



UNIVERSITI TEKNOLOGI MARA

**THE EFFECTIVENESS OF DRAMA AND COMMUNICATIVE
APPROACH IN THE TEACHING OF SUBJECT-VERB
AGREEMENT TO PRIMARY FIVE PUPILS OF SK. ST. PATRICK
SEMADANG**

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ABSTRACT

The purpose of this research study is to investigate the effectiveness of using a combination of drama and communicative approach to teach subject-verb agreement to twenty-two Primary Five pupils of SK. St. Patrick Semadang, Kuching. The researcher employed Pre-Test, Post-Test, and Observation techniques to collect the data for this study. A comparative analysis of the data gathered from the Pre-Test and Post-Test revealed that the results of the findings support the research hypotheses. Thus, the researcher arrived at the conclusion that using a combination of drama and communicative approach to teach subject-verb agreement is effective as illustrated by the significant increase of 17.64% in pupils' performance. The study concludes that the significance increases in the performances is indicative of the pupils having shown interactive responses and are motivated to learn via drama and communicative approach.

CHAPTER ONE

1.0 Introduction

The conceptual framework of the research encompasses three segments. First it touches a brief discussion on the history of linguistic scenery between the two prominent languages in Malaysia with references to Bahasa Melayu and English language after Malaysia gained her independence, the utmost fundamental reason for the switch of status between Bahasa Malaysia and English language, the impact resulted by the switch, and the status as well as role of English language during colonial and post-independence period. Next it discusses the action plan adopted by Ministry of Education to review the National Education Policy, the advice made by Malaysian prominent figures to create and instill awareness on the importance of English Language among younger Malaysians, strategies and steps taken to revive the 'popularity' of English language among young Malaysians, the statement of problem, the purpose of study, significant of study, research hypotheses made in relation to the issues of the topic, limitation and delimitation in conducting the research, and definitions of terms.

Finally, the discussions will be on literature review related to the literary works forwarded by proponents and advocators of drama and communicative approach from the psychological and pedagogical perspectives with reference to the research topic, research design and methodology adopted to determine whether the teaching method is effective, result of findings to determine whether the analysis and results of the findings match with the research hypotheses, and the conclusion pertaining to the result of findings together with recommendation and research comment on future study.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Introduction

This chapter begins by introducing the issues regarding the ESL teacher's tendency of stereotyping his class of pupils as dull and passive. The researcher is of the opinion that there is a need for some changes in the teaching strategy so as to create a highly interesting and interactive class. How theories such as the underlying principles of psychological and pedagogical aspect of drama and communicative approach can be adopted and applied as one of the alternative and attractive teaching option to ensure highly motivating responses from the pupils will also be discussed.

In addition, the discussion also touches on the definition of drama, drama techniques and activities, value of drama in education, the disadvantages and advantages of drama activities, the purposes of integrating as well as the benefits using combination of drama and communicative approach, and the major objectives to be considered in evaluating the effectiveness of the lesson plan by the researcher for organizing and preparing for the drama lesson. As a conclusion, reflections based on literature review on the effectiveness of a drama and communicative approach in helping pupils to learn better in aspect of subject verb agreement will be presented.

Frequently, there are often assumption and statement of stereotyping the particular class as dull and at times being unresponsive being made by certain quarters of the ESL teachers, especially when most of the pupil are said to be shy, quiet, and remain passive during their