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MOTIVATING STUDENTS TO ENHANCE THEIR SECOND LANGUAGE SPEECH PRONUNCIATION THROUGH SELFVIDS: A CASE STUDY OF MALAYSIAN SECONDARY SCHOOLERS

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AUTHOR'S DECLARATION

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

In the event that my dissertation 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 research explored the motivation and enhancement of English language pronunciation among the form three students in a Malaysia secondary school through the use of selfvids. In Malaysia, many students are seen to having problems pronouncing certain English words when speaking. This obstructs understanding of other individuals on what is being communicated about. The teaching of pronunciation is scarcely given attention to in class, thus utilizing technology in language learning is essential to help the students enhance their pronunciation. This research was segregated into two phases where the first phase sees 25 participants ($n=25$) taking part in a pre-selfvid session. They were required to read an English text provided by the researcher while self-recording themselves. The second phase focused on only 6 cases for in-depth survey. Here, these cases had to go through an interview, a treatment and recording of the post-selfvid. The procedures were analysed to get the final data on pronunciation errors and its connection with motivation. The findings suggest high motivation with the cases deliberating on the importance of good pronunciation for various reasons. A majority of the cases also found that using selfvids can assist their English pronunciation learning in school. It is recommended that teachers be given freedom of teaching by allowing them to use selfvids as part of pronunciation teaching method. The higher authorities should also allow teachers to carry out teaching without being wedged to strictly follow the textbook to ensure the liveliness of the learning session.

Abstrak

Kajian ini meninjau motivasi dan peningkatan sebutan Bahasa Inggeris antara pelajar tingkatan tiga di sebuah sekolah menengah di Malaysia melalui penggunaan selfvids. Di Malaysia, ramai pelajar dilihat mempunyai masalah menyebut perkataan Bahasa Inggeris tertentu apabila bercakap. Ini menghalang pemahaman individu lain pada apa yang cuba disampaikan. Pengajaran sebutan hampir tidak diberi perhatian di dalam kelas, maka penggunaan teknologi dalam pembelajaran bahasa adalah penting untuk membantu pelajar meningkatkan penguasaan sebutan mereka. Kajian ini telah dibahagikan kepada dua fasa di mana fasa pertama melihat 25 orang peserta (n = 25) yang mengambil bahagian dalam sesi pra-selfvid. Mereka dikehendaki membaca teks Bahasa Inggeris yang disediakan oleh pengkaji sambal membuat rakaman sendiri. Fasa kedua memberi tumpuan kepada hanya 6 kes untuk kajian mendalam. Di sini, kes-kes ini terpaksa melalui temu bual, rawatan dan rakaman pasca selfvid. Prosedur kemudiannya diikuti dengan analisis untuk mendapatkan data akhir pada kesilapan sebutan dan hubungannya dengan motivasi. Hasil kajian menunjukkan motivasi yang tinggi dengan kes-kes ini membincangkan tentang kepentingan bagi mempunyai sebutan yang baik dengan pelbagai sebab. Majoriti kes juga mendapati bahawa menggunakan selfvids boleh membantu sebutan bahasa Inggeris yang lancar semasa mereka belajar di sekolah. Ia adalah disyorkan bahawa guru diberi kebebasan mengajar dengan membenarkan mereka untuk menggunakan selfvids sebagai sebahagian daripada kaedah pengajaran sebutan. Pihak berkuasa juga perlu membenarkan guru untuk menjalankan pengajaran tanpa mendesak untuk mengikut buku teks secara tegar untuk memastikan keaktifan murid dari sesi pembelajaran di dalam kelas.

CHAPTER 1

INTRODUCTION

1.0 Introduction

The Form 3 Assessment, or more well-known as Pentaksiran Tingkatan Tiga (PT3) was pronounced to take Malaysia starting 2014 to replace the previous Penilaian Menengah Rendah (PMR). The PT3, which is identical to PMR, took effect starting on 2014 (The Star Online). Its first ever task started from July 1 to July 18 period which involved having the students to work on a case study instrument assessment for two subjects- Geography and History. This is relatively similar to the previous PMR whereby the students were also required to complete some paperwork assessment on the same subjects.

On the other hand, the two national languages papers- Bahasa Melayu (Malay Language) and English, are given much emphasis in the new PT3 in which both papers were divided into several segments which are meant to test various skills of the students in general- mainly listening, speaking, reading and writing. Before this, the weightage of the speaking or 'oral' test was not really brought into consideration because there was no specific deliberation in justifying how well the students did in their oral test. But now with PT3, it is pictured in a clearer view because the teachers or the assessors were guided by a specific time frames and dates (based on individual school) in accordance to the direct instructions from the Ministry of Education. The questions were provided for and it uses a more systematic way of assessment. Even the marking