



**INVESTIGATING THE FACTORS AFFECTING THE SPEAKING ANXIETY
AMONG ESL SECONDARY STUDENTS: INSIGHTS FROM A MALAYSIAN
SECONDARY SCHOOL**

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APPROVAL SHEET

This research paper attached hereto, entitled Investigating the Factors Affecting the Speaking Anxiety among ESL Secondary School Students: Insights from a Malaysian Secondary School prepared and submitted by Sharon Anthony Lai A/P Anthony in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.



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ABSTRACT

In Malaysia, there was a growing need for widespread English learning due to its frequent use in everyday activities. It was considered crucial in education since Malaysia was among the few globally where English was a formal second language. Among English skills, speaking holds particular importance in both formal and informal daily situations. Researchers have emphasized enhancing speaking skills for better interaction, crucial alongside other abilities. Thus, this study aims to determine the level of secondary school students' English speaking anxiety and identify the factors that affect their speaking anxiety. This mixed-method study was conducted among a sample of 200 participants from a public secondary school in Perak. All participants were aged 16 years old and 17 years old. The instrument used in this study were the adapted version of Horwitz Foreign Language Classroom Anxiety Scale (FLCAS) and a semi-structured interview. The findings found that there was a significant relationship between students' English test results and their English speaking anxiety. In addition, this study also discovered the factors that were causing the students' fear of speaking in English. This study provided further insights for future studies to explore other potential factors that could lead to students' English speaking anxiety among students in schools or even in universities. Furthermore, this study was also beneficial for educational stakeholders, including teachers and policymakers responsible for designing and improving the syllabus.

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CHAPTER ONE: INTRODUCTION

1 Introduction

This chapter discussed the background of the study, the problem statement of the study, the research questions and objectives of the study, the definition of terms, and the scope and limitations of the study.

1.1 Background of the study

In Malaysia, there was a need for everyone to be learning English as it was being utilized often in a wide range of day-to-day activities. The English language was being viewed as an essential part of the education system since Malaysia was one of the few countries on a global scale where this language was being spoken formally as a second language. Because of globalization, the importance of the English language, which was being identified as the "universal trade language," was growing abundantly visible. Since English was the main language of the internet and the digital era, mastering it was necessary to become globally recognized (Kashinathan & Aziz, 2021). In the present day, English is known as the international language because it is used by everyone around the globe. In Malaysia, English had to be taught to all students over at least a decade of their schooling (Kashinathan & Aziz, 2021).

When acquiring the English language, four basic skills such as speaking, listening, reading, and writing had to be being mastered by everyone (Kashinathan & Aziz, 2021). To ensure a smooth communication process, one had to be getting hold of these four main skills. Despite the importance of speaking, listening, reading, and writing abilities, speaking was usually more important than the other three skills as it was occurring in formal and

informal settings in everyday scenarios (Kashinathan & Aziz, 2021). The researchers were explaining that if target language learners wished to interact more effectively, speaking ability had to be being enhanced along with other abilities. However, a common problem among Malaysian students was an overall absence of the ability to interact.

1.2 Statement of Problem

In a typical Malaysian ESL classroom, speaking is crucial when acquiring the English language. This is because being able to express one's own views is a significant factor in language proficiency. The entire educational process suffers as a result of the language teacher's typical struggles with the pupils' speaking nervousness. This occurs frequently because Malaysian students are at ease speaking or communicating in their native dialect, and the lack of emphasis on the English language is caused by their reluctance to converse in English. Apart from that, the lack of English language proficiency also shows that the commitment of students to developing their English as a second language is insufficient (Alwis, 2020).

According to the Ministry of Education (2013), they mentioned that the Ministry would launch several additional programs, such as the OPS English Programme, to enhance students' speaking and listening abilities. Additionally, the "Set System" of classroom instruction and education, which categorized secondary-school pupils according to their English competency levels, and remedial support for pupils who were unable to reach those levels, were introduced. However, Nadesan and Shah (2020) note that considering how poorly English is being spoken, the government's language policies did not produce any prominent results. This shows that the aspirations or targets set by the ministry were not met up till that time.

On the other hand, teachers were compelled to return to more teacher-centered classroom practice because of the students' low degree of communicative competency. This shows that the test's requirements prevented teachers from incorporating communicative language lessons into their classes, despite their desire to do so. In order to make the pupils ready for the test, they were compelled to concentrate on imparting vocabulary in a teacher-oriented classroom. When situations like this occur in a classroom, students are not given the opportunities to speak and practice the target language that they want to learn. They are forced to just adhere to the teachers' lesson, and oftentimes, teachers are unable to focus on students' speaking skills as they are busy preparing students for the test. This clearly shows that the Malaysian education system focuses less on speaking skills but rather trains students to score well in examinations. In other words, students' accuracy in the language is much more emphasized than their fluency in speaking the language.

According to Kashinathan and Aziz (2021), the absence of communication skills among Malaysian students is an extensive issue, and teachers' suggestions for how to impart oral communication skills in English language classes are rarely put into effect. This results in learners failing to perform well in speaking situations due to their limited language proficiency. Teachers' views and learning environments may not have always aligned, and there is a discrepancy between their pedagogical ideas and teaching strategies.

Studies have shown that teachers still tend to apply conventional teaching methods, such as textbook-based instruction during the teaching and learning process (Bistaman et al., 2018; Kashinathan & Aziz, 2021; Yusof et al., 2015). Consequently, students in secondary ESL classrooms experience a higher level of English speaking anxiety because they are not given the opportunity to communicate using the language.

There is still a clear gap in the secondary education system regarding students' degree of speaking anxiety since there is uncertainty regarding the speaking anxiety levels of secondary

school students because most studies concentrate on tertiary education (Badrasawi, 2020). Therefore, there is a need to determine secondary students' anxiety levels when speaking in English.

Previous studies have also investigated the factors affecting students' speaking anxiety. Suparia et al. (2022) explain that speaking is among the most important linguistic skills to acquire when studying a foreign language because students must use it in academic activities. Speaking is one of the most vital skills for the development of pupils' language competency, while other skills are essential too. Nevertheless, most foreign language learners report experiencing anxiety in the classroom, particularly speaking anxiety (Suparia et al., 2022). Although numerous studies have been done by researchers on the factors of speaking anxiety, most of the studies were conducted at the tertiary level (Phek et al., 2020; Suparia et al., 2022; Toubot & Seng, 2018). As a result, there is a need to understand the factors that affect secondary school students' fear of communicating in English.

Therefore, by identifying the elements producing speaking fear and estimating the degree of students' speaking anxiety, this study fills a gap in the literature. This will allow educators to have better perspectives on the phenomenon of the current Malaysian ESL classroom.

1.3 Research objectives

The aims of this research were to:

RO1. Determine the level of secondary school students' English speaking anxiety.

RO2. Identify the factors that affect secondary school students' English speaking anxiety.

1.4 Research questions

The primary questions that were formulated from this research are:

RQ1. What is the level of secondary school students' English speaking anxiety?

RQ2. What are the factors that affect secondary school students' English speaking anxiety?

1.5 Significance of study

The primary purposes of this study were to determine the level of secondary school students' English speaking anxiety and to identify the factors affecting secondary school students' English speaking anxiety. The results of this research were beneficial for many educational stakeholders, including teachers and policymakers responsible for designing and improving the syllabus.

Based on the insights gained from this study, policymakers in our nation might have chosen to revamp or restructure the then-current curriculum, especially in an ESL secondary classroom, to address the issue of heightened speaking anxiety. This could have been achieved by implementing more effective teaching methods in ESL secondary classrooms to help students develop their speaking skills, thereby preparing them for tertiary education, where many universities use English as the primary medium of instruction. Apart from addressing the issues highlighted in this study, revamping and restructuring the syllabus could have improved and elevated the quality and standard of education in our country.

At the school level, identifying the factors contributing to secondary school students' English speaking anxiety had been beneficial for all English teachers instructing in an ESL secondary classroom. They could identify and comprehend the factors impeding students from speaking the language while understanding the students' anxiety levels when speaking in

English. This understanding enabled them to adapt their teaching methods to lower students' anxiety levels. Teachers might have incorporated more engaging lessons that encouraged student participation to promote language use. Alternatively, they might have addressed the issue directly with students, motivating them to overcome their fears by emphasizing that making mistakes and learning from them was better than not attempting to use the language at all.

1.6 Definitions of terms

1.6.1 ESL classrooms

The term ESL stands for English Second Language and an ESL classroom is a classroom where students are not native English speakers and live in nations where English may not be as widely spoken. It is also a classroom where students study English in addition to their native tongue (Si, 2019). All public schools in Malaysia teach English as second language as an obligatory requirement (Sidhu et al., 2016). Additionally, in a typical Malaysian ESL class, bilingual students from different linguistic origins converse in two or more languages in order to share their own experiences, clarify meaning, and engage in meaningful discussions with their peers and the teacher. (Selamat, 2014).

1.6.2 Speaking anxiety

Speaking anxiety is the fear of speaking a language audibly (Miskam & Saidalvi, 2018). It refers to the nervousness that an individual faces when trying to speak in the second language that they would rather not speak or use the language at all. Second language anxiety, on the other hand, is a fear about how well second or foreign language learners can

communicate in the past decade, which can lead to a significant degree of speaking anxiety (Miskam & Saidalvi, 2018).

1.6.2.1 Communication apprehension

Communicative apprehension is the term used to characterise a person's level of anxiety or worry in relation to an existing or prospective conversation with another person. One of the reasons people fear communicating is because of personality characteristics like shyness, quietness, or reluctance (Miskam & Saidalvi, 2018). Since communication apprehension is situational anxiety related to oral expression and interpersonal communication, it can be attributed to language anxiety when it comes to foreign languages. To be more specific, individuals who experience anxiety during oral communication may experience similar symptoms when requested to speak a foreign language (Oteir & Al-Otaibi, 2019).

