

UNIVERSITI TEKNOLOGI MARA
FACULTY OF ADMINISTRATIVE SCIENCE & POLICY STUDIES



FACTORS CONTRIBUTING TO ENGLISH LANGUAGE ANXIETY (ELA)
IMPACTING DIPLOMA STUDENTS

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FEBRUARY 2024

ABSTRACT

The purpose of the study was to examine the relationship factors contributing to English Language Anxiety (ELA) impacting Diploma students. The study was carried between May 2023 until February 2024. This study employed a stratified sampling techniques by using questionnaires method in collecting the survey data. The result of the study revealed four important findings. First, there is relationship between the ELA impacting Diploma students and afraid of making mistakes when speaking English. Second, there is strongly positive relationship between ELA impacting Diploma students and mother tongue interference and there is strongly positive relationship between ELA impacting Diploma students and social cultural differences. Lastly, the four main finding is majority of the respondents were agreed with the mother tongue interference is the most influenced factor contributing to ELA impacting Diploma students. Therefore, this studies uniquely positions itself to make both theoretical and empirical contributions to the multi-domain literature including management and psychology literature.

Keywords: English Language Anxiety (ELA), Afraid of Making Mistakes When Speaking English, Mother Tongue Interference, Social Culture Differences.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The considerable improvements in the field of automotive, graduates are required to be skilled not only in handling technical difficulties but also in solving industrial problems utilizing communication skills. This chapter focuses on the background of study which is on the Factors contributing to English Language Anxiety (ELA) impacting Diploma students. The scope of study is focusing on the Diploma students in Faculty of Administrative Science and Policy Studies at Universiti Teknologi Mara (UiTM) Campus Samarahan 2. There are several parts of the presentation on this chapter. It begins with an introduction to the basis of study. Next, the second part will discuss the background of study. It is followed by a problem statement which will clarify the issues discussed throughout the entire research. However, the main part will touch on the explanation of the research objectives and followed by research questions. Furthermore, this research will identify research hypotheses and be followed by scope of study and the significance of study. On the other hand, the other part is the definition of terms that will introduce the frequently used of words in this research. Finally, to come up with an overview of this research, the last part in chapter summary will thoroughly explain the organizations of this research. This research will be conducted due to the needs to know the causes that are affecting English Language Anxiety among students. Thus, the clarity of the English Language Anxiety used in an organization today as well as in the past will be explained thoroughly in this chapter.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter focuses on the literature review and conceptual framework which is on factors contributing to English Language Anxiety (ELA) impacting Diploma students. The scope of study is focusing on the Diploma students from Faculty of Administrative Science and Policy Studies at Universiti Teknologi Mara (UiTM) Campus Samarahan 2. There are several parts of the presentation on this chapter. This chapter will start with an introduction to the basis of study. Next, the second part of the chapter will discuss a literature review about the previous research of English Language Anxiety and four specific skills. However, the third part is about Diploma students which will clarify the factors contributing to English Language Anxiety (ELA) impacting Diploma students which are afraid of making mistakes when speaking English and mother tongue interference. Furthermore, the fourth part is impacts of ELA which are low self-esteem and students' academic performance. Meanwhile, the other part is the coping strategies of ELA which are students' coping mechanism and cognitive, affective and therapies strategies. Besides, the past model used in ELA is based on Horwitz, Horwitz, and Cope Theory. Then, the conceptual framework that will introduce the application of theory to this study and, the research hypothesis will explain the assumption of factors contributing to English Language Anxiety (ELA) impacting Diploma students. Finally, to come up with an overview of this research, the last part in chapter summary will thoroughly explain the organizations of this research. Thus, the clarity of the relationship of the factors contributing to English Language Anxiety (ELA) impacting Diploma students based on several literature review and conceptual frameworks.