

**UNIVERSITI TEKNOLOGI MARA**

**THE INFLUENCE OF ENGLISH TEACHING  
ASSISTANT'S ICT SKILLS ON STUDENTS'  
SPEAKING SKILL**

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Dissertation submitted in partial fulfillment of the requirements

for the degree of

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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 be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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## ABSTRACT

Information and Communicative Technology (ICT) has become an important part in the teaching and learning practices at school. For a Native Speaker Teachers (NST), the use of ICT skills in their teaching has helped the students to improve their second language speaking skills. Resulting from that, Malaysia has introduced the English Teaching Assistant (ETA) program since 2006. While speaking skill is seen as among the most important skills in acquiring a second language, ICT skills can help students to motivate and improve their speaking skills. The influence of ICT tools on Malaysian students' speaking skill is yet to be proven; therefore, this study hopes to see the influence of the ETA's ICT skill on the students' speaking skill. 75 students from SMK Kota Masai 2 were given a survey and 4 students were interviewed in order to collect the data for this study. To note, they are the only 75 students taught by the ETA this year and their English lessons are half taught by the ETA and another half is taught by a Malaysian teacher. Classroom observations were also done and the ETA and Malaysian teachers were interviewed. It was found that the ETA's ICT activities are highly scored by the students as it helps to promote students' speaking skill. There is also a significance difference in the use of ICT by the ETA and Malaysian Teacher (MT) with computers and search engines being the most used ICT tools and chatting software being the least. It is recommended for future researchers to analyze the impact of ETA ICT skills on other language skills to further understand the use of ICT by ETA in Malaysian classrooms.

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## CHAPTER 1

### 1.0 INTRODUCTION

This study evaluates the influence of having English Teaching Assistant (ETA) in a semi rural secondary school in Johor in promoting speaking skill among students. English Language is taught and is used as a second language in Malaysia. Realizing the importance of mastering English in this ever changing world, the Malaysian government has organized many programs to initiate the teaching and learning of the language. The Ministry of Education of Malaysia and the Malaysian-American Commission on Educational Exchange (MACEE) have come up with a program which has stationed 75 English Teaching Assistants (ETAs) every year since 2006 in selected primary and secondary schools all over Terengganu, Pahang and Johor (Malaysian-American Commission on Educational Exchange [MACEE] ,2011).

The ETAs are Fulbright scholars who agree to work for ten months in primary and secondary schools in the four mentioned states to help the local English language teachers to enhance English instruction through vibrant and fun activities at school (MACEE, 2011). All of them are selected graduates who excelled in various field from various universities in the United States of America. In addition to that, the Ministry of Education of Malaysia claims that the ETAs are assigned to use their conversational skills to encourage Malaysian students to use and boost their language proficiency through activities at school.