1.6.2.2 Fear of negative evaluation

The definition of fear of negative evaluation is "an anxiety about other people's assessments, avoidance of evaluative situations, and the expectation that others will negatively evaluate oneself." Some pupils see learning a second or foreign language as an evaluation. They are worried about coming across poorly in society, especially if they are aware that they are unable to produce the language. (Miskam & Saidalvi, 2018). Students are reluctant to participate in classroom activities like volunteering to speak up in class or answering questions because they are afraid of receiving a poor grade. (Suparia et al., 2022).

1.6.2.3 Test anxiety

Test anxiety is a type of academic anxiety brought on by a fear of failing. (Miskam & Saidalvi, 2018). Due to this fear, students perform poorly in evaluation situations and have

unrealistically high standards for themselves. As a result, they constantly feel under pressure to perform well and experience severe anxiety. Exam anxiety affects how well foreign language learners accomplish their tasks because they focus an abundance of attention on how they feel instead of exerting effort to finish them (Suparia et al., 2022).

1.6.3 Secondary school

A secondary school (or high school) refers to a facility that offers secondary education and typically also refers to the structure where this is done. In Malaysia, the continuation of primary school education is known as secondary education (MyGOV - the Government of Malaysia's Official Portal, n.d.). The first through fifth forms make up the five years of secondary education. Forms 1 through 3 are referred to as Lower Secondary, and Forms 4 and 5 are referred to as Upper Secondary.

1.7 Scope and limitations of the study

The scope of this study primarily concentrated on evaluating the level of speaking anxiety among students and identifying the factors contributing to this situation in the classroom. The participants were Form 4 and Form 5 students from a public secondary school in Perak, Malaysia. The rationale for focusing on these grades was the students' three to four years of experience learning English in secondary school after transitioning from primary education. They were familiar with the English learning environment and could provide responses to the survey, which was conducted during English lessons and overseen by teachers for comprehensive evaluation.

However, despite efforts to ensure the study's completeness, certain limitations were unavoidable. Firstly, the study solely emphasized speaking skills while neglecting the development of other crucial language skills—reading, listening, and writing—which are vital components of comprehensive language education, as highlighted by Darancik (2018). Concentrating solely on speaking might not provide a holistic understanding, as all language skills require attention and reinforcement.

Moreover, the study's confined scope to one public secondary school in Perak might limit the universality of its findings. Variations in proficiency levels and educational approaches across different schools and states in Malaysia could hinder generalizability.

The Hawthorne effect, where participants modify their behavior due to awareness of being observed, might have influenced survey responses. This could have led to students providing false information to please the researcher or due to the feeling of being graded, potentially biasing the results and not accurately representing the classroom dynamics.

Additionally, the study's interview segment involved a limited number of participants due to time constraints. Consequently, the perspectives gathered from these respondents might not fully represent the experiences of all Malaysian secondary school students. Furthermore, the relatively short data collection period of a little over four months might have limited the depth of observations, potentially impacting the accuracy of the information collected over time.

1.8 Summary

This chapter has covered the background of the study, the problem statement of the study, the research questions and objectives of the study, the definition of terms and the scope

and limitations of the study. Overall, this chapter has provided thorough explanations of the study that is proposed.

CHAPTER TWO

LITERATURE REVIEW

2 Introduction

The chapter covered theories related to second language anxiety, the extent and causes of speaking anxiety in students, and finally, the theoretical and conceptual framework.

2.1 Theories related to second language anxiety

To further understand the concept of speaking anxiety, two theories were discussed in this study to help gain more insight into speaking anxiety. These theories included Krashen's Affective Filter Hypothesis (1982) and Horwitz, Horwitz, and Cope's Theory of Foreign Language Anxiety (Oteir & Al-Otaibi, 2019).

2.1.1 Krashen's Affective Filter Hypothesis

In the area of learning a second language, Krashen's Affective Filter Hypothesis from 1982 was a fundamental theory (Oteir & Al-Otaibi, 2019). The affective filter hypothesis was basing itself on the theory of affective filter, which was enabling us to draw the conclusion that there was a close connection between students' success in learning and their own emotions (Chen, 2022). The link between emotive variables and the process of acquiring a second language was being emphasized by this approach. The affective components, according to Krashen (1982), were emotional factors that could be categorized into three groups: motivation, self-confidence, and anxiety. These elements might have been indirectly affecting learning by preventing input from reaching the brain's language acquisition system. (Oteir & Al-Otaibi, 2019). More specifically, this idea was explaining how emotional elements were affecting

whether someone was successful or unsuccessful at learning a second language. (Oteir & Al-Otaibi, 2019). For instance, learners might have been experiencing anxiety, tension, and low self-confidence as the affective filter was rising, which was preventing success.

Low filters, on the other hand, were having no effect on anxiety, which was making it easier for language learners to comprehend the input (Oteir & Al-Otaibi, 2019). This theory was significant for pedagogy because it was providing a fresh viewpoint on the role of a language teacher, underlining the necessity for teachers who could facilitate input and make it accessible in a setting with minimum anxiety. (Oteir & Al-Otaibi, 2019). To put it another way, a language teacher could have been helping their students feel less anxious by using specific strategies like emphasizing the message over the form and delaying the need for early production until they were feeling their pupils were ready. (Oteir & Al-Otaibi, 2019). Through this concept, it was anticipated that English would have been improving since input would have been increasing, the filter would have been low, and the students were unlikely to have been hesitating to take part in class activities (Oteir & Al-Otaibi, 2019).

2.1.2 Horwitz, Horwitz, and Cope's Theory of Foreign Language Anxiety

According to Horwitz, Horwitz, and Cope (1986), foreign language anxiety was "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." (p. 128). They were asserting that the nervousness of learning a foreign language was a situation-specific issue that was developing from the characteristics of foreign language acquisition rather than a general concern that was being applied to studying a foreign language. (Oteir & Al-Otaibi, 2019). They were demonstrating their idea by monitoring language learners while they were being instructed in language lessons and were getting feedback from thirty other

language learners who were also enrolled in language classes. According to the hypothesis, this type of academic anxiety was distinct from other academic worries since studying a foreign language was requiring a higher level of self-concept and self-expression than other academic subjects were. (Oteir & Al-Otaibi, 2019). Foreign language study was causing anxiety even for students who were doing well in other courses. This theory had been adopted by many investigations, and each one was offering some supporting data. For instance, MacIntyre and Gardner (1989) were testing the relationships between anxiety dimensions and other learning measures using nine anxiety scales. They were finding that foreign language anxiety was highly connected with foreign language proficiency, in contrast to general anxiety. In line with this, Chen and Chang (2004) were believing that situational anxiety was including anxiety associated with learning a foreign language. Foreign language anxiety was an exceptional kind of anxiety because neither exam criteria nor academic learning background were being recognized as causes in their research. (Oteir & Al-Otaibi, 2019). The findings were supporting the theory that the distinctive difficulties of learning a foreign language were what was causing the anxiety associated with its acquisition. (Oteir & Al-Otaibi, 2019).

2.2 Level of speaking anxiety among students

The level of speaking anxiety among Malaysian ESL students had to be measured with the goal of tackling the issue. Prior to this study, numerous studies had been conducted by past researchers to overcome this issue. However, most of the studies were being done at the tertiary level (Badrasawi, 2020).

In research done by Toubut and Seng (2018), due to their worries about making mistakes in a foreign language, it was being shown that the participants were experiencing high levels of speaking anxiety when asked to participate in activities involving communication without being prepared. On the other hand, Zulfikar (2022) was basing a distinct study on the foreign

language anxiety of high-school EFL learners. This study was including 34 students in the 12th grade. Speaking anxiety scales for languages were being used to gauge the intensity, and the findings were showing that there was often moderate speaking anxiety. Nearly all the pupils in the foreign language class were displaying a median degree of anxiety, with 10 of them feeling uneasy and 20 others feeling mildly uneasy. The majority of students were stating that their greatest concern was having to speak in front of the class in a foreign language. Even worse was when they were starting to worry about getting a poor grade because they did not have a prepared presentation.

In addition, Salih and Hussain (2017) were studying the extent of language fear among pupils acquiring Arabic as a foreign language. 120 students, both male and female, were participating in this study. A survey about classroom anxiety was being presented to the students in a foreign language, then the results were being analyzed using the SPSS programme. The results were showing that language anxiety was generally being experienced by pupils at a moderate level. This finding was consistent with studies by Masrurah (2020) which found that Arabic students were exhibiting a moderate level of anxiety. According to Jee's (2019) research on this subject, learners who were acquiring Korean as a foreign language were additionally suffering from mild degrees of language anxiety. When it was coming to the four fundamental language skills, students in the classroom were exhibiting greater amounts of speaking fear. Furthermore, it was being found that students were being more stressed and anxious during tasks that were calling for productive talents rather than receptive ones.

Furthermore, the 2018 study by Djafri and Wimbari was investigating the fear of learning a foreign language among Indonesian undergraduate students in a range of languages, namely English, French, Japanese, Korean, and Arabic. The results were showing that learners of Japanese were having higher anxiety scores than those of Arabic, French, or Korean. However, it was being discovered that English language learners were experiencing the least

amount of anxiety when learning a foreign language. The evolution of learners' Japanese language competency requirements, from beginner to intermediate to advanced, was being used to characterize it. The pressure and anxiety felt by learners as they were attempting to master three different Japanese characters at the introductory levels were astounding. Since learners were already familiar with the language and had experience learning it in school, English, on the other hand, was scoring lower in terms of language anxiety.

Moreover, Badrasawi et al. (2020) were looking at how anxious teachers who were currently doing their postgraduate studies at the International Islamic University Malaysia were when speaking in a second language. The findings of the Badrasawi et al., (2020) study were demonstrating that the respondents were not significantly suffering any degrees of speaking anxiety, in contrast to all the studies previously mentioned. However, because they were worrying about being negatively judged and speaking incorrectly in a foreign language, most of them were finding it challenging to communicate in English in class.

Since most of the studies were being done at the tertiary level and very limited studies were being conducted at the secondary school level, there was an obvious gap there. Therefore, there was a need to conduct this study to determine the level of students' anxiety when speaking in the English language secondary school students' English speaking anxiety.

