

**UNIVERSITI TEKNOLOGI MARA**

**READING ANXIETY AND READING COMPREHENSION  
PERFORMANCE OF ESL LEARNERS**

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## **DEDICATION**

*To Father, Mother, Husband  
and  
Afeefa Izz Qhaireen*

## **ABSTRACT**

It has been negatively associated between the anxiety and students' performance as it symbolized the fear of learning second/foreign language that affected the students in acquiring the new language. This study began with the assertion that there was a relationship between reading anxiety and reading comprehension performance and the reading anxiety was associated to language anxiety but distinguish in certain part. This research aims to explore the relationship between the variables consist of the LA (Language Anxiety), RA (Reading Anxiety) and the reading comprehension performance. The study was conducted to 80 Diploma TESL (Teaching English as a Second Language) students in UNISZA (Universiti Sultan Zainal Abidin). The instrumentations included were the multiple-choice reading tests and survey questionnaire which consisted of three main sections, the demographic, the English Language Classroom Anxiety Scale (ELCAS) and the English Language Reading Anxiety Scale (ELRAS). Descriptive statistics of frequencies and correlational analysis were done to analyze the data and the result was interpreted. The results signified that the level of RA and LA among the respondents were high despite the fact that they also scored excellent result in the reading comprehension test. There were also relationships among the variables. This study was concluded by elaborating the factors that influence the result and suggestions on how to reduce the anxiety level in learning second/foreign language.

## ABSTRAK

Seringkali kerisauan dan pencapaian pelajar dihubungkan secara negatif kerana ia membawa maksud kebimbangan dalam mempelajari bahasa kedua atau bahasa asing yang mana ia mempengaruhi penguasaan bahasa asing pelajar. Kajian ini bermula dengan kenyataan bahawa terdapat hubungkait di antara kerisauan dalam bacaan dengan pencapaian pelajar dan juga kerisauan dalam pembacaan adalah berkait dengan kerisauan dalam bahasa namun terdapat perbezaan yang dapat dikenalpasti. Penyelidik ingin meneroka hubungkait antara pembolehubah-pembolehubah yang terdiri daripada kerisauan dalam bacaan, kerisauan dalam bahasa dan juga pencapaian pelajar dalam pembacaan pemahaman. Kajian telah dijalankan terhadap 80 pelajar Diploma TESL (Pengajaran Bahasa Inggeris sebagai Bahasa Kedua) dari UNISZA (Universiti Sultan Zainal Abidin). Instrumen yang digunakan terdiri daripada ujian pembacaan pemahaman pelbagai pilihan jawapan dan soal selidik yang mengandungi tiga bahagian utama iaitu demografik, ELCAS dan ELRAS. Statistik deskriptif dan frekuensi serta analisis korelasi telah dijalankan untuk menganalisis data dan hasil kajian ditakwil. Hasil kajian menunjukkan tahap kerisauan dalam bacaan dan tahap kerisauan dalam bahasa para responden adalah tinggi meskipun pencapaian mereka dalam ujian pembacaan pemahaman adalah tinggi. Terdapat juga hubungkait antara semua pembolehubah. Kajian diakhiri dengan menerangkan faktor yang mempengaruhi keputusan kajian serta cadangan untuk mengurangkan tahap kerisauan pelajar dalam mempelajari bahasa kedua atau bahasa asing.

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This valuable dissertation hopefully will not only provide variety of information and suggestions, it is also meant for the educators and students to have an insight of the study as well as contributing to the research field of teaching and learning.

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