UNIVERSITI TEKNOLOGI MARA

ANXIETY RELATED TO SPOKEN ENGLISH AMONG UNITI STUDENTS

NUR AFIFAH ROSLI

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

Master of Education (TESL)

Faculty of Education

June 2013
Candidate’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 result of my work, unless otherwise indicated or acknowledge as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis is 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 regulation of Universiti Teknologi MARA.

Name of Candidate  Nur Afifah Binti Rosli
Candidate’s ID No.  2010898486
Programme  M.Ed. TESL
Faculty  Faculty of Education
Dissertation Title  Anxiety related to spoken English among UNITI students

Signature of Candidate

Date  2/8/13
ACKNOWLEDGEMENT

"In the name of God, the Most Gracious and Most Merciful"

Writing this dissertation is the most challenging task that I had to endure in completing my Master in Education (TESL) programme. However, working on this dissertation has given me an enlightening and rewarding experience that I will cherish for a lifetime. It is impossible for me to complete this dissertation on my own. Without the support, patience and guidance from these significant people, this research would have not been completed. To them, I owe my sincere and deepest gratitude.

Above all, I would like to thank my dearest mom, Suppiah Binti Ali for her personal and relentless support besides her great patience at all times. My brothers have given me their unequivocal support throughout, as always, for which my mere expression of thanks likewise does not suffice.

This dissertation would not have been possible without the help, support and patience of my supervisor; Dr Nabilah Abdullah. Therefore, I would like to express my gratitude for her guidance, and constructive comments. I would also like to thank all the lecturers for their assistance and their moral support throughout the process of finalizing this project. I would also like to express my gratitude to my friends who had been supporting my journey in pursuing this degree. Last but not the least, for any errors or inadequacies that may remain in this work, of course, the responsibility is entirely my work.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>i</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>ix</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>x</td>
</tr>
</tbody>
</table>

# CHAPTER 1

## INTRODUCTION

1.0 Introduction 1
1.1 Background of the Study 3
1.2 Statement of Problem 5
1.3 Purpose of the Study 7
1.4 Objectives of the Study 8
1.5 Research Questions 9
1.6 Significance of the Study 9
1.7 Limitation of the Study 10
1.8 Definition of Terms 11
   1.8.1 Anxiety 11
   1.8.2 English Second Language (ESL) Learners 11
CHAPTER 2
LITERATURE REVIEW

2.0 Introduction
2.1 Definition of Speaking Anxiety
2.2 Anxiety and its Effect on Learning English as a Second Language
2.3 Anxiety and Academic Achievement
2.4 Related-Causal Factor: Factors that contribute to speaking anxiety
   (Horwitz, 1986)
2.5 Factors associated with Learner’s own Sense of ‘Self’ and ‘Language
   Classroom Environment’
   2.5.1 Self-Concept
   2.5.2 Learners’ Belief about Language Learning
   2.5.3 Instructor Beliefs about Language Learning
   2.5.4 Classroom Procedure
2.6 Coping Strategies
2.7 Summary
ABSTRACT

The issue of speaking anxiety has been widely discussed in Malaysia as it affects the future graduates' proficiency in speaking. A study was conducted in order to identify the level of anxiety in speaking English as a second language and the factors contribute to speaking anxiety among Diploma in Early Childhood Education in Kolej UNITI. This study also examined the relationship between the level of speaking anxiety noted by McCroskey (1970) and the three common factors that contribute to speaking anxiety as identified by Horwitz (1986) namely; communication apprehension (CA), test anxiety (TA) and fear of negative evaluation (NE). Furthermore, this study also identified other factors that could possibly contribute to speaking anxiety. The present study adopted a mixed method where data were obtained through questionnaire and semi-structured interview. The numbers of sample involved in this study were 200. The students were all 1st year students of the program. These students were selected from a pool of high to low achievers in Malaysia based on their SPM results. Findings of the study revealed that majority of the student's possessed high level of anxiety. The students' experienced enormous fear in term of articulating and understanding oneself which fall under communication apprehension compared to other two factors. It was found that the level of speaking anxiety and the three factors are not statically related. The data obtained from the semi-structured interview revealed that there are other factors namely; self-perception, teachers' role and deficiency in English language element such as vocabulary, grammar, etc. that contribute to speaking anxiety among the students. Hence, several implications and recommendations were outlined as to how speaking anxiety among the respondents may be overcome.