2.3 Factors affecting speaking anxiety among students

It was established that many students of foreign languages were having speaking anxiety, and numerous researchers were examining speaking anxiety in relation to students (Suparia et al., 2022). One study of students' speaking anxiety in academic speaking classes was being conducted by Damayanti et al. (2020). This study was being conducted to determine what factors were contributing to Indonesian students enrolled in English language programs developing speaking anxiety. The results were supporting Horwitz et al.'s (1986) assertion that

communication anxiety, test anxiety, and fear of negative evaluation were the three primary causes of anxiety. It was apparent that these three key elements were coming from the broader background of concern in foreign language classrooms. Students were frequently believing they were lacking the skills and lacking confidence when speaking a foreign language due to communication anxiety. Additionally, most were agreeing that speaking in a foreign language class was making them more anxious than in other academic situations.

When it was coming to test anxiety, students were getting so terrified of speaking in a foreign language that they were becoming blank and unable to think effectively. Additionally, they were believing that teachers were always prepared to rephrase their words during speaking exercises. Fear of negative evaluation was another issue that was being examined in this study. Students were frequently fretting that their classmates were going to make fun of them when they were speaking a foreign language poorly.

Moving on, other than the three factors highlighted by Horwitz et al. (1986), The three primary causes of anxiety when speaking among EFL students were identified by Mulyono et al. (2019) as language challenges, negative attitudes, and intercultural communication. Other research was finding additional aspects as well. It was generally known that language hurdles were leading to speaking anxiety among students taking foreign language classes. These factors were including bad grammar, a lack of vocabulary and precise pronunciation, as well as the interlocutors' limited language skills. Besides, students were rarely interacting with native English speakers and were frequently avoiding using it. They were unable to converse and practice their English with their pals as a result. It was discovered that negative attitudes, such as shyness, fear of making mistakes, and negative attitudes from interlocutors, were contributing to the development of speaking anxiety in students. The findings were also indicating that speaking anxiety was being influenced by fear of cross-cultural dialogue. Asian students were occasionally feeling nervous conversing in English with native speakers, such as

Americans and Britons, but were feeling less nervous when doing so with other Asians, who were not native English speakers and for whom English was a second language.

2.4 English test results affected students' speaking anxiety

Based on the literature review, some studies have proven that there was a relationship between English test results and speaking anxiety. In a study by Johnson (2019), it was found that students who received lower scores in English speaking tests exhibited higher levels of speaking anxiety in subsequent classroom activities. This suggests a possible negative correlation between test performance and confidence in speaking.

Moreover, Garcia and Lee (2021) investigated the effects of standardized English proficiency tests on speaking anxiety in university students. Their findings indicated that students who perceived these tests as high stakes experienced heightened anxiety, particularly in oral communication tasks. In addition, Choi et al. (2020) emphasized the role of test feedback and its influence on speaking anxiety. Students who received harsh or minimal feedback post-test showed a tendency to develop increased anxiety regarding speaking tasks in English.

Similarly, Smith and Wang (2018) discussed the impact of cultural perceptions of failure on speaking anxiety. Their study highlighted how cultural backgrounds could significantly influence students' reactions to English test results, consequently affecting their anxiety levels in speaking.

Contrary to common belief, while students' test scores varied, their reported levels of speaking anxiety remained relatively consistent. This suggests that individual differences or external factors might play a more substantial role in speaking anxiety than test outcomes (Hamada & Takiki, 2022).

Additionally, in a longitudinal study by Kim and Chen (2021), English test results were not found to be a significant predictor of speaking anxiety over time. Other personal and contextual factors seemed to exert more influence on students' anxiety levels.

2.5 Measure of speaking anxiety scale

2.5.1 Foreign Language Classroom Anxiety Scale

The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. in 1986, marked the beginning of the development of the speaking anxiety scale. Following Scovel's (1978) insights on anxiety research, various measuring instruments were developed to address the issue he raised. However, it was Horwitz et al. (1986) that put forth an instrument that led to the growth of Foreign Language Anxiety (FLA) research and made it a subject of interest for applied linguistics study (Marx, 2019). Language learning anxiety is known as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" by Horwitz et al. in 1986. Communication anxiety, test anxiety, and fear of negative evaluation are three separate sorts of performance anxieties that they define as part of language learning anxiety (Rokiah & Jecky, 2012). These three anxiety kinds, according to Rokiah and Jecky (2012), are crucial to the FLA concept and when combined, make learning a language a daunting task for students. The FLCAS instrument was created by Horwitz and her colleagues utilising this notion of language anxiety. It was created utilising information acquired through assessments of relevant variables, student self-reports, and the authors' personal therapeutic experiences (Rokiah & Jecky, 2012). A 5-point Likert-type scale was used for each of the 33 items in the final FLCAS, with answers ranging from "strongly agree" to "strongly disagree." According to Rokiah and Jecky (2012), this test was developed to measure the level of anxiety that students of foreign languages feel while learning a language in a classroom. Horwitz (1986)

investigated how the recently announced FLCAS was made and validated and determined its validity.

However, Aida (1994) made the decision to evaluate Horwitz et al.'s three element model of FLA by validating an altered FLCAS based on Japanese-speaking students to ascertain the FLCAS's underlying structure. According to the study, scores from the FLCAS that had been modified to measure students' anxiety levels were able to be generated in a highly reliable manner (Rokiah & Jecky, 2012). Instead of only three, Aida came up with four: lack of comfort speaking to Japanese speakers, worry of failing the Japanese class, fear of receiving a bad grade, speech anxiety, and negative attitudes towards the Japanese class (Rokiah & Jecky, 2012).

Zhao (2007) made an additional attempt to reconsider Horwitz's FLCAS component structure. He employed a Chinese translation and found that there are also four variables, including communication anxiety, test anxiety, fear of a poor evaluation, and anxiety about English classes (Rokiah & Jecky, 2012).

2.5.2 Second Language Speaking Anxiety Scale (SLSAS)

Speaking anxiety, according to Woodrow (2006), "has a debilitating effect on the performance of speakers of English as a second language" (p. 308). As a result, The categories of "in-class anxiety" and "out-of-class anxiety" are included in Woodrow's Second Language Speaking Anxiety Scale (SLSAS) (Gao, 2022). The existing equipment used to measure language acquisition anxiety was deemed inadequate since it did not adequately reflect the sample's second language situation (Woodrow, 2006). As a result, the second language speaking anxiety scale (SLSAS) was developed. With the aid of spoken dialogue both within and outside of language learning classes, this instrument enabled a dual conceptualization of

anxiety. The instrument was designed and tested on the basis of empirical and theoretical reasoning (Woodrow, 2006). The questionnaire has twelve items and is scored on a five-point Likert scale. The items reflected the communicative situations that the participants were expected to encounter based on the communicative environment, interlocutor (speaker/listener) factors, and nature of the communication (Woodrow, 2006). The communicative setting elements addressed the distinction between in-class and outside-of-class situations (Woodrow, 2006). Interlocutor variables included the number of speakers, their status, and whether they were native or non-native English speakers (Woodrow, 2006). The items for extracurricular interactions took into account the participant's interactions with a potential lecturer (Woodrow, 2006).

2.5.3 Foreign Language Speaking Anxiety Scale (FLSAS)

The Foreign Language Speaking Anxiety Scale (FLSAS), developed by Ozturk and Gurbuz in 2014, is the most recent scale. The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. in 1986, was converted into the FLSAS, an 18-item questionnaire, by Ozturk and Gurbuz (2014). Ozturk and Gurbuz (2014) state that they chose 18 of the 33 items on the FLCAS Horwitz scale that are specifically connected to speaking a foreign language anxiety. The respondents graded each question on a 5-point Likert scale, from "strongly disagree" to "strongly agree," from "strongly disagree" to "strongly agree."

2.6 Theoretical framework

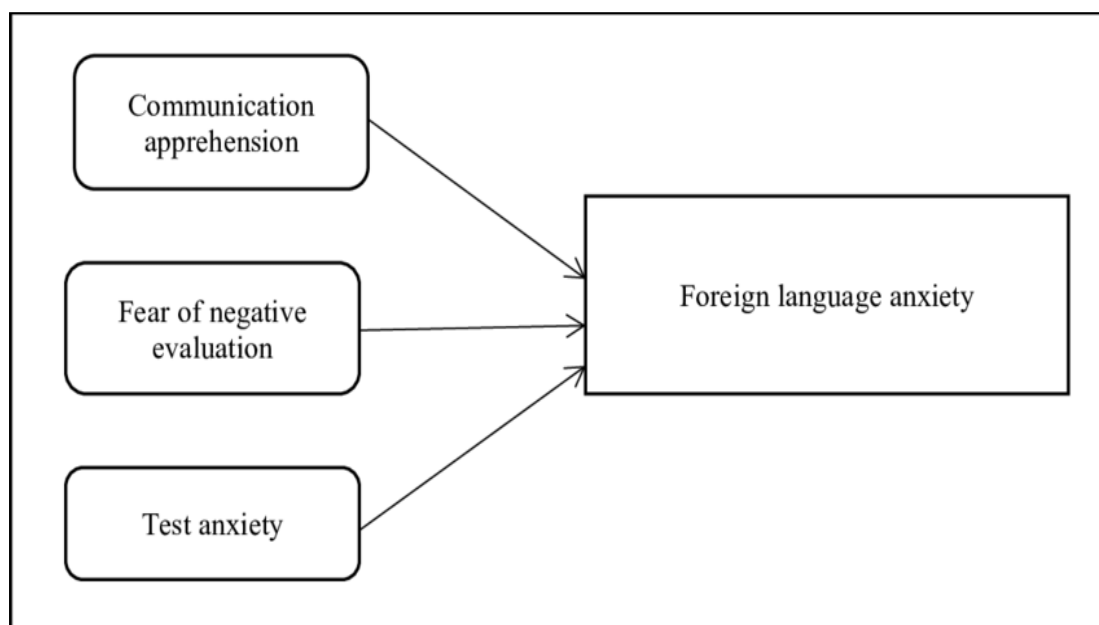


Figure 2.1 Theoretical framework

The theoretical framework that was used in that study was the Horwitz et al., (1986) theoretical framework that had been adapted to suit the context of the study (Subatira et al., 2020). In the early 1980s, Horwitz, Horwitz, and Cope (1986) were some of the first scholars who developed theoretical frameworks for language anxiety based on research from foreign or second language classrooms (Hussein, N. H., 2021). According to Subatira et al. (2020), Horwitz had developed the foreign language anxiety theory with the idea that all anxiety present in the context of language learning was crippling. Horwitz's proposed Foreign Language Classroom Anxiety Scale (FLCAS) had offered a helpful analytical framework that was ideal for quantitative investigation. Statistics were used to analyze language learning anxiety levels. A large number of studies that examined foreign language acquisition anxiety, notably among students in educational institutions, had used the FLCAS developed by Horwitz et al. in 1986 (Subatira et al., 2020). Horwitz et al. (1986) had created the FLCAS, which comprised three categories, to measure students' foreign language anxiety in the classroom

(Subatira et al., 2020). The three areas were fear of negative evaluation, anxiety about exams, and communication anxiety (Subatira et al., 2020).

