

UNIVERSITI TEKNOLOGI MARA

**A STUDY ON AFFECTIVE FACTORS THAT
CONTRIBUTE TO COMMUNICATION
APPREHENSION IN ESL CLASSROOM**

NORHARTINI ARIPIIN

M.Ed (TESL)

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NORHARTINI BINTI ARIPIN

Dissertation submitted in partial fulfilment of the requirements
for the degree of
Master of Education
(TESL)

Faculty of Education

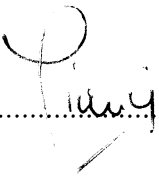
Feb 2014

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 own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for post graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of student : NORHARTINI BINTI ARIPIN
Candidate's ID.No. : 840501115650
Programme : ED770 (Teaching English as a Second Language)
Faculty : Faculty of Education
Thesis title : A Study on Affective Factors that contribute to the
Communication Apprehension in ESL Classroom.

Signature of candidate : 

Date : 14/2/2014

The Supervisor approves this academic exercise of Norhartini binti Aripin (2011479934) submitted to the Faculty of Education, 2013.

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(Assoc.Prof Dr. Beh Kian Lim)

Date:

Abstract

Communication Apprehension is believed as one of the negative precursors that hinder students to acquire English Language in ESL classroom. Specifically, this present study aims to investigate the affective factors; Fear of Making Mistakes, Students' Self-esteem and Students' attitude towards speaking contributing to communication apprehension (CA) in ESL classroom from the perspectives of gender, locality and English usage .A total of 199 bachelor students of a public university in Kelantan were involved in the study A set of questionnaire that was constructed by the researcher was used to collect data and data analysis was carried out with the help of SPSS Version 20.0. Results indicated that the level of communication apprehension in ESL classroom among the participants was moderately high. In the perspective of gender, locality and English Usage determined by T-test, it was found that there was no significant difference between communication apprehension and gender and locality, whereas there was significant difference between communication apprehension and English usage of the respondents. The result also reveals that communication apprehension and MUET speaking performance (score) was not strongly correlated as the data of correlation analysis indicated weak relationship between these variables. Finally, the coefficient analysis predicted a positive significant relationship between communication apprehension and students' self esteem in ESL classroom. However, there was no significant relationship between communication apprehension and the factors of Fear of making mistakes and Students' attitude towards speaking. From the study, it was recommended that further studies should examine the other factors pertaining psychological and social with the larger population and different groups of students as well, cutting across other institutions apart from specialized university.