

**UNIVERSITI TEKNOLOGI MARA**

**THE USE OF GRAMMAR BOARD GAMES IN  
TEACHING SUBJECT VERB AGREEMENT  
AMONG FORM 2 ESL LEARNERS IN A  
RELIGIOUS SCHOOL**

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Dissertation submitted in partial fulfillment  
of the requirements for the degree of  
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## AUTHOR'S DECLARATION

I declare that the work in this 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 referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

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## ABSTRACT

This study looked into the use of grammar board games in teaching Subject Verb Agreement (SVA) among Form 2 ESL learners in a religious school. The objectives of this study are to investigate the types of SVA learners have problems in, identify which method of teaching: the traditional teaching method or board games helps learners in learning SVA, identify learners' level of motivation and sense of belonging in grammar lessons on SVA through the use of board games, and to look into the level of challenges learners face in using board games in learning SVA. It was an experimental research which incorporated three grammar board games which were SVA Relay, Subject-Verb Match and SVA Sentence Construction in grammar lessons on SVA. The sample was 32 Form 2 learners in a government assisted religious school in the rural area of Kampung Gajah, Perak. These learners possessed lower intermediate English proficiency. Three instruments were utilized in this study which were pre-test and post-test, checklist, and questionnaire. The data was analysed using Statistical Package for Social Sciences (SPSS) version 17 software. Based on the findings, learners in the control group mainly faced problems with compound subjects of SVA and some problems with singular subjects and plural subjects. Learners in the experimental group on the other hand, faced problems with compound subjects of SVA. The findings also depicted that there was no significant difference in the learning gain scores between the control group and the experimental group. However, descriptively, the mean of the learning gain scores for the experimental group was higher than the control group. The study also found that grammar board games have some positive impacts on improving learners' motivation and sense of belonging in grammar lessons. The findings also indicated that a moderate level of challenge was faced by the learners while using the SVA board games in grammar lessons. The findings imply that the method of teaching grammar in secondary schools should be relooked. Grammar board games can be incorporated into grammar lessons as to an extent, they can help learners to learn grammar. It can also enhance learners' motivation and sense of belonging in grammar lessons.

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