures

After the participants were being identified, a consent form was distributed to each of them in order to obtain their consent to participate in this study. Next, they were requested to fill in their demographic particulars on the data form provided. Prior to the interview sessions, they were invited to join a one-day workshop that is known as The Say It Right Workshop. In that workshop, they were introduced to the IPV, which is the SIR Module in the form of a CD. The SIR Module was utilized for pronunciation practices throughout the workshop. At the end of the workshop, the participants were interviewed by three interviewers and the interview sessions were audio recorded on digital recording devices.

Data collected from the interviews were then transcribed and participants’ responses in Malay language were also translated into English. Next, the data were analyzed by using the NVivo qualitative data analysis software in order to find out the participants’ perception of using the IPV to improve their pronunciation. Fig. 1 displays the procedures of this research.

III. RESULTS

A. Does the Say It Right (SIR) Module help in improving students’ pronunciation?

One significant finding from the respondents’ interview data collected from this study is that all twenty respondents agreed that the use of IPV helps in improving their pronunciation. One respondent expressed that the SIR Module
| 1 Preliminary Phase | Develop research instruments - questionnaire, IPV, and interview questions |
|                    | Conduct pilot study |
|                    | Refining research instruments |
| 2 Data Collection  | Obtain participants' consent to join the research |
|                    | Distribute questionnaire to collect participants' demographic data |
|                    | Conduct SIR Workshop - introduce SIR Module for participants to use throughout workshop |
|                    | Interview participants - audio recorded |
| 3 Data Analysis    | Transcribe interview recordings - translate responses in Malay language into English |
|                    | Analyze data using NVivo qualitative data analysis programme |

Figure 1. Research Procedures.

Preliminary Phase

- Develop research instruments - questionnaire, IPV, and interview questions
- Conduct pilot study
- Refining research instruments

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2) Customised content

The contents for the SIR Module was designed after conducting an error analysis (EA) of most commonly made pronunciation mistakes of the respondents [14]. Having taken

<table>
<thead>
<tr>
<th>Clock vs Cloak</th>
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</thead>
<tbody>
<tr>
<td>Clock</td>
</tr>
<tr>
<td>Cloak</td>
</tr>
</tbody>
</table>

Figure 2. Videos Used in the SIR Module.

has helped her to distinguish different sounds, something she failed to recognise previously.

*all this while we are used to saying words, like name (/nem/) but the correct way is name (/neIm/)*

(Respondent S01)

Another respondent stated that the SIR Module has taught her how to pronounce the past tense, -ed form.

*I was able to learn how to pronounce words correctly. How for those with the –ed. All this time I was not confident, how to pronounce words with –ed?*

(Respondent S18)

Similarly, the SIR Module has also enabled the respondents to be aware of the mistakes they normally make.

*I can improve my pronunciation... the way to pronounce and all. The mistakes, all of them.*

(Respondent S09)

As simply put by one respondent,

*Oh, it helps. Yes, it helps a lot.*

(Respondent S03)

B. How is the SIR Module useful in enhancing students’ pronunciation?

From the analysis of the interview transcriptions on respondents’ perceptions, students attributed the success of the SIR video to help improve their pronunciation to the following characteristics of the SIR Module:

- **Demonstration of sound pronunciation**
- **Customised content**
  - Problematic sounds
  - Word pairings
  - Selective and relevant examples
- **Flexibility of use**
  - Potential for individualised practice use
  - Supplement classroom lessons
- **Diagram of tongue placement**

1) Demonstration of sound pronunciation

Interviews with the respondents have also pointed to some ways in which the SIR Module is useful in enhancing students’ pronunciation. One most favoured feature of the SIR Module is the video of a native speaker demonstrating the pronunciation of the sounds and words. Fig. 2 is a screen capture of the video used in the SIR Module.

One of the respondents expressed that

*when I watch the video, I listen what did he say [sic]. So I can follow it and I can know how to speak. How to say it.*

(Respondent S10)

This opinion is shared by other respondents who said that the SIR Module helps to improve pronunciation

*because we can see, hear the way it is pronounced. We can observe his mouth; the way he speaks.*

(Respondent S13)

and

*It teaches the pronunciation and how to control different parts of the mouth to produce the correct sound.*

(Respondent S11)

Evidently, the ability of the SIR Module to demonstrate clearly how sounds are made through the videos’ visual display of lip and mouth movements are appreciated by the students and proved to be a feature that is highly desirable. Having the video of a person pronouncing the sounds and words, helped to make clear to the students how the sounds are voiced and how these sounds are realised when incorporated in words. As a result, they are able to imitate these movements and produce the sounds accordingly. As one respondent explained, the SIR Module is useful

