UNIVERSITI PUTRA MALAYSIA

**THE EFFECTIVENESS OF COMMUNICATIVE GAMES
IN DEVELOPING SPEAKING SKILLS OF FORM ONE
STUDENTS IN SMKA MAAHAD HAMIDIAH, KAJANG**

NORMALIZA ABD. RAHIM

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Requirements for the Degree of Master of Science
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*To my husband - **Roslan bin Osman***

Terima Kasih kerana sentiasa berada

di sisi sehingga kini

To my children

*Siti **Nur Aliaa***

Aiman Mustaqim

Nur Maisarah

Muhammad Mustaqim

Nur Widad

Mama/Ibu loves you so much!!

ACKNOWLEDGEMENT

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LIST OF DIAGRAMS

LIST OF ABBREVIATIONS

ESL   English as a Second Language

KBSM   Kurikulum Baru Sekolah Menengah

KBSR   Kurikulum Baru Sekolah Rendah

Abstract of project submitted to the Senate
of University Putra Malaysia in partial
fulfillment of the requirement for the degree
of Master of Science

THE EFFECTIVENESS OF COMMUNICATIVE GAMES
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STUDENTS IN SMKA MAAHAD HAMIDIAH, KAJANG

Supervisor   :   Encik Ghazali Kamaruddin

Faculty   :   Faculty of Educational Studies

This study aims to (1) investigate the Form One speaking skill through communicative game (2) provide variety in classroom teaching and make learning useful and meaningful in context and (3) determine the teachers and students perception on communicative games The teacher-related variables are mere demographic characteristics (i e gender, teaching experience and in-service courses attended) and the teachers' experience in using communicative games The student-related variables are mere demographic characteristics (i e gender, age, parent's occupation and their grades in the mid semester examination) and the students' experience in learning through communicative games 95% of the respondents in SMKA Maahad Hamidiah agree that communicative games are the most effective way in developing speaking skill

Abstrak projek yang dikemukakan kepada Fakulti Pengajian Pendidikan, Universiti Putra Malaysia sebagai memenuhi sebahagian daripada keperluan untuk ijazah Master Sains

KEBERKESANAN PERMAINAN KE ARAH KEMAHIRAN
BERTUTUR BAGI PELAJAR TINGKATAN SATU
DI SMKA MAAHAD HAMIDIAH. KAJANG

Penyelia   :   Encik Ghazali Kamaruddin

Fakulti   :   Pengajian Pendidikan

Kajian ini (1) mempastikan pelajar tingkatan satu dapat be tutur melalui permainan (2) menyediakan kepelbagaian di dalam kelas supaya pembelajaran lebih berkesan dan bermakna (3) persepsi guru dan pelajar terhadap permainan pertuturan Aspek-aspek yang dikaji adalah jantina, pengalaman mengajar kursus yang dihadiri dan pengalaman guru di dalam penggunaan permainan yang melibatkan pertuturan Bagi pelajar pula adalah ciri-ciri peribadi seperti jantina, usia, pekerjaan bapa dan ibu, keputusan peperiksaan pertengahan semester serta pengalaman pelajar melalui permainan pertuturan 95% responden di SMKA Maahad Hamidiah bersetuju tentang keberkesanan permainan ke arah kemahiran bertutur.

CHAPTER ONE

INTRODUCTION

The teaching of English in the Malaysian schools has gone through a lot of changes   One obvious change is the introduction of a new syllabus - the communicative syllabus   Although the communicative syllabus has been implemented in schools and most teachers agree that language classroom should be communicative, they seem "to hesitate using the approach in English as a Second Language (ESL) classroom" (Huraian Sukatan Pelajaran Malaysia 1992)   This is due to the fact that the teachers think that they will be "neglecting the aspect of grammar " (Huraian Sukatan Pelajaran Malaysia 1992)   However in the recent years, interest in the communicative use of English in classroom is getting better   Most teachers agree that language classes should be made more communicative in response to the aim of the syllabus

Tan Sri Hj Abdul Rahman Arshad Director-General of Education said that

> "Our object syllabuses needed to be skills,
> moral values and intellectual growth could be
> operationalised in the classroom   We began
> exploring alternate forms of assessment and
> other patterns of teaching and learning of
> achieve this goal   that is the overall
> development of the individual " The KBSM is
> then implemented   a continuation of the
> reforms introduced in the primary schools, the
> KBSR"
>
> (Tan Sri Hj Abdul Rahman Arshad,
> 1992 2 Sukatan Pelajaran Bahasa
> Inggeris)

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KBSM includes

> "incorporation of values across the
> curriculum development of a systematic
> attempt to cater for the intellectual
> development of the pupil moving away from
> teacher-centred instruction to pupil-centred
> learning and departure from an examination-
> centred obsession '
>
> 'Tan Sri Hj Abdul Rahman Arshad
> 1992 2 Sukatan Pelajaran Bahasa
> Inggeris)

