LEARNER’S BELIEF ON THEIR ENGLISH ORAL ACQUISITION THROUGH ROLE-PLAY ACTIVITIES: A CASE STUDY OF PART 2 DIPLOMA STUDENTS OF UNIVERSITI TEKNOLOGI MARA (UITM) SEGAMAT

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CANDIDATE’S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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ABSTRACT

This study is intended to investigate the beliefs and perceptions of Part 2 diploma students of Universiti Teknologi MARA (UiTM) Segamat towards their oral English acquisition through the five proposed role-play activities: Drama, Project Runway, The Discussion, The Business and Show & Tell. The objective of the study is to find out the relationship between the Beliefs About Language Learning Inventory (BALLI) items and students' beliefs in the English language, the perceptions of these respondents towards role-play activities, which of these role-play activities is the most interesting for them to use English and whether these role-play activities can change their perception towards the English language. To accomplish this study, sixty questionnaires were distributed to the respondents from the three classes: D2C1, D2T1 and D2T2. Through the questionnaires, the researcher attempted to answer five research questions. From the data gathered, the findings of the research proved that there is a positive relationship between BALLI and respondents' belief. In addition, the findings also showed that the most interesting role-play activity for respondent is Project Runway. Furthermore, the findings also revealed respondents' thoughts about the issue and their opinion on how to improve role-play activities.
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CHAPTER 1

INTRODUCTION

1.0 Background of the Study

It is a very well-known fact that English is a global language. The use of English worldwide is indispensable and its use is apparent in economical trades, newscast and electronic media as well as in the Internet. In addition, English has now become the lingua franca of the business, technological and academic worlds (Lee & Ridley, 1999). Most instructions found in computer programmes are usually in English, and majority of academic textbooks; for example: literature, medical, or legal instructions are most likely to be published in English. The private sector especially used English in their daily operations and usually English is the only medium of communication at work, for example during meetings and presentations. Universities like Universiti Teknologi MARA, Malaysia (UiTM) also implement English in its process of teaching and learning. The courses were designed and delivered by lecturers in English and similarly, students also have to use English to write their reports, assignments and when presenting their work. Wherever we go, English is the most appropriate language to be used and it would be a great disadvantage for school/university students if they did not have any initiative of their own to master the language.