

UNIVERSITI TEKNOLOGI MARA

*HOW HARD IT CAN BE TO USE
ROLE PLAY IN THE LITERATURE
CLASS FOR PRE-SERVICE
TEACHERS?*

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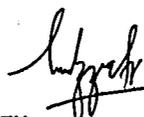
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ABSTRACT

This study explores the use of role play among pre-service teachers in a literature class in a Teachers Training Institute (IPGM) in Terengganu. It discusses the benefits and difficulties of incorporating role play into a literature class, and provides possible solutions for the difficulties encountered during the role play sessions. Pre-service teachers face problems in learning literature such as unsuitable teaching methods and language difficulties. The study involved four participants who were purposely chosen based on the focus of the study. In this study, non-participant observation, student interview and journal were used. The variables are based on previous research on similar area. It was found that the participants believed role play has benefitted them in eight major ways: it enhances collaboration, sense of enjoyment, self-confidence and motivation, language, acting, understanding, communication skills and knowledge of other cultures. The study also found that the main difficulties faced by the participants in using role play are memorising the script, understanding the text, acting, language, nervousness and low self-confidence, organisational difficulties, unsuitable venue and sensitivity towards physical contact. Finally the study provides possible solutions which involve self-improvement, collaboration with friends, and creative ideas like using their imagination to solve the problem. The study signifies that although there are difficulties faced by the pre-service teachers, there are a number of ways to solve the problems. The findings of the study would be important for curriculum developers, administrators and educators who are involved in the teaching of literature. The findings could also improve the teaching and learning of literature in pre-service teacher education.

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