

**A STUDY ON THE LACK OF ORAL ENGLISH
PROFICIENCY AMONG FORM 4 STUDENTS AT SMK
PADAWAN, KUCHING.**

BY

MADANG ANAK MAPUS

2002378227

B.Ed. (Hons) TESL

FACULTY OF EDUCATION

UNIVERSITI TEKNOLOGI MARA

KOTA SAMARAHAN

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ABSTRACT

The purpose of this study is to determine the causes that lead to the lack of Oral English proficiency among students at SMK Padawan. This study also aims to examine the level of Oral English Proficiency among students of SMK Padawan with deeper understanding. Fifty Form four students were samples of the study. The data for this study was collected through a set of questionnaire. The findings reflected that Form four students at SMK Padawan had a very low level of oral English proficiency. The reasons were poor socio-economic background, not expose to English language at home since childhood, never converse in English with their classmates, never involve themselves in any English language activities and competitions. Besides that, English teachers only focused on students' performances in examination; drilled students with exam formats and techniques of answering questions. Therefore, "Oral Proficiency" has been neglected.

CHAPTER 1

INTRODUCTION

1.0 Introduction

English language in Malaysia is treated as a second language. Though the status is second to Bahasa Malaysia, its roles are now more defined. Especially with the advancement in Information Communication Technology (ICT), English language has become a vital tool for not only communication but also commerce, medicine and education.

To perpetuate its usage, the Ministry of Education has made the study of English as a subject to be compulsory both in the primary and secondary schools throughout the country. About 210 minutes and 225 minutes are being allocated per week for the learning of English in the primary and secondary schools respectively.

However, the standards of English among the younger generations are found to be dwindling. This was shown by previous government-conducted test results for the oral and written English examinations such as UPSR, PMR and SPM examinations.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

According to Garret (1986), in order to use the language effectively, students need to participate in various kinds of language activities both inside and outside the classroom. The ability to speak the language fluently will give students the chance to interact with competence at any level. Rivers (1983) stated that for speakers to communicate effectively, they should know how to use the language appropriately in a variety of context.

The goal of teaching a language to students is to enable them to participate in the conversations in the target language. Being students, they are required to communicate and interact with their teachers, friends and peers. For the application of language, students are expected to be involved in areas of debates, discussions, giving ideas and opinions, questionings, brainstorming, problem solving and many others. These activities will give students opportunities to learn the language and gain invaluable experience in using it for spontaneous communication. However, it seems that the students of the rural secondary schools in Padawan District lack power over the usage of the English language