



UNIVERSITI TEKNOLOGI MARA

USING GAMES AS A TOOL TO ENHANCE  
SPOKEN ENGLISH TO YEAR FIVE STUDENTS AT  
JALAN ARANG PRIMARY SCHOOL, KUCHING

Academic Project in part fulfillment of

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BY

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## **ABSTRACT**

This project aims to find a better way of promoting the use of spoken English in Year Five students of Jalan Arang Primary School, Kuching, Sarawak. Prominent factors and aspects related to spoken English were highlighted. The data collected showing respondents' response determined that games are useful tools to enhance spoken English.

In eliciting the data for the research, a survey involving Year Five English teachers, thirty-six pupils and their parents were done. Their responses were analyzed in terms of percentage and frequency of distribution.

## **ABSTRAK**

Projek ini adalah bertujuan untuk meningkatkan penggunaan Bahasa Inggeris dalam perbualan harian di kalangan murid-murid dalam Tahun 5 di Sekolah Kebangsaan Jalan Arang, Kuching, Sarawak. Pelbagai factor yang berkaitan dengan penggunaan bahasa tersebut secara lisan akan diketengahkan. Segala maklumat yang didapati daripada kajian ini nanti akan menentukan bahawa permainan bahasa adalah penting untuk meningkatkan penggunaan Bahasa Inggeris secara lisan.

Bagi tujuan mendapatkan maklumat untuk projek ini, maka satu kajian yang melibatkan guru Bahasa Inggeris, tiga puluh-enam orang murid serta ibu bapa pelajar akan dibuat. Maklumbalas daripada mereka nanti akan dianalisis secara persentil mengikut kekerapan.

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the study

In accordance with the National Education Policy, English has to be taught as a second language. The aim of the policy is to enable students to acquire the basic language skills namely, listening, speaking, reading and writing. It also emphasizes the integration of the language content with the four skills. The intention of the policy is to enable students to familiarize themselves with certain everyday activities and certain job situations.

Pusat Perkembangan Kurikulum (1987:2) states;

*“ English is an important language to enable Malaysians to engage meaning fully in trade and commerce. It is a means of communication in certain job situations. It is an additional means of access to academic, professional, and recreational materials ”*

The English language program has been planned to fulfill the goal of the KBSR and KBSM, which are aimed at the intellectual, emotional, spiritual and physical development of the individual. The Education Ministry in Malaysia has introduced many programs to upgrade the usage of English in our country. It is hoped that students are able to master English at an early age, though it is being taught as a second language, both at the primary and secondary levels.

## CHAPTER 2

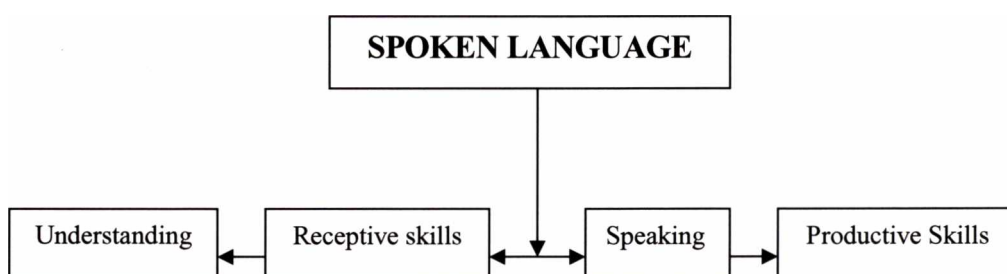
### LITERATURE REVIEW

#### 2.1 Definition of speaking

According to Bryne, (1976:6)

*“Speaking is a two way interaction between a speaker and a listener and it involves the production skill of speaking and the receptive skill of understanding”*

The process of speaking is as shown in the diagram below.



Bryne, (1976:6) explained that the speaker and the listener have a positive function to perform. The speaker has to relate clearly the message he or she wishes to convey, and the listener to be able to interpret the message and the speaker's intended meaning. So it is important to develop speaking ability in our students so as to build their confidence in using language orally. One who faces an inability to speak would feel inadequate and becomes less confident in himself or herself. Barrow, (1983:5) further supports this by saying that speaking ability and confidence go hand in hand and that both very much affect the other.