2.7 Conceptual framework

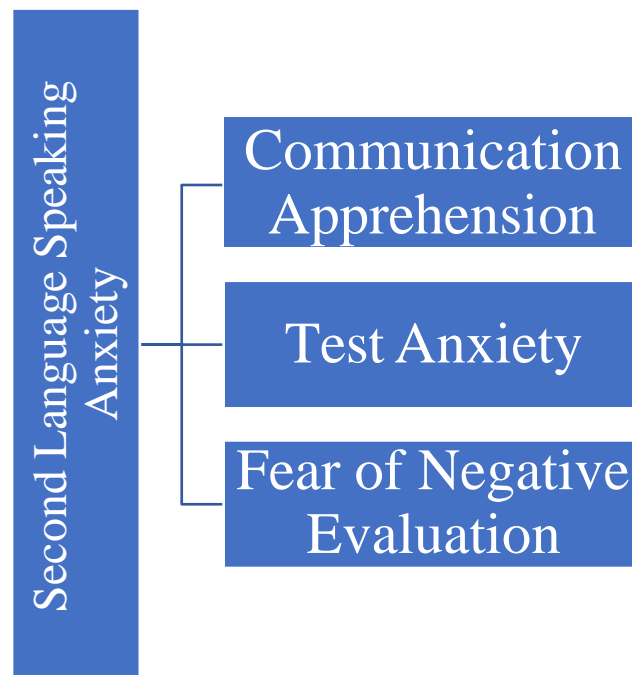


Figure 2.2 Conceptual Framework

The conceptual framework that was used for this study was adapted to fit the suitability of the Malaysian ESL Classroom context. Since Malaysia did not regard English as a foreign language, therefore, this framework had to be adapted. It was adapted from Horwitz et al., (1986) Foreign Language Anxiety. From the figure above, three factors of this framework had been adopted. There was communication apprehension, test anxiety, and fear of negative evaluation. The study could evaluate its goal, which was to measure secondary school students' levels of English-speaking anxiety, by looking into these three variables.

2.8 Summary

This chapter presented an overview of the theories related to second language anxiety, the levels and factors of speaking anxiety, the measurement of speaking anxiety, and the theoretical and conceptual framework of this study. Overall, this chapter offered a comprehensive explanation of the literature review for this study.

CHAPTER 3

METHODOLOGY

3 Introduction

This chapter covered the research design that was used for this study, the setting and study participants, the data collection techniques, the data analysis techniques, and lastly, the ethical issues and considerations that had to be made when conducting the study.

3.1 Research Design

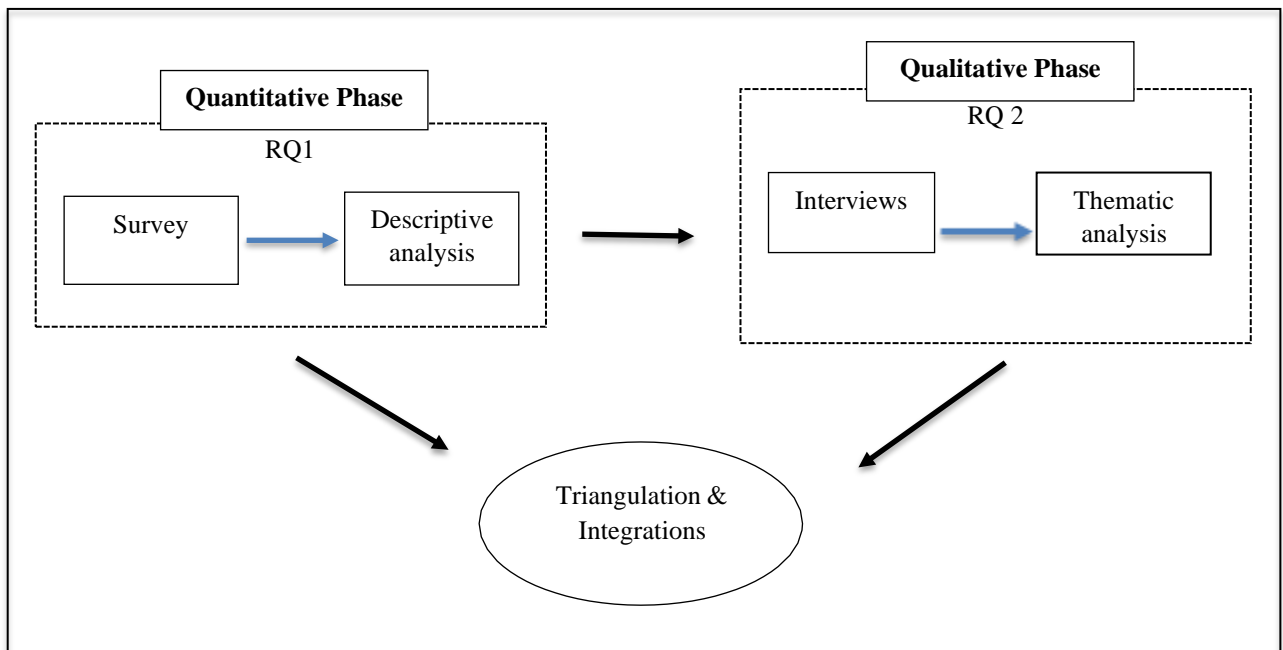


Figure 3.1 Research Design

This study employed a mixed-method research design. According to Chua (2020), a mixed-methods design study was a research design that incorporated both quantitative and qualitative studies. The researcher was able to comprehend the subject under investigation in the study in greater detail by combining quantitative and qualitative studies. Besides, mixed-method research helped overcome the weaknesses of quantitative or qualitative studies. Researchers could respond to study topics with enough depth and breadth by using mixed techniques (Dawadi et al., 2021). Furthermore, utilizing two methods in combination might have been superior to using one alone because it could yield richer insights into the subject under study than using only qualitative or quantitative methods would (Dawadi et al., 2021).

For this study, the researcher used the sequential explanatory research design to conduct the data collection procedure. The study began with the quantitative phase first, then followed by the qualitative phase (QUAN → quali). The data from the quantitative research was more as the questions were categorized into three different dimensions as proposed by Horwitz et al., (1986) and were used to determine the level of secondary students' English speaking anxiety. The qualitative data helped determine the factors of secondary students' English speaking anxiety. The quantitative approach provided some information and insights to answer research question one proposed in this study. Furthermore, the qualitative phase gathered some insights to answer research question two as proposed in this study. Once the results from both phases were obtained, the triangulation and integration process took place. The validity and credibility of research findings could be increased through triangulation (Noble & Heale, 2019). By mixing hypotheses, techniques, or observers in a research project, triangulation could assist in ensuring that underlying biases brought on by the use of a single method or a single observer were addressed (Noble & Heale, 2019). The second research question of this study, which was to discover the factors that affected secondary school students' English speaking anxiety, was assisted by the triangulation of data from the data collection process.

3.2 Sample and Sampling Techniques

Sampling is the process that involved selecting a sample from just one individual or a large group for a particular research goal (Bhardwaj, 2019). Hence, only a subset of the population was chosen to participate in the study, and that portion served as a representative sample of the entire population. Identifying the target population was the first stage in the sampling process. The appropriate population for this study was secondary school students as this study mainly focused on the context of secondary education.

For this study, the researcher chose Form 4 and Form 5 students from a Malaysian secondary school in Perak as the target population. This was because the new school term for 2023 had just begun in March 2023; therefore, the Form 1 students might not have had the appropriate exposure to the English language as they had just started secondary school for only a few months. Form 4 and Form 5 students were the appropriate population for this study because they had at least learned the English language for three and four years. They had the relevant experience needed to answer the questionnaire and take part in the interview.

This study employed both probability and non-probability sampling procedures because it used both quantitative and qualitative methodologies. For the quantitative study, a simple random sampling technique was used, and for the qualitative study, a purposive sampling technique was used. Because the sample participants in this form of sampling were chosen at random and completely by chance, a simple random sampling technique was used (Bhardwaj, 2019). As a result, the sample's quality was unaffected because each participant had an equal chance of being selected (Bhardwaj, 2019). In addition, the purposive sampling method was chosen because the samples chosen were suitable respondents for that particular study, allowing the researcher to receive real-time findings as the participants were knowledgeable about and comprehended the topic (Bhardwaj, 2019). In the quantitative phase, the researcher used Krenjcie and Morgan's sample size determination table to determine the number of

samples needed for the quantitative study. For instance, if the amount of Form 4 population in the school was 110, therefore the sample size was 86 (Krejcie & Morgan, 1970). On the other hand, for the purposive sampling technique, there were two selection criteria which the researcher had set prior to selecting the interviewees. Interviewees had to be Form 2 students, and the researcher chose two students with good English grades, two students with average English grades, and two students with poor English grades to see if there was any significant difference between these three groups of students. The English grade of these students was based on their latest or most recent examination results. According to Chua (2020), choosing a sample size as small as five samples was acceptable for a qualitative study. Therefore, as mentioned above, choosing six students for the qualitative study was sufficient.