*because it teaches the correct pronunciation and the sound. Plus, it shows the words and the way to pronounce it [sic]. So, it helps learning more.*

(Respondent S20)
into account students’ weaknesses in pronouncing certain sounds, the contents included were selected to specifically target these problematic sounds. As such, the sounds and words listed in the SIR Module are those that are representative of the sounds most students have difficulty with. From the interview data, it is apparent that the EA and considerations taken into the selection of content input is clearly appreciated by the respondents. One student expressed that the content of the module is relevant because

it focuses a lot to the pronunciation we know less about. For instance, the pronunciation of 'the' and 'then' are actually different. (Respondent S16)

The same sentiment was also shown by another respondent who stated that

There are a lot of pronunciations that I don’t know but I know them from there. That’s why I like the module. (Respondent S09)

In addition, another student indicated that there is value in the use of word pairings that allows the users of the module to compare and contrast two similar or confusing sounds. The word pairings are provided based on insights gained from the analysis of the pronunciation mistakes done by the students. Therefore, in the word pairings, words that sound similar are paired up to enable students to learn to identify and differentiate the sounds in those words. Fig. 3 depicts an example of word pairings taken from the SIR Module.

In terms of the content,... we want to pronounce something, but in English it may appear to be the same but the meaning is different. We must pronounce correctly so the meanings do not change. (Respondent S05)

Providing students with selective yet relevant and suitable examples has also proven to be essential in ensuring that the SIR Module is well received. Table I shows the respondents’ feedback on the relevance of the SIR Module’s content.

<table>
<thead>
<tr>
<th>TABLE I. RELEVANT CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview Extract</td>
</tr>
<tr>
<td>Not the one word (sound) but many word (sounds) can use in other word [sic]. For example, he pronounced one (sound) but he has many examples. So I can use that (the sound) in other words.</td>
</tr>
<tr>
<td>Although there is only one sentence (sound), there are examples given below.</td>
</tr>
<tr>
<td>I think it is sufficient. If there are a lot, we cannot concentrate fully.</td>
</tr>
<tr>
<td>I like it because it is simple. It is not too long. It’s less but it’s easier. So, it is easier for people to understand.</td>
</tr>
</tbody>
</table>

The effort of conducting the EA to make informed decision of what to be included in the contents of the module proved to be rewarding as it added to the value and success of the SIR Module. Clearly, catering to the learners’ needs is a vital part of content development for any technology-based classroom materials.

3) Flexibility for use

One highly appreciated characteristic of the SIR Module is its flexibility for use. As the SIR Module is made available in the form of an instructional compact disc (CD), it allows users to bring it with them easily. This essential mobility allows the module to be used almost everywhere at practically anytime. The respondents’ views are presented in Table II.

The portable CD format is also preferred as being easily accessible, it allows for more private and individualized learning to take place. One respondent stated that

(p)erhaps one may want to learn more but he or she is shy. So by using the CD, he or she can look it up and learn more. (Respondent S05)

At the same time, the CD format also allow for individualized use as it can be played repeatedly by the users. This allows multiple listening, observing, imitating and practicing for the user to get the sound right.

It will repeat up to three times and if we still don’t understand, we can repeat it. Repeat a few times till we get the word. (Respondent S19)

<table>
<thead>
<tr>
<th>TABLE II. POTENTIAL FOR INDIVIDUALISED PRACTICE USE</th>
</tr>
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<tbody>
<tr>
<td>Interview Extract</td>
</tr>
<tr>
<td>It is easy to bring everywhere. When we need it, we just need to put it in, listen, ok. We can access it from there.</td>
</tr>
<tr>
<td>It makes learning easier. If we insert it in our laptops, we can... can study anywhere.</td>
</tr>
<tr>
<td>Because it makes it easier for me everyday. Maybe I can access daily to practise.</td>
</tr>
</tbody>
</table>
In addition, the flexibility for use of the SIR Module also enables language instructors to make use of the SIR Module in their English classrooms. Whether specifically to teach pronunciation of difficult sounds or to supplement their teaching of oral skills, English instructors can easily incorporate the use of the SIR Module CD into their classroom lessons. In fact, all respondents unanimously agreed that the SIR Module should be used in the language classroom to enhance language learning. These respondents’ views are presented in Table III.

4) Diagram of tongue placement

In addition to the pronunciation video, another feature that is valued by the respondents is the diagram of oral cavity provided at the bottom of the video. Fig. 4 is an example of the diagram used in the SIR Module.

