

**FACTORS AFFECTING STUDENTS' SPEAKING  
SKILLS ACQUISITION AMONG MALAYSIAN  
UNDERGRADUATES FRENCH FOREIGN  
LANGUAGE LEARNERS**



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**UMS**  
UNIVERSITI MALAYSIA SABAH

**FACULTY OF PSYCHOLOGY AND EDUCATION  
UNIVERSITI MALAYSIA SABAH  
2020**

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**UMS**

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THE DEGREE OF MASTER OF EDUCATION**

**FACULTY OF PSYCHOLOGY AND EDUCATION  
UNIVERSITI MALAYSIA SABAH  
2020**

**UNIVERSITI MALAYSIA SABAH**

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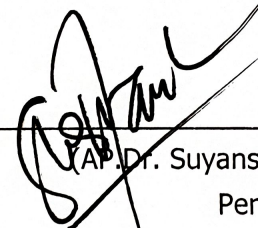
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Penyelia Utama

## DECLARATION

I hereby declare that the material in this thesis is my own except for quotations and references for the equations, summaries and references, which have been duly acknowledged.

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AP. DR. Wardatul Akmam Din

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Berbiche Mariama  
26 November 2020

## **ABSTRACT**

The present study is intended to investigate the problems encountered by Malaysian learners undertaking French as a foreign language in higher education institution in Malaysia. This study is to identify the factors that affect the development of learners' speaking ability and find how these factors have contributed to the hindrance of learners' speaking. The study also aims to suggest some solutions and strategies that can help Malaysian French foreign language learners to overcome these problems. To gain an in-depth understanding on the problem the researcher carried out this study using Multi-Methods design whereby the participants were investigated twice to examine and analyze the research problem from different angle employing questionnaire and semi-structured interviews. The researcher used probability sampling to collect the quantitative data from (115) participants and used the purposive sampling to collect the qualitative data which consist of ten participants. From the quantitative findings, only motivation was found as a factor that prevents Malaysian French foreign language learners from speaking in French language contrarily to the qualitative findings it was revealed that motivation, anxiety, and teacher's role are affecting Malaysian French foreign language learners speaking skill acquisition. Accordingly, these three factors are a real issue as they hinder Malaysian French foreign language learners to achieve their goal of learning French after completing their French course.

## **ABSTRAK**

### **FAKTOR YANG MEMPENGARUHI PEMEROLEHAN KEMAHIRAN BERTUTUR PARA PELAJAR DALAM BAHASA PERANCIS SEBAGAI BAHASA ASING DI KALANGAN PARA PELAJAR SARJANA MUDA MALAYSIA**

*Kajian ini berhasrat untuk mengkaji masalah yang dihadapi oleh para pelajar Malaysia yang mengambil Bahasa Perancis sebagai Bahasa Asing di institusi pengajian tinggi di Malaysia. Kajian ini mengenal pasti faktor yang mempengaruhi perkembangan para pelajar untuk bertutur dan mencari bagaimana faktor ini mengekang keupayaan pertuturan pelajar. Kajian ini juga bertujuan untuk mengutarakan beberapa cadangan dan strategi yang dapat membantu pelajar Bahasa Perancis di Malaysia untuk mengatasi masalah tersebut. Untuk memahami secara mendalam masalah yang telah dinyatakan, penyelidik telah menjalankan kajian dengan menggunakan reka bentuk Kaedah-Pelbagai di mana peserta yang terlibat disiasat sebanyak dua kali untuk memeriksa dan menganalisis masalah kajian dari sudut berbeza dengan menggunakan soal selidik dan separa temuduga berstruktur. Penyelidik menggunakan persampelan kebarangkalian untuk mengumpul data kuantitatif dari seratus lima belas (115) orang peserta dan menggunakan persampelan bertujuan untuk mengumpul data kualitatif yang mengandungi seramai sepuluh (10) orang peserta. Dari penemuan kuantitatif cuma motivasi sahaja yang dikenal pasti sebagai faktor yang mengekang pelajar Bahasa Perancis daripada bertutur, sebaliknya bagi Bahasa Perancis penemuan kualitatif menunjukkan bahawa motivasi, kegelisahan, dan peranan guru memberi kesan kepada pelajar Bahasa Perancis di Malaysia untuk mencapai kemahiran bertutur. Sesungguhnya tiga faktor ini merupakan isu sebenar yang menghalang pelajar Bahasa Perancis untuk mencapai tujuan mempelajari bahasa Perancis bila mana mereka telah menamatkan kursus bahasa tersebut.*



