

**UNIVERSITI TEKNOLOGI MARA**

**LANGUAGE ANXIETY AMONG  
UNIVERSITY STUDENTS: CAUSAL  
FACTORS AND COPING  
STRATEGIES**

**SITI FARIDAH BINTI KAMARUDDIN**

Dissertation submitted in partial fulfillment  
of the requirements for the degree of  
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## AUTHOR'S DECLARATION

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

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## ABSTRACT

The purpose of this study was to investigate the level of English language anxiety among university students, the specific English language skills that causes the greater amount of language anxiety for university students, the possible factors that contribute to English language anxiety from the perspective of university students and the coping strategies to cope and alleviate English language anxiety from the perspective of highly anxious university students. This study employed a survey design with a mixed-method approach. A total of 125 Malaysian ESL university students from non-English majors of different semesters participated in this study and completed two survey questionnaires for the data collection. A Demographic Background Questionnaire was used in order to obtain demographic information about the participants' background. A self-developed questionnaire, the Factors of Language Anxiety Questionnaire (FLAQ) was used in order to assess the participants' self-perceived anxiety levels, the specific skills that caused them greater anxiety and the main factors that contribute to their language anxiety in an English language classroom. Eight university students were chosen based on their high score on FLAQ to participate in eight standardized email interview sessions. The results of this study demonstrated that: (1) the majority of university students had a moderate level of self-perceived level of anxiety in an English language classroom; (2) writing skill is identified as the most anxiety-provoking skill among university students; (3) instructor-students interaction is considered as the main factor that contribute to language anxiety among university students; and (4) the highly anxious students employed the coping strategies such as utilizing language learning strategies, relaxation and preparation. The conduct of this study can provide pedagogical implications for the instructors in giving them the awareness of language anxiety and in creating an anxiety-reduced English language classroom.

## ABSTRAK

Tujuan kajian ini adalah untuk mengkaji tahap kebimbangan terhadap Bahasa Inggeris di kalangan pelajar universiti, kemahiran Bahasa Inggeris tertentu yang menyebabkan tahap kebimbangan bahasa yang tinggi bagi pelajar – pelajar universiti, faktor-faktor yang mungkin menyumbang kepada kebimbangan Bahasa Inggeris dari perspektif pelajar-pelajar universiti dan strategi untuk menangani dan mengurangkan kebimbangan terhadap Bahasa Inggeris dari perspektif pelajar universiti yang mempunyai tahap kebimbangan terhadap Bahasa Inggeris yang tinggi. Kajian ini menggunakan reka bentuk survei dengan pendekatan kaedah bercampur. Seramai 125 pelajar universiti Malaysia yang terdiri daripada jurusan bukan Bahasa Inggeris daripada semester yang berbeza mengambil bahagian dalam kajian ini dan pelajar-pelajar tersebut menyelesaikan dua soal selidik kajian untuk pengumpulan data. Borang soal selidik Latar Belakang Demografi telah digunakan untuk mendapatkan maklumat demografi tentang latar belakang peserta. Satu soal selidik yang direka sendiri iaitu *Factors of Language Anxiety Questionnaire (FLAQ)* telah digunakan untuk menilai tahap kebimbangan melalui penilaian sendiri peserta, kemahiran Bahasa Inggeris tertentu yang menyebabkan mereka mempunyai tahap kebimbangan yang lebih tinggi serta faktor-faktor utama yang menyumbang kepada tahap kebimbangan bahasa mereka ketika berada di dalam kelas bahasa Inggeris. Lapan pelajar universiti telah dipilih berdasarkan skor mereka yang tinggi dalam FLAQ untuk mengambil bahagian dalam lapan sesi temubual e-mel secara seragam. Hasil kajian ini menunjukkan bahawa: (1) kebanyakan pelajar universiti mempunyai tahap kebimbangan bahasa melalui penilaian sendiri yang sederhana dalam kelas bahasa Inggeris; (2) kemahiran bertulis adalah dikenalpasti sebagai kemahiran yang menyebabkan provokasi terhadap kebimbangan bahasa di kalangan pelajar universiti; (3) interaksi pengajar - pelajar dianggap sebagai faktor utama yang menyumbang kepada kebimbangan bahasa di kalangan pelajar universiti; dan (4) pelajar yang mempunyai tahap kebimbangan bahasa yang tinggi menggunakan strategi menangani kebimbangan bahasa seperti menggunakan strategi pembelajaran bahasa, bersantai dan persediaan. Pengendalian kajian ini boleh memberi implikasi pedagogi bagi pengajar dalam memberikan mereka kesedaran mengenai kebimbangan bahasa dan dalam mewujudkan kelas bahasa Inggeris yang mengurangkan tahap kebimbangan bahasa di kalangan pelajar.

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