The diagrams illustrate the different positions of the tongue for making different sounds is evident to be a valuable feature that helps the respondents to imitate the position when attempting to produce the desired sound. One respondent stated that

the figure which contains the pronunciation tells us where we should position our tongue to produce certain sounds. So, this way we know how to say it right

(Respondent S13)

Another respondent relayed the same opinion and stated that the SIR Module taught her

How to pronounce... with the tongue

(Respondent S15)

TABLE III. THE SIR MODULE SHOULD BE USED IN LANGUAGE CLASSES

<table>
<thead>
<tr>
<th>Interview Extract</th>
<th>Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>because it is easy to... seems suitable for students to learn in class. Because it is easier for them to understand and to help improve their pronunciation more.</td>
<td>S20</td>
</tr>
<tr>
<td>I think it can be used in all classes.</td>
<td>S02</td>
</tr>
<tr>
<td>Because what... it can, when in class, we can improve you know.</td>
<td>S01</td>
</tr>
<tr>
<td>Because very helpful for weak English learners in ways to speak English.</td>
<td>S11</td>
</tr>
</tbody>
</table>

Figure 4. Diagram of Oral Cavity Shown in the SIR Module.

From the interview responses, it can be observed that students are appreciative of the diagrams incorporated in the SIR Module. The use of the diagrams to supplement the videos provided additional information to respondents on where they should place their tongues to produce the corresponding sounds.

C. What are the difficulties faced in using the SIR Module?

Overall, when asked to provide feedback on the ease of use of the SIR Module based on a scale of 1 o 9 (1 being very difficult to use and 9 being very easy to use), respondents rated the ease of use between the range of 7 to 9. This shows that the SIR Module is highly user-friendly and easy to operate. Nevertheless, although respondents have shown great interest with all of them stating that they are interested to get the module for individual practice and use, it is found that there are still a few aspects of the SIR Module that needs to be improved. One major drawback is technical problems that students’ faced when using the SIR Module, specifically the CD. The issues are presented in Table IV.

Although the technical problems faced by the respondents may be due to various reasons ranging from the computers that they used to access the module including the operating systems, applications, or technical specifications of the sound and graphic cards, it is vital that these technical issues be addressed to ensure that the SIR Module CD is operational and can be used in various platforms to benefit the end-users. Respondents have also made a few suggestions for improvement as presented in Table V.

IV. DISCUSSION

The IPV, which is also known as the SIR Module in this study, is an audio visual material. The use of the IPV for
improving English pronunciation is found to be beneficial and favourable to its users in this research. The users expressed that the demonstration of pronouncing sounds and words via the video is their most favourite feature of the IPV as they can observe and imitate the lip movements in their attempts to enhance their pronunciation; and they also find the diagram of tongue placement useful in indicating the position of their tongue for producing different sounds. This finding is parallel to Watkins and Wilkins’s notion that the use of videos on YouTube.com website could improve pronunciation skills, on top of conversation, and listening skills [15]. They claimed that videos are very powerful tools to teach English and stimulate learner autonomy [15]. Additionally, the use of the IPV in improving pronunciation affirmed Bandura’s social learning theory where behavior is learnt through modelling via observation, and it is difficult to form behavior if one is to solely depend on his own actions to tell him what to do next [16].

Another advantage of the IPV is the presence of a native speaker in the video pronouncing the words and sounds. This acknowledged Mueller’s claim that the most effective way to learn a foreign language is associating words with realia we see in that foreign country [17]. As we cannot transport our classes to the foreign country of the target language, the best way would be bringing the foreign context into our classrooms as accurately as possible [17]. In this study, this foreign context is referring to the incorporation of the pronunciation videos of the native speaker in the IPV.

Besides that, the customized content that is generated from the EA by Shak et al. has proven the IPV’s capability to cater to the users’ needs. Although the IPV presented the individual sounds and words without context where Godwin-Jones, 2009 regarded its potential to only partly helping students to improve their pronunciation skills because it deserts intonation at the sounds and words without context where Godwin-Jones, 2009 regarded its potential to only partly helping students to improve their pronunciation. The uniqueness of the IPV lies in its special feature where sounds are presented in pairs; allowing students to feature where sounds are presented in pairs; allowing students to enhance pronunciation would not be as intimidating as having a teacher to correct students’ mistakes again and again which could be embarrassing to some students who are shy and with low self-esteem. In other words, the use of IPV would not discourage students in improving their pronunciation as its discovery-oriented nature would stimulate them to draw on their existing knowledge and experience to differentiate the similar sounds in order to improve their pronunciation. Moreover, it promotes autonomy and independence in learners. This is in parallel to the users’ feedback when they stated the IPV to be very user-friendly and flexible as it permits multiple listening, observing, imitating and practicing of sounds and words at their own preferred time and setting; despite the technical drawbacks of the IPV. Such aforementioned characteristics of the IPV are supported by Ameh [19] who emphasised that audio-visuals, in this case the IPV, plays an immense role in helping students to learn at their own pace and as a result creates a stimulating, stress-free and meaningful learning process. Even the module users suggested the inclusion of the IPV in language classrooms as it would be beneficial to all students for enhancing pronunciation.

