UNIVERSITI TEKNOLOGI MARA

USING ROLE PLAY TO IMPROVE POOR ENGLISH SPEAKING PROFIENCY SKILLS AMONG PRIMARY SCHOOL STUDENTS

FAUZIAH BINTI MOHD AMIN

Dissertation submitted

for the degreee of

Bachelor of Education (Primary Education)

with Honours

Faculty of Education

December 2014

ACKNOWLEDGEMENT

Praised be to Allah. Peace and blessings to Prophet Muhammad SAW. I am grateful to God that by His grace and by His willingness I can prepare and produce an Actions Research Report for Bachelor of Education (Primary Education) with Honours. This research is one of the conditions that must be met to finish my study in Universiti Teknologi Mara.

Appreciation and thanks goes to Madam Juliana Mohd Nor as my Action Research Supervisor who work tirelessly to provide guidance and counselling as well as some useful insight. All views, ideas, guidance gave me the motivation to complete this task.

All thanks also goes to my family especially to my husband who always motivated me and help me through the ups and downs during my time as a student until I am able to complete this course.

Last but not least, I also want to thank my friends for helping me to finish this coursework and for all people who are with me for no matter what reasons. Thank you.

ABSTRACT

This action research was carried out to increase year 2 pupils of speaking skills proficiency using the role play method approach and in particular student –centered activities.. A total of 25 respondents of Year 2 Zamrud from Sekolah Kebangsaan Chenderong Batu, Kelantan were involved in the study. The data were collected using instruments like pre- test, post- test, questionnaire and an intervention study was carried out using role play activity. This study can be concluded as successful when respondents seemed attracted to learn speaking skills using role-play and their marks in post- test were higher. From the intervention done, it shows improvement in terms of interest and understanding. Researcher obtained positive results after the respondents showed a massive improvement in grades and attitudes towards learning. As a conclusion, the role-play learning improve students focus and increase their speaking proficiency skills.

TABLE OF CONTENTS

	Pages
ACKNOWLEDGEMENT	ii
ABSTRAK	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
1.0 INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problem	2
1.3 Significance of the study	3
1.4 Definition of terms	5
2.0 RESEARCH OBJECTIVES AND RESEARCH QUESTIONS	6
2.1 Research Objectives	6
2.2 Research Questions	7
3.0 LITERATURE REVIEW	8
3.1 Respondents' Problem	8
3.2 Lack of Support/Exposure	10
3.3 Negative Perception	11
3.4 Unwillingness To Speak	12
3.5 Games	13
3.6 Role-play	16
4.0 LIMITATION RESEARCH	18
4.1 Lack Of Experience	18
4.2 Respondent Cooperation	18
4.3 Time Limitation	18

5.0	**METHODOLOGY**	20
	5.1 Research Design	20
	5.2 Sample Size	22
	5.3 Instrument	22
	5.4 Intervention	24
	5.5 Data Collection	28
	56 Data Analysis	29
6.0	**FINDINGS AND DISCUSSION**	30
	6.1 Findings	30
	6.2 Discussion	37
7.0	**REFLECTION OF RESEARCH**	40
	7.1 Review about the Research Conducted	40
	7.2 Limitations of Research (after conducting the research)	41
	7.3 Suggestion for Future Research	42
8.0	**CONCLUSION**	43
REFERENCES		45