UNIVERSITI TEKNOLOGI MARA

USING CREATIVE DRAMA TO TEACH HISTORY TO PRIMARY SCHOOL STUDENTS

HANEEM SAID

Thesis submitted in fulfilment of the requirements for the degree of
Master of Arts

Faculty of Film, Theatre and Animation

January 2015
AUTHOR'S DECLARATION

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referred work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student : Haneem Said
Student I.D. No : 2010472086
Programme : Master of Arts (CT780)
Faculty : Film, Theatre & Animation
Thesis Title : Using Creative Drama to Teach History to Primary School Students

Signature of Student : 

Date : January 2015
ABSTRACT

Young Malaysians today show little interest in remembering historical events, issues of governance and tend to treat patriotism trivially. These issues occur because most students are generally taught to memorise historical facts, rather than appreciate or understand History. This research investigates the use of creative drama in History teaching and the main creative drama strategies that helps to increase students’ scores in History test. The students were divided into two groups: The control group and the experimental group. The control group used textbooks and the ‘chalk and talk’ approach, while the experimental group was exposed to the creative drama method for History classes. Data collections were made through a set of pre-post objective questions test and reflective journal. The data were analysed using a T-test and content analysis technique. The outcomes of this research show that the scores of students in both groups increased. However, the experimental group achieved a more progressive development with the mean score increasing by 17.49 (p< .05) compared to the control group which only increased by 6.18 (p< .05). These findings were supported by content analysis of the samples’ reflective journals which found that theatre games can be used as a main strategy to helps students understands History and to improve their achievement in learning this subject in primary school.
ACKNOWLEDGMENT

In the Name of Allah, the Most Gracious (Rahman) and the Most Merciful (Rahim). I truly appreciate the strength, courage and confidence bestowed by Allah upon my weaknesses, despair and sorrow along the tough three-year journey towards completing this research.

To my parents, thank you for never ceasing to pray for my success. Thank you for patiently listening to all of my worries and stresses. Mak, Rokiyah Haji Abu Bakar, I love you with all of my heart. Abah, Said Saad, your determination will always be the best inspiration for me to move forward and succeed in the future. To my darling sayang, Khairul Fahmi Ayub, you are my superhero and the greatest blessing from God. I appreciate everything that you have done for me and the devoted love that you have continuously showered me with. To my baby boy, Muhammad Hadeef Qays, you make mamma’s and abi’s love stronger day by day, the past is forgotten and the future is worth living for. This little piece of success is dedicated to you.

Much appreciation to the Study Leave Unit of Universiti Pendidikan Sultan Idris (UPSI) and to the Ministry of Higher Education for their sponsorship of the SLAB scheme. Special credit also goes to Associate Professor Zaharul Lailiddin Saidon, the Dean of the Faculty of Music and Performing Arts (FMSP), as well as all of the FMSP and Bahagian Sumber Manusia (BSM) staff.

I wish to thank Professor Dr. Chesly John Skinner, my ‘cool’ supervisor who is very patient, understanding and always shines in my heart. His ideas, opinions, comments, and critiques mean so much to me. May the blessings of God fill his life with happiness, joy and prosperity.

Very special thanks to those who have been so lovely and kind-hearted towards me throughout my candidature. Thank you Allah, for bringing them into my life. They have helped me to conduct this study smoothly: Dr. Wan Aida Wan Yahaya, the Deputy Dean of the Faculty of Film, Theatre and Animation (FiTA), Puan Roslind Thambusamy and Dr. Fazilah Husin, internal and external examiners; Encik Mohd Mazli Mohd Arif, Headmaster of Sekolah Kebangsaan Methodist; Tuan Haji Arshad Mohamad, Headmaster of Sekolah Kebangsaan Tanjung Malim; Puan Hajah Zamiyah Hassan, Headmistress of Sekolah Kebangsaan Raja Perempuan Ipoh; Puan Hajah Noor Baiti Keban, Puan Azimah Mohd Zain, Puan Hajah Aminah Zakaria, Puan Khalijah Muhamad, Puan Patimah Shahuddin, Cikgu Kadir, Cikgu Azmir, Cikgu Azman and all of the students of classes 5 Kasih and 5 Sabar. Thank you so much for helping me. Only Allah can repay the good deeds that you have done. Alhamdulillah.
TABLE OF CONTENTS

AUTHOR'S DECLARATION ii
ABSTRACT iii
ACKNOWLEDGMENT iv
TABLE OF CONTENTS v
LIST OF TABLES viii
LIST OF FIGURES ix
LIST OF ABBREVIATIONS x

CHAPTER ONE: INTRODUCTION 1
1.1 Research Background 1
1.2 Statement of the Problem 9
1.3 Research Objectives 12
1.4 Research Questions 12
1.5 Hypotheses 13
1.6 Significance of the Study 13
1.7 Limitations of the Study 14
1.8 Operational Definitions 15
   1.8.1 Creative Drama 15
   1.8.2 Conventional Teaching Method 16
   1.8.3 Improvement 16
   1.8.4 Primary School Students 16
   1.8.5 Learning 17
   1.8.6 History 17
1.9 Summary 17