3.3 Instrumentations

A questionnaire was utilized for the quantitative study, and a semi-structured interview was used for the qualitative study. The Horwitz Foreign Language Classroom Anxiety Scale (FLCAS), which was modified to match the needs of this study, served as the basis for the questionnaire. Sections A and B made up the two sections of the questionnaire. The participants' demographics, including their age, gender, ethnicity, and results from their most recent English examination, were covered in Section A. Students had to respond to the 33 items in Section B of the questionnaire using a 5-point Likert scale, with the options being "Strongly agree," "Agree," "Neutral," "Disagree," and "Strongly disagree." This study used a Likert scale with five response options because it was simpler to collect more useful data this way, and odd numbers of response options had historically been preferred over even numbers as they allowed the middle category to be viewed as a neutral point, giving choice to someone who actually had a neutral position and preventing them from being forced to choose a side (Taherdoost, 2019).

Next, for the qualitative study, the semi-structured interview was adapted from Subekti (2018) to fit the context of this study. It was adapted to ensure it was comprehensible and appropriate to the Malaysian ESL secondary school context. The adapted version of the interview contained 7 questions that were closely related to this study, which helped to answer the study's second research question.

In terms of validation and reliability, the Foreign Language Classroom Anxiety Scale (FLCAS), created by Horwitz in 1986, was a well-known anxiety-measuring tool for adult language learners. It had undergone extensive reliability and validity testing in a variety of contexts, including various cultural groups, locations, and age ranges. Additionally, research that evaluated the FLCAS for validity and reliability revealed that the scale was dependable (Aida, 1994; Paredes, & Muller-Alouf, 2000; Toth, 2008; Yaikhong, & Usaha, 2012).

3.4 Data collection procedures

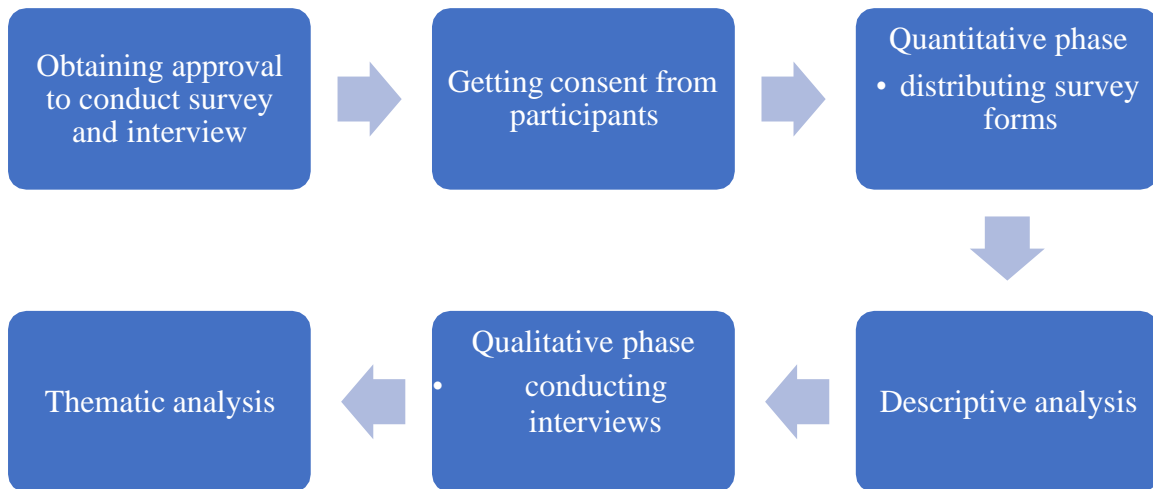


Figure 3.2 Data Collection Process

Data collection techniques were crucial to the research project because they had an impact on the methodology and analytical approach employed by the researcher, which in turn affected how the information was used and what conclusions it might lead to (Paradis et al., 2016). Therefore, it was crucial that the researcher carefully considered the data gathering technique to ensure the success of the study.

Based on Figure 3.2 above, the researcher began the quantitative study first, followed by the qualitative study. Before initiating the data collection procedure, the researcher first asked the school's headmaster or headmistress for permission. The researcher described how the involvement of the participants from the school would aid in the success of the study. After getting approval, the researcher began distributing the consent forms for the participants to sign. This helped to guarantee that every participant was treated fairly and that no one was being exploited in the study. The researcher began the quantitative data collection process by handing physical questionnaire forms to the participants after obtaining their consent. Since

the students were not permitted to bring electronic devices to school, the researcher decided to distribute the questionnaire physically rather than using an online Google form. Additionally, it was preferable for the researcher to perform the study physically because not every student was fortunate enough to own an electronic device, and they might not have been familiar with Google forms. The researcher was physically present in the classroom to ensure that all participants completed the questionnaire and to respond to any questions that emerged from the participants. The participants needed approximately 15 minutes to complete all the questionnaire items.

Upon completion of the quantitative data collection, the researcher began the qualitative data collection process. Similarly, the researcher obtained the participants' consent before conducting the semi-structured interview. Six participants were selected based on the selection criteria that the researcher had set for the interview. Each session took about 10-15 minutes to complete. Since it was a semi-structured interview, the researcher could ask additional questions and delve further into the participants' responses (Chua, 2020). Additionally, given that each participant had a varied level of language proficiency, the researcher was free to employ several language levels to aid the participants in understanding the questions (Chua, 2020).

3.5 Data analysis

Using the programme SPSS version 29.0, the data gathered from the qualitative study will be tabulated and examined. Statistical Package for the Social Sciences is shortened as SPSS. Because the researcher may obtain statistics using the SPSS software, from simple descriptive data to complex studies of multivariate matrices, SPSS is dependable. Moving on to the qualitative study, the researcher will utilise thematic analysis to examine the information

gleaned from the interview sessions. According to Kiger and Varpio (2020), thematic analysis is a method for assessing qualitative data that entails searching through a data set to identify repeating patterns and reporting them. On top of that, it is a useful method for data analysis that gives researchers the ability to highlight, summarise, and comprehend a range of data sets (Kiger & Varpio, 2020). The triangulation of data is created by thematic analysis to address research question two of this study.

3.6 Ethical considerations

Before participants can make any kind of contribution, they must be provided with a few documents concerning ethical considerations. These documents include consent forms, privacy and confidentiality notices, anonymity disclaimers, and any potential harm that they might experience (if any). When obtaining participants' informed consent, the reason for collecting the participants' data should also be explained in detail.

Prior to collecting the data from the participants, ethical approval will be sought from the appropriate parties of the school where the researcher will be conducting the study on. Upon obtaining the permission, consent forms outlining the description and purpose of the study will be prepared for the participants to take home to their parents since they are under 18 years old and require their parents' permission. The form will state that participation is entirely optional, and that participants' identities will be kept anonymous. By exercising their free will, students are allowed to decide whether they want to participate completely in the research or withdraw at any time. The form will also ensure that participants and their parents are aware that the researcher is respecting their privacy. Participants are also guaranteed in the form that the study processes will not have any negative effects on their physical or mental health. Finally, to achieve the most accurate and valid results, participants are reminded to be honest with their

responses. The forms must be completed, signed, and submitted to the researcher within a defined, sufficient period of time which is not more than 3 days.

3.7 Summary

This chapter provided an overview of the research design, the sample and sampling techniques, the instrumentation, the data collection procedures, the data analysis, and the ethical considerations that were employed in this study. Overall, this chapter offered a comprehensive explanation of how the study was conducted, detailing each step and methodology used.

CHAPTER 4

ANALYSIS AND RESULTS

4 Introduction

This chapter analyses the data collected from both quantitative and qualitative study. The SPSS version 29.0 is used to analyse the quantitative data. On the other hand, thematic analysis is employed to analyse the qualitative data. The results of this entire analysis would then answer RQ1 and RQ2. A total of 200 questionnaires were distributed among Form 4 and Form 5 students studying in SMK Seri Kampar and four participants were interviewed to have an in-depth understanding about the factors affecting speaking anxiety among ESL secondary school students. The survey was conducted through physical survey forms and the interview was done physically in SMK Seri Kampar over a period of four months, from June till October. The chapter ends with a summary which provides an overview of the results of the factors that affect the speaking anxiety among ESL secondary school students. `

4.1 Demographic Profile

The responses exerted by 200 participants from SMK Seri Kampar were firstly analysed into frequencies and percentages. The demographic distribution based on the questionnaire answered which included age, gender, and latest English test results were presented in Table 4.1.

Table 4.1

Demographic Information of Respondents

Characteristic	Category	Frequency	Percentage (%)
Age	16	113	56.5
	17	87	43.5
Gender	Male	99	49.5
	Female	101	50.5
Latest English test results	90 – 100 A +	4	2.0
	80 – 89 A	19	9.5
	70 – 79 A –	30	15.0
	65 – 69 B +	22	11.0
	60 – 64 B	19	9.5
	55 – 59 C +	17	8.5
	50 – 54 C	23	11.5
	45 – 49 D	23	11.5
>40 – 44 E	32	16.0	
0 – 39 G	11	5.5	

Based on the sample distribution, there were 99 male respondents which accounted for 49.5% of the total sample, meanwhile as for the female respondents, there were 101 of them, which is equivalent to 50.5%. The targeted participants for this study were Form 4 and Form 5 students. For form 4 students, 16 years old, it recorded 56.5 % (n=113) which was regarded as the highest compared to form 5 students which only recorded 43.5% (n=87).

The participants who scored within the range of >40-44 (E) recorded the highest number (16%, n= 32) for the latest English test results category. Participants who scored within the range of 70-79 (A-) recorded the second highest number (15%, n= 30). Meanwhile, for the range of 50-54 (C), and 45-49 (D), both these ranges had the same percentage (11.5%, n= 23). Next, for the range 65-69 (B+), it recorded 11% (n=22), while the range 55-59 (C+) recorded 8.5% (n=17). For the ranges 80-89 (A) and 60-64 (B), both this range had the same amount too. They both had the same frequency of 19 and a percentage of 9.5%. The range that had the lowest percentage (2%, n=4) was 90-100 (A+). Lastly, the percentage of students who scored within the range of 0-39 (G) was 5.5% (n=11).

4.2 Descriptive Analysis on Level of English Speaking Anxiety

In this section, the researcher intends to shed light on the first research question, “what is the level of secondary school students’ English speaking anxiety?”. For ‘section II’ in the questionnaire, respondents were required to rank the level of their English speaking anxiety. The questionnaire consists of three different dimensions, namely communication apprehension, test anxiety, and fear of negative evaluation.