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## LIST OF ABBREVIATIONS

<b>AMTB</b>	-	Attitude/ Motivation Test Battery
<b>FFL</b>	-	French as a Foreign Language
<b>FL</b>	-	Foreign Language
<b>FLA</b>	-	Foreign Language Anxiety
<b>MFFL</b>	-	Malaysian French Foreign Language Learners
<b>MUET</b>	-	Malaysia University English Test
<b>PPIB</b>	-	Pusat Penataran Ilmu Dan Bahasa
<b>SL</b>	-	Second Language
<b>SPSS</b>	-	Statistical program for social science
<b>TFFL</b>	-	Turkish French Foreign Language Learners
<b>TL</b>	-	Target Language
<b>UMS</b>	-	Universiti Malaysia Sabah



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## APPENDIX A

### Students' Questionnaire

Dear student,

The main aim of this questionnaire is to collect data about your opinion concerning the causes that hinder the FFL learners to speak in French language after completing the French course. In this research, your contribution is important and will help improve teaching and learning FFL speaking skill in Malaysian universities in general, and at Universiti Malaysia Sabah (UMS) in particular and more precisely at Pusat Penataran Ilmu dan Bahasa (PPIB). Please answer the following items carefully and honestly. **Your answers will be kept confidential and will be used ONLY for this research.**

Berbiche Mariama

Master's Student (FPP)

HP No: 0168033934

Email address: [berbichemariam@gmail.com](mailto:berbichemariam@gmail.com)

#### **Part 1: Personal data**

1. Please select your gender

Female (    )

Male (    )

2. What is your age?

\_\_\_\_\_

3. What is your Nationality?

\_\_\_\_\_

4. Please rate your level of your French speaking skill?

	Excellent	Very Good	Good	Average	Poor
My communicative skill is:					

5. Have you ever travelled to French-speaking countries such as the France or Canada?

Yes ( )

No ( )

6. Does your father speak French?

Yes ( )

No ( )

7. Does your mother speak French?

Yes ( )

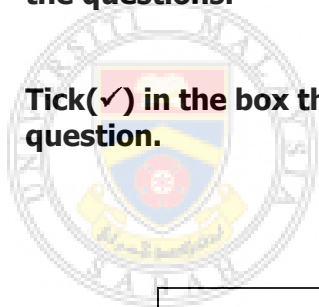
No ( )

**Part 2: General statements:**

**Instructions:**

- Please answer as accurately as possible. Use the scale below to answer the questions.

- Tick(✓) in the box that reflect your opinion about each of the following question.

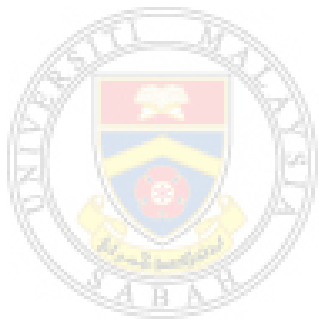


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1= Strongly Disagree
2= Disagree
3= Not Sure
4= Agree
5= Strongly Agree

