INVESTIGATING THE DIFFERENCE IN ENGLISH LANGUAGE CLASSROOM ANXIETY BETWEEN SPECIAL PROGRAMME AND REGULAR PROGRAMME STUDENTS AT SMK TELOK MAS

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AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL FULFILLMENT FOR THE DEGREE OF BACHELOR OF EDUCATION (HONOURS) IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE (TESL)

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LATIHAN ILMIAH INI DIKEMUKAKAN UNTUK MEMENUHI SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEHI IJAZAH SARJANA MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN

PUAN AIDA AZLINA BT. MOHD BEE
(PENYELIA)

PUAN AIDA AZLINA BT. MOHD BEE
(KOORDINATOR PROGRAM SARJANA MUDA PENDIDIKAN)
DECLARATION

I hereby declare that the work in this academic exercise is my own except for the citation and summaries that I have quoted their sources.

.......................... ................................
DATE NURUL IMAN BT. AHMAD BUKHARI
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PENGAKUAN

Saya akui kerja ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang telah saya nyatakan sumbernya.

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ACKNOWLEDGMENT

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ABSTRACT

This comparative study attempted to investigate the differences in English Language anxiety level between Form 3 Special Programme and Regular Programme students of Sekolah Menengah Kebangsaan Telok Mas, Malacca. The sample consisted of 154 Form 3 secondary school students, with 77 students in the Special Programme and 77 students in the Regular Programme. Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) was utilized in collecting the data about English Language anxiety among the students. Variables of English language anxiety like communication apprehension, fear of negative evaluation, test anxiety, and anxiety of English classes were examined. Descriptive analyses, one-way ANOVA and paired sample t-tests were used to conduct this comparison. The findings showed that there were no significant differences of overall English Language anxiety between Special Programme and Regular Programme students. As for the four anxiety variables, only test anxiety proved to have a significant difference between the two groups. Based on the findings, the conditions which influence high level of anxiety in the English classroom are speaking English in the classroom, possibility of embarrassment and rejection among peers, sitting and preparing for English tests, and students’ negative perceptions of the English Language. Main implications derived from this study include utilizing the FLCAS in assessing students’ anxiety level, and also to make the English classroom environment less intimidating and less stressful for learners by changing methods of teaching English in the classroom. For future research, it is recommended that for this topic, a qualitative approach be added to attain more detailed findings of students’ perceptions on English language learning anxiety.