Table 4.2

Overall Mean Value and Standard Deviation of the Level of English Speaking Anxiety

Level of English Speaking Anxiety	Mean (M)	Std. deviation
Communication apprehension dimension	2.920	0.658
Test anxiety dimension	2.893	0.587
Fear of negative evaluation dimension	3.169	0.813
Total	2.976	0.582

Note: High (M=3.68-5.00), Moderate (M=2.34-3.67), Low (M=1.00-2.33)

Overall, the participants (n=200) have recorded a moderate level of English speaking anxiety. Based on Table 4.2, the analysis showed that Mean was $M=2.976$ with a Standard Deviation of $SD=0.582$. Consistently, all three dimensions obtained the same level of anxiety when analysed. Participants have recorded moderate mean scores (range 2.34-3.67) on all three dimensions. The analysis revealed that students still face the issue of speaking anxiety even though it is at a moderate level. More detailed descriptive analysis was carried out in the communication apprehension, test anxiety, and fear of negative evaluation dimension in the following sections.

4.2.1 Level of Communication Apprehension Dimension

With the aim of understanding students' anxiety when it comes to communication, there were two items, namely item CA5 and item CA6 obtained a mean score above 3.0. Item CA1, CA2 CA3, CA4, CA7, CA8 and CA9 obtained a mean score within the range of 2.56-2.97. The item that obtained the highest mean score was item CA6 which referred to 'I care about the way I speak in English language in front of other students', recorded at 3.50. Item CA6 also scored the highest for the total percentage of agreement, at 56%. Moving on, the next item that scored the second highest mean was item CA5, 'I feel confident when I speak in my English class', with a mean score of 3.20. In contrast, item CA1, 'I feel scared when I do not understand what the teacher is saying in English language' possessed the lowest mean score at 2.56 with 28% (n=56) of the total sample strongly disagree with the statement. Item CA1 was also the item that owned the lowest percentage of total agreement at 22%.

The findings suggested that students are very self-conscious when it comes to speaking in English. The full list of the mean score for communication apprehension is shown in Table 4.3.

Table 4.3

Mean Score and Total Percentage of Agreement for Communication Apprehension

No	Item	M	S.D.	Response Value Frequencies (%)					Total % of Agreement
				SDA	DA	N	A	SA	
CA1	I feel scared when I do not understand what the teacher is saying in English language	2.56	1.239	56 (28.0)	34 (17.0)	66 (33.0)	30 (15.0)	14 (7.0)	22.0
CA2	I start to panic when I have to speak in English without preparation in English class	2.93	1.295	36 (18.0)	43 (21.5)	45 (22.5)	52 (26.0)	24 (12.0)	38.0
CA3	I feel nervous speaking in English language with English teachers	2.67	1.220	45 (22.5)	47 (23.5)	47 (23.5)	51 (25.5)	10 (5.0)	30.5
CA4	I get upset when I don't understand the mistakes my English teacher is correcting	2.97	1.309	40 (20.0)	27 (13.5)	60 (30.0)	46 (23.0)	27 (13.5)	36.5
CA5	I feel confident when I speak in my English class	3.20	1.139	11 (5.5)	46 (23.0)	69 (34.5)	40 (20.0)	34 (17.0)	37.0
CA6	I care about the way I speak in English language in front of other students.	3.50	1.089	9 (4.5)	27 (13.5)	58 (29.0)	67 (33.5)	39 (19.5)	53.0
CA7	I feel nervous when I am speaking English in my English class	2.93	1.180	31 (15.5)	40 (20.0)	54 (27.0)	62 (31.0)	13 (6.5)	37.5
CA8	I feel nervous when I don't understand every word my English teacher says	2.74	1.208	37 (18.5)	51 (25.5)	55 (27.5)	41 (20.5)	16 (8.0)	28.5
CA9	I feel overwhelmed by the English grammar rules I have to learn to speak in English language	2.79	1.234	35 (17.5)	53 (26.5)	50 (25.0)	43 (21.5)	19 (9.5)	31.0

4.2.2 Level of Test Anxiety Dimension

To understand the anxiety that students faced while sitting for an examination, there were five items, namely TA3, TA4, TA5, TA6 and TA9 obtained a mean score above 3.0. Meanwhile, items TA1, TA2, TA7, TA8 and TA10 had a mean score within the range of 2.16-2.71. The items that had the highest mean score was item TA4, which referred to 'I worry about the negative effects of failing English subjects', recorded at 3.57. Although item TA4 had the highest mean score, the item that scored the highest total percentage of agreement was item TA6 with a percentage of 53%. The next item with the second highest mean score was item TA9, 'I can prepare well for my English tests', with a mean score of 3.44. Item TA9 was also the item that scored the second highest, 50.5%, for the total percentage of agreement.

On the other hand, the item that scored the lowest mean score was item TA7, 'I often feel like not sitting for my English tests', which recorded at 2.16 with 36.5% (n=73) strongly disagree with the statement. Next, the item that had the lowest total percentage of agreement was item TA1, which recorded at 25%.

The findings suggested that even though the majority of the students are afraid of failing their English test, only a handful number of students are afraid of sitting for their English test. The full list of the mean score for communication apprehension is shown in Table 4.4

Table 4.4

Mean Score and Total Percentage of Agreement for Test Anxiety

No	Item	M	S.D.	Response Value Frequencies (%)					Total % of Agreement
				SDA	DA	N	A	SA	
TA1	I am afraid when I know that I'm going to be called on in my English class.	2.67	1.148	39 (19.5)	48 (24.0)	63 (31.5)	40 (20.0)	10 (5.0)	25.0
TA2	During English tests, I think about things that have nothing to do with English.	2.66	1.339	51 (25.5)	47 (23.5)	45 (22.5)	33 (16.5)	24 (12.0)	28.5
TA3	I feel calm during my English language tests.	3.16	1.158	15 (7.5)	45 (22.5)	63 (31.5)	47 (23.5)	30 (15.0)	30.5
TA4	I worry about the negative effects of failing English subject.	3.57	1.197	17 (8.5)	19 (9.5)	45 (22.5)	71 (35.5)	48 (24.0)	36.5
TA5	In English tests, I can get so nervous I forget things I know.	3.01	1.295	26 (13.0)	55 (27.5)	43 (21.5)	43 (21.5)	33 (16.5)	37.0
TA6	Even if I am well prepared for English tests, I feel anxious about it.	3.24	1.183	19 (9.5)	32 (16.0)	63 (31.5)	54 (27.0)	32 (16.0)	53.0
TA7	I often feel like not sitting for my English tests.	2.16	1.171	73 (36.5)	62 (31.0)	35 (17.5)	20 (10.0)	10 (5.0)	37.5
TA8	The more I study for English tests, the more confused I get.	2.32	1.128	56 (28.0)	66 (33.0)	45 (22.5)	25 (12.5)	8 (4.0)	28.5
TA9	I can prepare very well for my English tests.	3.44	1.050	10 (5.0)	24 (12.0)	65 (32.5)	70 (35.0)	31 (15.5)	50.5
TA10	I feel more nervous in my English tests than in my other tests.	2.71	1.287	42 (21.0)	57 (28.5)	39 (19.5)	42 (21.0)	20 (10.0)	31.0

4.2.3 Level of Fear of Negative Evaluation Dimension

To understand students' fear of negative evaluation, all the items, namely FNE1, FNE2, FNE3, FNE5, FNE6, and FNE7 obtained a mean score above 3.0, except item FNE4, 'I am afraid that my English language teacher will correct every mistake I make', which obtained the lowest mean score of 2.56. Item FNE4 recorded 22% of the total percentage of agreement, which was also the lowest compared to all the other items.

The item that scored the highest mean score was item FNE5, 'I always feel that the other students speak English language better than I do', which recorded at 3.61. The next item that scored the second highest mean score was item FNE2, 'I keep thinking that the other students are better at English language than I am', recorded at 3.59. Although item FNE2 had the second highest mean score, this item came first when it comes to the total percentage of agreement, surpassing item FNE5 which had the highest mean score. Item FNE2 OBTAINED 63% while item FNE5 obtained 58% for the total percentage of agreement.

The findings indicated that students exhibit competitiveness among themselves and possess a substantial fear of receiving poor evaluations from their peers. The full list of the mean score for communication apprehension is shown in Table 4.5.

Table 4.5

Mean Score and Total Percentage of Agreement for Fear of Negative Evaluation

No	Item	M	S.D.	Response Value Frequencies (%)					Total % of Agreement
				SDA	DA	N	A	SA	
FNE1	I worry about making mistakes in English class.	3.20	1.168	19 (9.5)	36 (18.0)	59 (29.5)	59 (29.5)	27 (13.5)	43.0
FNE2	I keep thinking that the other students are better at English language than I am.	3.59	1.233	18 (9.0)	23 (11.5)	33 (16.5)	76 (38.0)	50 (25.0)	63.0
FNE3	I feel embarrassed to volunteer to answer in my English class.	3.03	1.215	24 (12.0)	45 (22.5)	59 (29.5)	45 (22.5)	27 (13.5)	36.0
FNE4	I am afraid that my English language teacher will correct every mistake I make.	2.56	1.233	48 (24.0)	53 (26.5)	55 (27.5)	28 (14.0)	16 (8.0)	22.0
FNE5	I always feel that the other students speak English language better than I do.	3.61	1.075	8 (4.0)	23 (11.5)	53 (26.5)	72 (36.0)	44 (22.0)	58.0
FNE6	I am afraid that the other students will laugh at me when I speak in English language.	3.02	1.297	29 (14.5)	47 (23.5)	48 (24.0)	44 (22.0)	32 (16.0)	38.0
FNE7	I feel nervous when the English language teacher asks questions which I have not prepared before the class.	3.20	1.186	18 (9.0)	38 (19.0)	62 (31.0)	50 (25.0)	32 (16.0)	41.0

4.3 Correlational Analysis

4.3.1 Relationship between Latest English Test Results and Level of English Speaking Anxiety

Correlations

		Latest English test results	TotalESA
Latest English test results	Pearson Correlation	1	.338**
	Sig. (2-tailed)		0.000
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation coefficient was performed to evaluate the relationship between the latest English test results and level of English speaking anxiety. There was a significant positive relationship between the students' latest English test results, and the level of their English speaking anxiety, [$r(200) = .338, p = .000$].

