



UNIVERSITI TEKNOLOGI MARA

**UNIVERSITY OF TECHNOLOGY  
MARA**

**The Effectiveness in Using Games in the  
Learning of Literature for Form  
One Student**

**ANITA ALBERT NYUNGKANG  
2001663446**

**School-Based Research For The Degree Of  
Bachelor (TESL)**

**Faculty of Education**

**UNIVERSITY OF TECHNOLOGY MARA  
CAMPUS SAMARAHAN, SARAWAK  
2008**

## **ABSTRACT**

*This study aims at investigating the effectiveness of using games in the learning of literature for below average students of Form 1 in a semi urban secondary school in Kota Samarahan, Sarawak. Specifically, this study will investigate to what extent do games improve the performance of the below average students. It aims at evaluating to what extent playing games can motivate students to learn literature. The study also aims to measure how much students had gained in confidence to communicate in the target language while playing the games and lastly, what effect does the game has on the students involved. A number of 25 students had been selected for this purpose. The research instruments used are questionnaire, pre-test, post-test, Teacher Observation Checklist and Students' Response Checklist. The data collected is presented using frequency, mean and percentage method. The result for the Pre-test was 46.2%. After the game playing, a Post-test was given to the respondents. The result increased to 75.6%. The findings proved the effectiveness of using game to arouse students' interest in literature learning. The study concludes by providing some recommendations based on the implications of the study. The recommendations for studies have been forwarded in this study.*

	<b>Page</b>
Declaration	i
Abstract	ii
Abstrak	iii
Acknowledgement	iv
Table of Content	v
List of Tables	vii
List of Figures	viii

<b>CHAPTER 1</b>	<b>INTRODUCTION</b>	
1.1	Background of the Study	1
1.1.1	The Development of Literature in Malaysia	1
1.1.2	New Policy in the Implementation of Literature in Malaysian Education System	2
1.2	Statement of the Problem	2
1.3	Theoretical Framework	4
1.4	Aims of the Study	5
1.5	Objectives of the Study	6
1.6	Research Questions	6
1.7	Significance of the Study	6
1.8	Limitations of the Study	7
1.9	Definitions of Language Game	8
1.10	Characteristics of Games	8
1.11	Summary	8
<b>CHAPTER 2</b>	<b>REVIEW OF LITERATURE</b>	
2.1	Introduction	9
2.2	Literature Review	9
2.2.1	Language Games as Consolidation Activity	9
2.2.2	Language Games Improve Communication Skills	9
2.2.3	Language Games Provide Meaningful Learning	10
2.2.4	Language Games Provide Stress-free Environment	11
2.2.5	Language Games are Interesting and Motivating	11
2.2.6	Language Games Generate Confidence	12

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 BACKGROUND OF THE STUDY**

Gunakumaran (2002) asserts that the Literature in English (LIE) as an academic subject within the Malaysian education system was in its glorious period when English is used as the medium of education during British rule of Malaya and the post-independence period. English was phased out as a medium of instruction in all public schools since 1970.

##### **1.1.1 THE DEVELOPMENT OF LITERATURE IN MALAYSIA**

Few years later, the English Language Programme (ELP) paved the way for the incorporation of a literature component in the English language subject through the Class Reader Programme (CRP) beginning the lower secondary level in 1990. Rosli Talif (1995) asserts that the primary aim of implementing CRP is to inculcate the elements of literature into language teaching. Gunakumaran (2002) mentions that CRP also functions as supplementary activity to the secondary school English syllabus but failed to achieve its aim because it was not a tested component in examinations.

In 1992, an elective literature in English Programme for the upper secondary level; Forms Four, Five and Six was introduced. This programme aims to introduce the use of literary texts for language and literary purposes in English Second Language (ESL) classroom (Rosli Talif, 1995). Unfortunately, the elective literature attracted little attention from the students. In 2000, less than 50 students sat for the Form Six literature paper throughout the country. In 2001, the number rose slightly below hundred (Gunakumaran, 2002).

In the year 2000, the Ministry of Education took a bold step by introducing a tested literature in English component to the English language syllabus for secondary schools. This step is defined as bold because it is found that a majority of the students and teachers in Malaysian secondary schools has previous exposure to literature and literature teaching methodology (ibid).

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.1 INTRODUCTION

This chapter aims to present comprehensive review of the literature related to the topic of the study. The review of literature includes the framework of the study, definition and characteristics of language game and the pedagogical values of games in the classroom situation. The review focuses on books and articles, published and unpublished which have contributed theoretical support in formulating assumptions in reaching conclusions.

#### 2.2 LITERATURE REVIEW

##### 2.2.1 Language Games as Consolidation Activity

Consolidation activities help to provide further opportunities for students to practice and develop all ideas or knowledge they have learnt in the classroom. Newly learnt vocabulary, ideas or lexical items need to be learnt in context, practiced and then revised to prevent students from forgetting. Hubbard et. al., (1983:50) finds that students remember better if they experience learning in a “memorable way”. To prove their theory and finding, this research will be carrying out a similar study to see how the Malaysian students will react to the approach.

Students need to practice regularly what they have learnt: otherwise the material will be somewhat useless. Haycraft (1978:50) asserts that language game is useful for practicing and revising vocabulary after it has been introduced. Shelagh Rixon (1986) adds to this suggestion by indicating that language games can also be used as revision exercises that help learners to recall materials in a pleasant and entertaining ways.

An experiment done by Agneszka Uberman (1998) proves that language game is an effective activity as a technique for vocabulary revision. The language game helps the students to learn in a way which aids the retention of the materials. The students’ feedback indicates that many of them benefit from the language games.

##### 2.2.2 Language Games Improve Communication Skills

Tennel (1993) believes that games are among the many activities that promote acquisition. She writes;

*“Games, by their very nature, focus the students on what it is they are doing and use the language as a tool for reaching the goal rather than goal itself.”*  
(1983:281)