V. CONCLUSION

In conclusion, the SIR IPV, which incorporated the correct and commonly mispronounced sounds with visual displays of the articulatory movements, is designed to help students with low oral proficiency to improve their English pronunciation, particularly Malaysian students as of this study is concerned. From the data gathered in this study, the IPV users positively viewed the IPV as a useful instrument for improving their pronunciation. The uniqueness of the IPV lies in its special feature where sounds are presented in pairs; allowing students to recognize the differences in the production of correct and problematic sounds and thereby positively influence their ability to pronounce sounds which may be difficult for them.

Therefore, this study suggests the inclusion of IPV in language classrooms as English language instructors could easily adopt or adapt the IPV to complement oral communication practices for learners with different pronunciation problems by focusing on the specific problematic sounds to help correct students’ pronunciation mistakes. Additionally, it promotes student-centred learning as language instructors could facilitate and enhance individualized practice and maximize target sound practice time for each student. It could also be used outside the classrooms for self-access learning as it is self-explanatory and user-friendly, allowing students to use it independently according to their specific needs. Furthermore, it is flexible enough for various levels of learners in either secondary or tertiary contexts.

REFERENCES

5 Karena kita boleh tengok, dengar cara sebutan. Kita boleh tengok mulut dia cara dia cakap.

6 Dia mengajar cara penyebutan dan cara pengawalan anggota dalam mulut untuk mengelarukan bunyi yang betul.

7 sebab dia ajar setiap perkataan dengan betul sama dia punya bunyi tu. Sama dia kasi tengok perkataan dia dengan cara menyebut. Jadi dia membantu lebih banyak lah untuk belajar.

8 Sebab dia lebih focus kepada sebutan yang macam kita kurang ketahui. Contohlah, the sebenarnya sebutan dia tu lain macam the, then.

9 Banyak sebutan yang saya tidak tahu tapi saya boleh tuh di situ. That’s why I like the module.

10 Not the one word but many word can use in other word. Macam dia sebut satu tapi dia ada example what many many. So I can use already at other word.

11 Biarpun satu ayat, dia ada bagi contoh di bawah.

12 Saya rasa dah cukup dah. Sebab kalau ramai kita tak boleh nak tumpu sangat.

13 I like it because it is simple. Dia tak terlalu panjang. Kan dia sikit-sikit tapi dia mudah. Senang lah orang nak faham.


16 Sebab memudahkan saya untuk setiap hari, maybe buka hari-hari untuk berlatih.

17 Mungkin ada lagi yang dia…nak belajar tapi dia mahu. Jadi melalui CD, dia boleh tengok sendiri dan belajar macam tu.

18 Sebab sana dia akan sebuah 3 kali sampai kalau macam tak faham, ulang baik. Lepas tu ulang-ulang sampai dapat perkataan.

19 Sebab dia mudah untuk…macam sesuai untuk pelajar lah untuk belajar dalam kelas. Sebab mudah untuk dorang faham dan membantu durang punya prononcition untuk lebih baik lah.

20 Saya rasa semua (kelas) pun boleh.

21 Sebab apa…dia boleh, kalau dalam kelas kita boleh improve tau.

22 Because banyak membantu bagi pelajar yang lemah dalam cara bercakap bahasa inggeris.

23 yang gambarajah tu ada sebutan yang orang cakap tu kita tahu keduadukan lidah kita kat mana. So kita dapat tahu macam mana kita nak cakap dengan betul.

24 Cara sebutan…dengan lidah tu.

25 Macam saya tadi, dia macam ada masalah teknikal, inda boleh bersua.

26 Tidak boleh detect CD.

27 Dia asyik restart.

28 Tadi tidak dapat buka dalam laptop saya. Video tu tidak bergerak.


30 Kalau bagi saya, lagi seronok kalau ada game terus di dalam tu.

31 Kena macam…dia bagi satu ja, macam succeeded. Maybe mungkin kita boleh buat satu ayat.


33 Cuba untuk tambahkkan perkataan dalam tu module.

34 Boleh letak maksud yang perkataan tu?