4.4 Thematic Analysis of Qualitative Data

Thematic analysis, as described by Braun and Clarke (2006), is a qualitative research approach utilized to distil and comprehend patterns, concepts, and meanings within qualitative data sets. It involves a systematic process of data coding, pattern identification, and theme development to uncover recurring ideas or topics. The method aims to unravel implicit and explicit

themes that provide insight into the subject matter being studied. Braun and Clarke (2006) outline several stages in this process, beginning with familiarization with the data, followed by generating initial codes, identifying potential themes, reviewing and refining those themes iteratively, and finally, defining and naming the identified themes to construct a cohesive narrative from the data.

Based on the interview transcripts, several basic themes were found. Then, the basic themes were grouped together to form five organising themes which then lead to one global theme which is the 'Factors Affecting English Speaking Anxiety among Secondary Students'. The thematic network is shown as below in Figure 4.1.

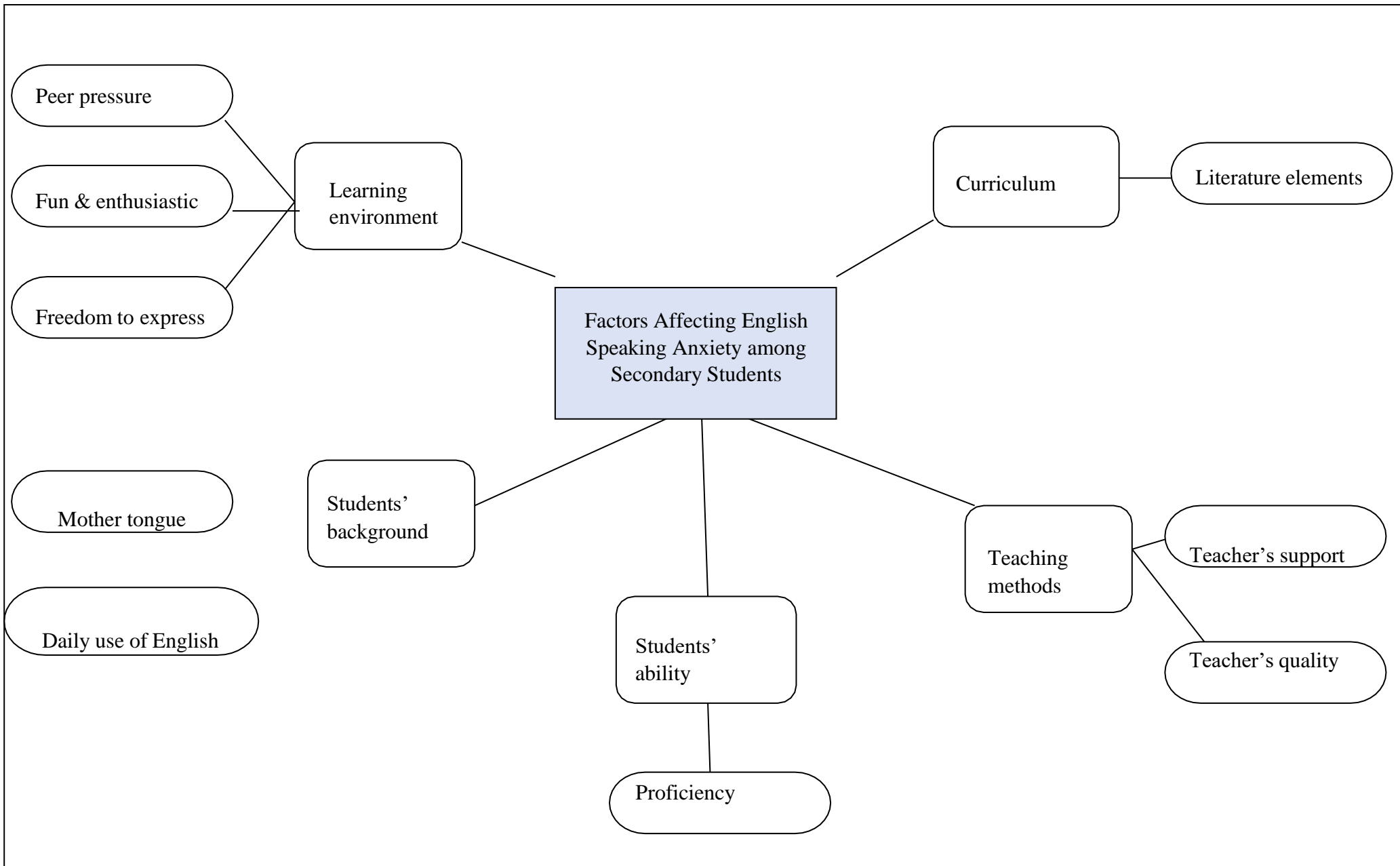


Figure 4.1 *Thematic Network of Factors Affecting English Speaking Anxiety among Secondary Students*

4.4.1 Learning Environment Affected Speaking Anxiety

Codes	Basic themes	Organising themes
‘...Some of my friends might make fun, you know, of me speaking in English...’ (LAS1) ‘...my friends make fun of me for speaking in English more than Tamil..’ (LAS2) ‘...feel anxious when I need to speak in front of my friends. I fear that they will judge me...’ (HAS2)	Peer pressure	Learning environment
‘...using English is unique besides Bahasa Melayu.’ (HAS1) ‘... the only class where I can show myself or express myself and be confident about myself.’ (LAS1)	Fun and enthusiastic Freedom to express	
‘...English is one of the only subjects where we are allowed to express ourselves, where we are allowed to explore a lot of things in English...’ (LAS1) ‘...I’m allowed to be myself...’(LAS1) ‘...able to be myself and express myself during English classes.’ (LAS2)		

The first basic theme under learning environment is ‘peer pressure’. For example, ‘...Some of my friends might make fun, you know, of me speaking in English...’ (LAS1), ‘...my friends make fun of me for speaking in English more than Tamil..’ (LAS2), ‘...feel anxious when I need to speak in front of my friends. I fear that they will judge me...’(HAS2). Interviewees indicated that the pressure from their friends are one of the factors that hinders them from speaking in English.

The next basic theme is ‘fun and enthusiastic’. ‘...using English is unique besides Bahasa Melayu.’ (HAS1). Based on the interviewee’s explanation, learning English was fun and the interviewee feels enthusiastic because every time the teacher speak in English, the interviewee feels that it is unique compared to the interviewee’s native language, Bahasa Melayu.

The third basic theme ‘freedom to express’ in this section referred to students’ ability to be themselves during English classes. ‘... the only class where I can show myself or express myself and be confident about myself.’ (LAS1), ‘...English is one of the only subjects where we are allowed to express ourselves, where we are allowed to explore a lot of things in English...’ (LAS1), ‘...I’m allowed to be myself...’(LAS1), ‘...able to be myself and express myself during English classes.’ (LAS2). Both these interviewees stated that they enjoy English classes because they are able to be their true self whenever they are in their English class.

4.4.2 Students’ Ability Affected Speaking Anxiety

Codes	Basic themes	Organising themes
‘...I feel very anxious because I am not fluent in English even though I understand what my teacher is saying...’ (HAS1) ‘...feel very challenged because my English is very poor...’ (HAS1)	Proficiency	Students’ ability

When it comes to students’ ability, the basic theme that was found was proficiency. ‘...I feel very anxious because I am not fluent in English even though I understand what my teacher is saying...’ (HAS1), ‘...feel very challenged because my English is very poor...’ (HAS1). Based on the analysis of the interview transcript, it is suggested that one out of four interviewees faced the issue of speaking anxiety due to the interviewee’s proficiency.

4.4.3 Students’ Background Affected Speaking Anxiety

Codes	Basic themes	Organising themes
‘...I do not have to try as hard and I can just relax.’ (LAS1) ‘...use English a lot at home and with my friends, so I do not face any difficulties...’ (LAS2)	Mother tongue Daily use of English	Students’ background

Students' background is another factor that affects the interviewees from speaking well in English. '...I do not have to try as hard and I can just relax.' (LAS1), '...use English a lot at home and with my friends, so I do not face any difficulties...' (LAS2). Both interviewees stated that since their mother tongue is English and they use English daily at home, they do not really experience any speaking anxiety. However, for students' who native language is not English, they may face the issue of speaking anxiety.

4.4.4 Teaching Methods Affected Speaking Anxiety

Codes	Basic themes	Organising themes
'...Feel its when the teachers interact with the students more...' (LAS1)	Teachers' support	Teaching methods
'...my teacher never punish me for my mistakes...' (HAS2)		
'... my teacher made me feel less scared when I am learning with her...' (HAS2)		
'...different teachers have different teaching methods...' (LAS1)	Teachers' quality	
'...most of the teachers I have seen have a used a lot of very student-based...' (LAS1)		
'...when the teacher talks to me, I find that the English language is interesting, and I am interested in learning.' (HAS1)		
'...when the teachers chooses to interact with students and turn the classroom to a student-centered classroom...' (LAS2)		
'...my teacher always have exciting games...' (HAS2)		

The first basic theme that was found under teaching methods is 'teachers' support'. For example, '...Feel its when the teachers interact with the students more...' (LAS1), '...my teacher never punish me for my mistakes...' (HAS2), '... my teacher made me feel less scared when I am learning with her...' (HAS2). The interviewees suggested that when a teacher communicates with the students more, they are able to overcome their speaking anxiety.

Another interviewee also stated that with the support of the teacher and no punishment from the teacher when a mistake was made, the interviewee feels less afraid in class.

