

UNIVERSITI TEKNOLOGI MARA

**THE RELATIONSHIP BETWEEN
COMMUNICATION APPREHENSION AND SELF-
ESTEEM IN ESL LEARNING CLASSROOM: A
CASE STUDY IN A RURAL SECONDARY SCHOOL
IN SIBU, SARAWAK**

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the degree of

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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.

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ABSTRACT

Communication Apprehension is believed as one of the negative factors that hinder the students to acquire English language in ESL classroom. This study aims to specifically the relationship between level of communication apprehension and self-esteem among ESL learners in rural school. Besides, the objective of the study also to identify differences of communication apprehension level and self-esteem level based on gender. A total of 117 students selected from one of rural secondary school in Sibul, Sarawak (SMK Sibul Jaya). All respondents are from form four students because to avoid the examination classes such as PT3 and SPM. A set of questionnaire that was constructed by researcher was used to collect data and data analysis was carried out with the use of SPSS Version 21.0. Results indicated that there is significant negative relationship between communication apprehension and self-esteem. Besides that, the study also reveals that there is no significant different in communication apprehension level and self-esteem among the students based on their gender. From the study, it was recommended that further studies should examine other factors pertaining psychological and social with the larger population and different groups of students in the state.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Malaysia is a country that applies English as a second language. This language is commonly used and to the extent that it is widely used not only in public places for direction but also as a medium of instruction at tertiary level and work place. In English as Second Language classroom (ESL), the target was to enable learners to use English and communicate with the language proficiently. Moreover, it is essential to ensure a better understanding for the learner to empower their language acquisition. For this purpose however, some learners might find the difficulties or feel reluctant to converse in English, as they are fear to use language that they are not confident with.

Unfortunately, in ESL classroom, teaching and learning become one-way communication. Learning language should be interactive and the learners should use the language effectively to communicate and practice what they had learned. As there is sense of fear in using the language, the level of communication apprehension appears in ESL learners. In many typical ESL classrooms, students who are more confident will find their way to make the class listen to what they wanted to say. For introvert students, they would rather not to make themselves involve and speak their thought. Their personality traits might cause problem that happened, but typically, self-esteem is how the learners' perceived themselves in how they interact with others.