He also says that the Ministry is reviewing the English syllabus to give greater emphasis on the oral aspects among students This implies that our students' mastery of the spoken language is far from perfect and as such we need to provide ways and methods to improve it

The KBSM advocates a level of competence and accuracy in all levels of language, including grammar The KBSM is skill based, with emphasis on the integration of the four skills as well as language areas. and is aimed at enhancing students' communicative competence It can be seen that the KBSM attempts to combine the best of both the 'academic' approach and the 'practical' approach Recently the trend has b en to reconcile the two approaches (Huraian Sukatan Pelajaran Bahasa Inggeris. 1992)

It is indeed true that one teaching methodology will not be the most appropriate for all students And the recent tendency has therefore been toward eclecticism, selecting ideas, materials and techniques from various sources As such much greater responsibility lies on the teacher for he or she must be familiar with a wider range of exercises, materials and

activities   It is insufficient for the teacher to just pick up the text book and teach

In order to fulfill the English language syllabus language teachers have to find ways of creating communicative activities so that communication could take place   Following that proposition, language teacher must assist students in understanding and producing language that is both correct and appropriate to the situation   In order to achieve this he has to look for additional teaching materials and not only the prescribed text   He has to find it from other sources adapt or exploit it to the fullest so that it can be an effective tool in teaching communicative skills   The teacher has to produce varied forms of activities where the students can use the language in a relaxed and spontaneous situation   The most important factor is that these activities must have a very close resemblance to real life situation

Where learning a second language is concerned the motivation of students play an important role   Since English is taught as a second language students motivation might be low   This is due to the fact that they find the language unimportant compared to their first language They will only be interested if it is of benefit to them   In the existing classroom situation the language teacher has to "instill sustain and enhance" students motivation most of the time   This is to keep them from bored as it is one of the factors that determine students' attitude towards learning   Boredom happens when students find learning the language does not require them to be alert and attentive   They do not feel any challenge imposed upon them   So if the teacher can make the students

feel that they want to learn and what they learn is exciting and challenging, they will most likely learn as much as possible within their capabilities. Teachers therefore should create more interesting activities for the students. Thus leading to successful and effective learning.

Various interactive activities have been designed and incorporated into language teaching such as group problem solving activities, dialogues, role plays, simulation, drama, communicative games etc. This is further supported by Revell, who says that

> "learning is an active process one will engage in an activity with eagerness and interest to maintain its satisfying elements throughout the lesson."

(Revell, 1979:46)

The teacher has to be creative so as to adapt the same activity to any particular level of proficiency. Besides that, he should also be able to create various types of activities for various language skills. Nevertheless, he must bear in mind that these activities should be able to sustain the interest of the student and cater for their needs. From my point of view the most suitable activity is communicative games which is adaptable to any age level.

According to Sanders (1980:21) teachers who have used the communicative games in the ESL classroom agree to its practicality and flexibility. Students in the classroom showed the expected criteria from the games that they participated in. "Involvement, enthusiasm and empathy" are the expected criteria that are present during the communicative games. However, according to some teachers and

students, education and games do not complement each other. They find it difficult to accept games as being educational. Contrary to this view, there is an increasing number of teachers who incorporated communicative games into their lessons over the past few years. They believed that games are an essential factor of the educational resource. Moreover games can be used to express the "principles and concepts of facts" that they have learnt beforehand. Consequently, students show great interest in learning and contribute to more positive attitude towards learning.

Communicative game encourages students to communicate. They provided ways for the students to communicate with each other, in pairs, or in groups. In order to achieve this a teacher has to create a situation where there is a need to communicate in order to bridge the gap and get the required information to complete the activity. This can be done orally or in writing. Based on the study made by Sanders it shows that the games aims to

> "stimulated discussion and information trading
> transactions. They also encourage the student
> to develop information - getting strategy and
> the develop questioning techniques while
> focusing attention on the information. "

(Sanders 1980 32)

However, many teachers still believe that games should be used to fill in a few minutes at the end of a lesson or to occupy the high achiever students while the others catch up on the exercise. This idea should be changed so that games could be integrated closely into lessons as one of the means of achieving teaching objectives rather than just having an enjoyable extra. This paper provides some ideas and suggestions

regarding materials and techniques to be used in conducting the communicative games These activities were devised and adapted to suit the pupils' needs and levels so that they would be encouraged to use the language meaningfully

A Brief History of Language Teaching in ESL Situations in Malaysia

In Malaysia, the advert changes in English Language teaching and planning occurred in 1967 when the position of English was defined in the Education Policy as the second most important language in Malaysia In 1970, the English Language Syllabus which was traditionally grammatical in basis was changed to what came to be called the Structure Syllabus However, the Structural Syllabus for the upper secondary level was substituted by the Communicational Syllabus in 1977 This was followed by the implementation of KBSR (New Curriculum) in 1988 The implementation of the Communicative Approach as a reaction to the Structural Approach, which has failed to develop communicative competence among ESL learners This is so according to the Sukatan Pelajaran Bahasa Inggeris by the Kementerian Pendidikan Malaysia in 1977

