

FACTOR AFFECTING STUDENTS'  
UNWILLINGNESS TO SPEAK IN  
ESL CLASSROOM

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## ABSTRACT

Learning to speak is a long and difficult process. Jamilah Abdul Hamid (1989). It will take time and patient both for the teacher and the learner to learn the second language and using it. In view of this, the process of learning has to be continuous and there must be plenty of practice and drillings needed. This study was carried among 100 primary 4, 5, 6 pupils both males and females and confined to SK Kambug, Ulu Padawan only. The objective of the study was to determine the factors affecting speaking problems among these groups of students. Questionnaires were distributed to these students and 12 English teachers and 10 parents were interviewed. After the data and the interviewed questions were analysed, it was concluded in the findings that factors affecting these problems were due to attitudes, linguistics, unmotivated and environment. With the knowledge on speaking added in the literature review and the reasons of the causes available it was hope that it would be and added impetus to work extra hard to correct the problems. The teachers in the school should try to correct the weakness to think and create or develop a suitable programs and plan strategies to address and at least to minimize the problem by carrying out the programs sincerely and honestly.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background Of The Study**

The role of English in Malaysian school curriculum is taken as secondary importance. The subject is compulsory in all primary and secondary school Curriculum Division (2000). The ministry of education has set the aims of teaching English Language that, is to increase the students skills in using the language so that, they are more equipped in facing any real life situation. Centre of Curriculum Division, (2000). Bearing this in mind, it is hoped that the students will gain more knowledge when they finish schooling.

English is currently taught as a second language in Malaysia after Bahasa Malaysia due to its communicative value. Facing the rapid globalization challenges, it is imperative for Malaysia to master English as 'whether we like it or not, it is the language most people understand' Mahathir Mohamad in Mcgrum New Strait Times (2002). English holds a dominating position in international councils and commerce, in the textbooks and literature of the world. A command of it is one of our national assets'. Education Review Committee, (1960) cited by Misyana Susanti Husin, Kamis. (2004). English is the major language of news and information in the world. Kitao (2006).

In order to achieve these aims, the four language skills of listening, speaking, reading and writing, by Duliph Singh, (2004) are the main focus. It is hoped that the Malaysian students who have undergone these process in our Malaysian

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.0 Introduction

This study aims to discuss about speaking in general, the role of teacher, the role of the learner, the nature of syllabus, oral communication and listening, understanding speaking, stages and production of speaking, its' constraints and difficulties, and finally it focuses on the factors affecting students unwillingness to speak English in ESL classroom

#### 2.1 Definition of speaking

According to Oxford Advanced Dictionary, speaking is uttering of words or phrases or sentences in whatever language. As for this study, the words that are being utters are English words

According to Bygate, (1988), speaking is often thought of as a "popular" form of expression which uses the unprestigious "colloquial" register: literary skills are on the whole more prized. He adds, "Speaking is transient and improvised, and can therefore be viewed as facile. superficial or glib".

Oral communication is a two way process between speaker and listener and involves the productive skills of speaking and receptive skills of understanding Byrne, (1995)

Speaking is a creative process. Speakers are almost always in the position of formulating what they are saying as they go along and adjusting what they are saying as a result of the behavior of their listeners or as a result of added thoughts of their own (Underwood, 1989).