ANXIETY IN SPEAKING ENGLISH AMONG SECONDARY SCHOOL STUDENTS: A CASE STUDY

NORAZAH HASSAN

Dissertation submitted in partial fulfillment of the requirements for the degree of

Master Of Education (TESL)

Faculty of Education

May, 2012
Candidate’s Declaration

I declare that the work in the thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result 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 thesis 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.

Name of Candidate: NORAZAH HABAN
Candidate’s ID No.: 2007410754
Programme: M.ED (TEFL)
Faculty: EDUCATION
Thesis Title: ANXIETY IN SPEAKING ENGLISH AMONG SECONDARY SCHOOL STUDENTS: A CASE STUDY
Signature of Candidate: [Signature]
Date: 31.07.2012
ACKNOWLEDGEMENTS

This study would not have been completed without the support and encouragement of the following people. First of all, I wish to express my sincere gratitude and appreciation to my parents: Haji Hassan Bin Tajab and Hajjah Zubaidah Binti Darman, my siblings, my husband: Ahmad Arham Bin Talib and my children: Ahmad Daniel Bin Ahmad Arham and Nur Hannah Binti Ahmad Arham who were a source of love, support, inspiration, motivation, and encouragement, for me throughout this long and challenging journey.

I am deeply indebted to my supervisors: Dr. Shireena Basree Binti Abdul Rahman and Dr. Norshidah Binti Mohamed Nordin for the assistance, guidance and advice throughout the time I was researching and writing this dissertation.

I would also like to extend my special thanks to all my lecturers and my classmates (M. Ed. (TESL), Postgraduate Students batch: 2007) who have endured me throughout the period of my studies.

Finally, I am extremely thankful to all the language teachers and participants whom I have learned so much, provided me rich and detailed data for the study and value to the research findings.
ABSTRACT

The effects of second or foreign language anxiety are particularly evident in the language classroom. In this study, the focus was on communication apprehension, the main component of foreign language anxiety. Hence, this study was carried out to examine the perceptions of secondary school students towards learning and speaking English. Specifically, the objectives of the study were to investigate students' anxiety level in speaking English as second language and to identify the sources that contribute to speaking during the language lesson. A combination of quantitative and qualitative technique was employed to investigate these issues. A total of 230 Form four students of one identified secondary school at Taman Melawati, Gombak, Kuala Lumpur participated in the survey and 8 of them were interviewed to further strengthen and verify the findings of the survey. The sampling of participants was done through purposive sampling in order to select information rich cases. The study revealed that 1) secondary school students experienced low to moderate level of speaking anxiety 2) the students reported to be most anxious when giving oral presentation and role-play in front of the class and 3) five themes such as fear of making mistakes and apprehension about evaluation of others toward their speaking acts, language teacher's roles and classroom environment, pedagogical practices and classroom activities, linguistic difficulties: pronunciation, grammar, vocabulary and variations in individuals were identified as various sources of speaking anxiety during English lessons. Some implications for the students and language teachers are also stated briefly. Finally, some recommendations are suggested for practices and future study.
ABSTRAK