8. It worries me to volunteer answers in my French class.	1	2	3	4	5
9. It worries me that other students in my class speak French better than I do.	1	2	3	4	5
10. I get nervous when I am speaking in my French classes.	1	2	3	4	5
11. It worries me that the other students in French class will laugh at me when I speak French.	1	2	3	4	5
12. I fear criticism from others while speaking in French class.	1	2	3	4	5
13. I would get nervous if I had to speak French to my French teacher.	1	2	3	4	5
14. Speaking French anywhere makes me feel nervous.	1	2	3	4	5
15. I would feel uncomfortable speaking French anywhere outside the classroom.	1	2	3	4	5
16. I feel anxious if someone asks me something in French.	1	2	3	4	5
17. My French teacher is better than any of my other teachers.	1	2	3	4	5
18. My French teacher has a dynamic teaching style.	1	2	3	4	5
19. When I have a problem understanding something in my French classes, I always have my teacher for help.	1	2	3	4	5
20. My French teacher is a great source of inspiration to me.	1	2	3	4	5
21. I like my French teacher.	1	2	3	4	5
22. There is no pressure from my French teacher when I am doing the speaking activities.	1	2	3	4	5
23. My French teacher encourages me to speak French in class.	1	2	3	4	5
24. My French teacher let us do role playing activities in French class.	1	2	3	4	5
25. My French teacher let us do group work in French class.	1	2	3	4	5
26. Studying French is important because it will enable me to understand the French way of life.	1	2	3	4	5
27. Speaking French is important because I will be able to interact more easily with speakers of French.	1	2	3	4	5
28. Speaking French is important because I will need it for my career.	1	2	3	4	5
29. Speaking French is important because it will make me more educated.	1	2	3	4	5
30. Speaking French is important because it will be useful in getting a good job.	1	2	3	4	5
31. Speaking French is great.	1	2	3	4	5
32. I enjoy learning French.	1	2	3	4	5

33. French is a very important part of the university program	1	2	3	4	5
34. I love learning French.	1	2	3	4	5



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## APPENDIX B

### Students' interview

Female

Male

Field of study: \_\_\_\_\_

#### I. Warm-up question

- Good morning and thank you for accepting to meet with me for this interview.
- How are you today?
- Are you ready for this interview?
- Do you have any question or any clarification before we proceed with the interview?
- Please feel free to ask for clarification at any time if you don't understand my question?
- Shall we start now?

#### II. The FFL learners' attitude towards foreign language and learning French:

1. Do you like to study foreign languages?
2. How many languages can you speak?
3. Do you think that you may need to use French in the future?

#### III. The FFL learners speaking proficiency:

4. How long have you been learning French?
5. What do you find challenging about learning French?
6. Which of the following statement describes your level of speaking:
  - 1) Good. 2) Average. 3) Poor

#### III. The relation between the role of the teacher with the FFL learners speaking proficiency:

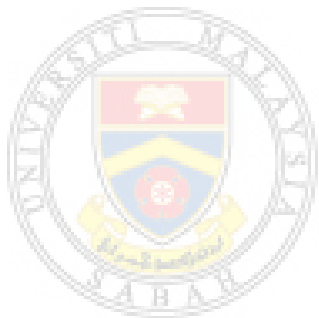
7. Where do you practice your French speaking skill?

8. Who speaks the most in your French class, the teacher or the students?
9. How often does your French teacher ask you to speak in the classroom?
- Can you rate the amount of time that you practice your French every French class:
    - a) very little
    - b) moderate
    - c) plenty
10. Can you describe few activities that your French teacher use to teach speaking skill?
11. How does your French teacher respond to students who speak incorrectly?
12. How does your French teacher respond to students who mispronounce in French?
13. What can your French teacher do to help you speak fluently in French?
- IV.** The relation between motivation and the FFL learners speaking proficiency:
14. What was your goal in learning French language?
15. were you working hard to reach that goal?
- if yes, what makes you working that hard?
  - if no, what makes you working less?
16. when you reach the end of the French course was it always interesting in learning Foreign language? if yes, can you explain why? If no, can you explain why?
17. Does it ever happen that you lost motivation in French class? If yes, can you give the reason?
18. what does your teacher do to boost your motivation?
- V.** The relation between French use anxiety, French class anxiety and the learners speaking proficiency.
19. Do you like to participate in the speaking activities? If yes, why? If no, why?
20. What are the reasons that make you so anxious during the speaking activities?

**VI.** The FFL learner's suggestions to solve the problem.

21. Do you have any suggestion that may help FFL overcome this problem and speak fluently in French?

22. Before we finish, is there anything that you want to add?



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