Background Study of the Project

The KBSM Syllabus that was implemented in 1988 by the Kementerian Pendidikan Malaysia was planned in accordance with the National Education Philosophy The syllabus has its core, the concept of lifelong education geared towards the development of a morally upright

person who is intellectually spiritually, emotionally and physically developed

The implementation was because the educational system wishes to be dynamic in order to respond to the needs of the developing country and the needs of the learners What the majority of the Malaysian learners need is a basic level of oral proficiency to enable them to communicate effectively

The new communicational syllabus in Sukatan Pelajaran Bahasa Inggeris KBSM (1988) stresses the usage of English in given tasks According to this system it is not sufficient to teach learners the structures of English Language alone   They must also learn how to relate these structures to the communicative functions in real life situations Therefore the emphasis is primarily in the integration of language content with the four skills listening speaking reading and writing

The importance of building communicational skills among learners is a challenge to teachers of English where English is taught as a second language One of the greatest challenges to teachers is finding the most appropriate means of teaching in a spontaneous, communicative and enjoyable situation

To achieve this purpose the teacher is responsible for creating situations that provide opportunities and stimulate learners into trying to communicate orally with the little English that they may have This will give them confidence in their ability to learn

Statement of the Problem

Throughout 11 years of teaching experience in five schools, I have found a number of problems in teacning English as a second language

Firstly some schools are not allowed to stream classes   Therefore it is difficult to teach a class of mixed ability students with different linguistic levels   A class would   consist of students with low, intermediate and advance proficiency   Secondly the large number of students in a class makes a lesson tedious   Students do not have the same opportunity to speak   Thirdly "lathophobicapasia" or what Stervick (1982 85) explains as unwillingness to speak for fear of making error Based on my experience in SMK Jengka 6 Pahang in 1982 this statement is true   Students were reluctant to speak because if they make errors when they speak, their friends would laugh   In other words, learners refrain from speaking perhaps for fear to making errors and being laughed at by peers

Communicative activities such as language games provide learners with opportunities to use the language in oral interaction   For instance, in a game called 'buying groceries'   Students are to buy grocery items in a shop   The items must be in one category that is groceries packed in tins Students are to inquire from the shopkeeper and the person who finds the most items is the winner

To sum up, language games is the best solution to overcome these problems   In this study I include 12 language games for students in a mixed-ability class   It is hoped that by doing the activities, students are able to communicate as well as enjoy the lesson

Research Questions

The research questions below are to guide me in completing my study

1   Are most students reluctant to speak English during their English language lesson?
2   Can communicative games help students in a mixed-ability class in developing speaking skill?
3   Can language games help to enhance the students' interest in a language lesson?

Purpose of the Study

Language is unique and ever changing Thus, language is not an easy subject to learn English is to be of no exception Teachers, students and learning environment are some of the factors that can contribute to the successful and effective acquisition of the language

The focus of this paper is to determine how communicative games can help in the teaching of communicative skills Communicative games are believed to have the capability of breaking the monotonous and conventional system of learning provided by the school

General Objectives

This study aims at providing a variety of games and group activities which are geared towards the utilisation of specific language skills It also aims at giving a brief review on how language games can

be usefully utilized in the teaching and learning process, not only to benefit the learner but to bring satisfaction to the teacher

Specific Objectives

The objectives of this study are

1   to provide variety in classroom teaching and make learning useful and meaningful in context
2   to reinforce the learners' speaking skill through extensive practice
3   to develop 12 communicative language games which can promote oral skills in the ESL lessons

Definition of Terms

Games

The New Book of Knowledge Encyclopedia, Vol 7 (1988) explains that games come from an old Anglo-Saxon word 'gamen' meaning 'play' or 'sport' It goes on to explain that a game is an activity that is engaged in fun and it can be any one from a wide variety, ranging from quite sit down games to very active outdoor sports A game is an activity with rules a goal and an element of fun

Byrne (1977 100) defined games as "a form of play governed by certain rules or conventions" He further elaborated that games can contribute to language proficiency in two ways Firstly, they can be used to improve the learners' command of language and secondly, games provide opportunities to use the language effectively Percival and

Ellington (1988 109) agree with Byrne and stated that games are exercises which involve competition with a set of rules

Carrier (1980 48) defined games as "activities carried out by coorperating or competing decision makers seeking to achieve, within a set of rules and objectives " His definition of games underlines the elements of games These elements which are fundamental for communicative games are supported by Rixon (1981)

Communicative

> *Communicative is the ability to comprehend,*
> *share knowledge forms and functions and then*
> *interpretes the meanings as intended by the*
> *speaker It involves interlocutors between*
> *more than one person*
>
> (Littlewood, 1981 52))

A student is not communicating when he is repeating a dialogue, translating a reading, or reciting in chorus Communication is an individual activity which demands individualised instruction

By having something to communicate about is not the same as actually communicating it In order to achieve this, a plan of action must be carried out in the context of interaction The teacher must engage in an interaction with the learners which will enable communication to take place This is what communicative really means