

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

**NURUL IMAN BINTI AHMAD BUKHARI
2006145917**

**AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL
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UNIVERSITI TEKNOLOGI MARA
FAKULTI PENDIDIKAN

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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

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PUAN AIDA AZLINA BT. MOHD BEE
(PENYELIA)

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TARIKH

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

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TARIKH

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.

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DATE.....
NURUL IMAN BT. AHMAD BUKHARI
2006145917**PENGAKUAN**

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

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DATE.....
NURUL IMAN BT. AHMAD BUKHARI
2006145917

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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.