The second theme that was found is ‘teachers’ quality’. It is found that teachers’ quality can affect the speaking anxiety of the interviewees. For instance, ‘...different teachers have different teaching methods...’ (LAS1), ‘...most of the teachers I have seen have a used a lot of very student-based...’ (LAS1), ‘...when the teacher talks to me, I find that the English language is interesting, and I am interested in learning.’ (HAS1), ‘...when the teachers chooses to interact with students and turn the classroom to a student-centered classroom...’ (LAS2), ‘...my teacher always have exciting games...’ (HAS2). The interviewees noted that when teachers have different teaching methods that are fun and engaging, and when the teachers have good teaching qualities, the speaking anxiety can be reduced in them.

4.4.5 Curriculum Affected Speaking Anxiety

Codes	Basic themes	Organising themes
‘...love the literature elements that are incorporated in our English lessons because it is fun and interesting.’ (LAS2)	Literature elements	Curriculum

The last basic theme under curriculum is literature elements. For example, ‘...love the literature elements that are incorporated in our English lessons because it is fun and interesting.’ (LAS2). The interviewee stated that because of the literature element that is in the syllabus, the interviewee feels that it is fun, and it motivates the interviewee to speak in English.

4.5 Summary

This chapter comprises the findings that were gathered from the qualitative and quantitative data. The data were analysed using the SPSS version 29.0 and thematic analysis. The findings were grouped together and were presented in table form. All in all, this chapter has covered the entire findings from the qualitative and quantitative study.

CHAPTER 5

DISCUSSION AND CONCLUSION

5 Introduction

This chapter presents a review of the findings gathered by the questionnaire in quantitative study and interview in qualitative study, then conclusion on the factors affecting speaking anxiety among ESL secondary school students at the end of the study. A discussion is conducted to provide a thorough interpretation of the findings for each research question. Additionally, the chapter continues with the implications and limitations of the overall findings within the context of secondary school in Malaysia. Lastly, the chapter ends with a note on suggestions for potential studies related to the similar phenomenon in the future as well as the conclusion and final overview of the entire phenomenon investigated in the current study.

5.1 Discussion

5.1.1 Discussion for Research Question One

This section presents the discussion for Research Question One, ‘What is the level of secondary school students’ English speaking anxiety?’. The discussions were presented based on the three dimensions of speaking anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation dimensions. Based on the quantitative findings of the current study, the overall mean scores for the level of secondary school students’ English speaking anxiety is at a moderate level. Since they are very limited studies being conducted on secondary school context, it was uncertain regarding the explanation based on past literature.

Based on the quantitative findings for the first dimension, communication apprehension, it was found that students are very self-conscious of the way they speak in front

of their peers. In educational settings, a prevalent observation emerged indicating that students exhibit a heightened level of self-awareness and sensitivity regarding their verbal communication when addressing their peers. This heightened self-consciousness appears to stem from various factors, such as the fear of judgment or criticism, the desire for acceptance within their social circle, or even a lack of confidence in their linguistic abilities. Consequently, this awareness often influences their speech patterns, causing them to carefully consider their words, tone, and delivery when speaking publicly or in group settings. This self-consciousness can significantly impact their comfort level, participation, and overall communication effectiveness within the academic environment, highlighting the importance of fostering a supportive and inclusive atmosphere for student expression and development. This finding is consistent with a study from the past by Toubut and Seng (2018). The researchers explained that although the students have moderate level of anxiety, their greatest fear is when they have to speak in front of the class in a foreign language. This shows that the students are very self-conscious of the way they speak in front of the class.

Next, for the second dimension, test anxiety, it was found that students fear of the consequences of failing their English test. The discovery highlighted a prevailing concern among students regarding the potential repercussions associated with performing poorly on their English assessments. This worry appears rooted in several factors, including the perceived impact on their academic standing, potential limitations on future opportunities, and the pressure to meet certain expectations set by themselves, their educators, or societal standards. Fear of failing an English test seems to evoke anxiety about grades, which could affect their overall academic performance or future educational paths. This concern often instills a sense of urgency and heightened stress, leading students to invest significant time and effort in preparation to mitigate the perceived negative outcomes associated with a less-than-satisfactory performance in their English examinations.

Moving on to the third dimension, fear of negative evaluation, it was found that students are afraid of being negatively evaluated or judged by others. The research revealed a prevalent fear among students centred around the potential for negative assessments or criticism from their peers or authority figures. This apprehension appears to stem from a variety of sources, including the desire for social acceptance, the fear of being labelled or misunderstood, or the worry about falling short of expectations. The prospect of negative evaluations seems to create a sense of vulnerability, prompting students to navigate social interactions cautiously and often inhibiting their willingness to express themselves openly. This fear of judgment tends to influence behaviour, leading students to seek validation or conformity to avoid potential disapproval, impacting their confidence, social interactions, and overall sense of self-assurance within their academic and social spheres. This finding is supported by a in the past that also highlighted the issue of students fear of being evaluated negatively. the researcher stated that students do not exhibit fear of speaking instead they are worried of being judged negatively (Badrasawi et al., 2020).

5.1.2 Discussion for Research Question Two

This section presents the discussion for Research Question Two, ‘What are the factors that affect secondary school students’ English speaking anxiety?’. The discussions were presented based on the five organizing themes that were formed after undergoing the thematic analysis of the interview transcripts. Based on the qualitative findings of the current study, it was found that students’ background, students’ ability, teaching methods, curriculum and learning environment are some of the key factors that affect students English speaking anxiety.

For the first theme, students’ background, it is found that students avoid using English because they are more comfortable speaking in their own mother tongue. The preference

among students for using their native language over English stems from a comfort rooted in familiarity and a deeper sense of linguistic fluency. The inclination to communicate in their mother tongue arises from a natural ease and confidence derived from years of using it in their daily lives and interactions. This comfort level often leads to a more effortless expression of thoughts, emotions, and ideas, enabling a smoother and more nuanced communication experience. Conversely, using English might introduce a level of discomfort or uncertainty due to potential language barriers, leading students to opt for their native language as a means of clearer and more confident expression within their social and academic environments.

Next, students' ability also affects the students' English speaking anxiety. Students tend to refrain from speaking in English when their proficiency level is low due to a multitude of reasons. The lack of confidence in their language skills often leads to a fear of making mistakes or being misunderstood, hindering their willingness to engage in verbal communication. This hesitancy arises from a concern about their ability to effectively convey thoughts or ideas, leading to a preference for their native language where they feel more competent and capable. Additionally, a lower proficiency level might contribute to a sense of self-consciousness, deterring students from participating in English conversations to avoid potential embarrassment or feeling out of place. As a result, they might opt for alternative modes of communication or remain silent in English-speaking settings until they gain more confidence and proficiency in the language.

Besides, another factor that affects the students' English speaking anxiety is the teaching methods. Students face anxiety when the quality and the support of a teacher is absent. The absence of quality support from teachers often creates a significant source of anxiety for students. When students perceive a lack of guidance, effective instruction, or supportive engagement from their educators, it can generate feelings of uncertainty and unease regarding

their academic progress and success. Without the necessary guidance or mentorship, students might struggle to comprehend complex concepts, leading to frustration and a sense of being left behind. Moreover, the absence of a supportive teacher-student dynamic can diminish their confidence in seeking help or clarification, exacerbating their anxiety about their academic performance and overall learning experience. A teacher's role as a source of guidance, encouragement, and effective instruction plays a pivotal role in alleviating the students' anxiety and fostering a conducive environment for learning and growth.

Furthermore, curriculum also affects the English speaking anxiety of students. The curriculum structure and content significantly impact students' English-speaking anxiety. When the curriculum lacks sufficient emphasis on speaking skills or fails to provide opportunities for practical application and interaction in English, students may experience heightened anxiety. A curriculum that primarily focuses on written assessments or neglects speaking practice can contribute to a lack of confidence in verbal communication. Additionally, if the curriculum doesn't cater to individual learning styles or pace, students who require more speaking-oriented activities might feel disadvantaged, increasing their anxiety about their speaking abilities. A well-rounded curriculum that integrates various speaking exercises, encourages participation, and offers supportive guidance can help alleviate students' English-speaking anxiety by providing them with the necessary tools and confidence to express themselves fluently.

Finally, the learning environment is also another factor that affects students' English speaking anxiety. Students face all sorts of different environment while in school. One of them being the peer pressure that they receive from their friends. The current study found that despite possessing proficient English-speaking skills, certain students experience reluctance to use the language due to the influence of peer pressure. This pressure, often rooted in social dynamics

or cultural norms within their immediate social circles, can create a sense of self-consciousness or fear of judgment. Even though these students are capable of speaking English fluently, the desire to conform to peer expectations or avoid standing out might lead them to withdraw from using the language. This peer-driven hesitation can impact their confidence in expressing themselves in English, causing them to refrain from utilizing their language abilities in social or academic settings, ultimately hindering their linguistic development despite their proficiency.

5.2 Implications

The current study appears to have produced a tenable level of benefit for educators, schools, and other relevant stakeholders. Firstly, the findings of this study have unveiled the factors that affect speaking anxiety among ESL secondary school students. Besides, it also proved that students suffer from moderate levels of speaking anxiety. Therefore, through this study, the ministry may revise or restructure the current curriculum to improve the quality of the current syllabus. Incorporating more speaking activities into the syllabus could be a viable solution to address the identified moderate levels of speaking anxiety among students. Offering ample opportunities for students to practice speaking English in a supportive environment can indeed help them build confidence and overcome their fear of speaking. By advocating for curriculum enhancements that focus on fostering speaking skills, the study's findings can directly influence teaching methodologies and educational policies. This proactive approach aligns with the goal of equipping students with practical language skills while addressing their psychological barriers to speaking.

Besides, the study's findings can be a valuable resource for teachers in understanding the specific challenges students face in speaking English. This understanding serves as a

foundation for educators to adapt and enhance their teaching methods to better address these obstacles. Utilizing this study as a reference, teachers can pivot towards more interactive and student-centred approaches. Creating a student-centred classroom environment empowers students to actively engage in language practice and communication. This approach encourages participation, fosters confidence, and provides ample opportunities for students to use the language in a supportive setting. In addition, incorporating fun and engaging activities aligned with the findings of this study can make language learning more enjoyable and effective. By tailoring lessons to address the identified factors contributing to speaking anxiety, teachers can create a more conducive environment for students to overcome their fear of speaking English. Furthermore, this study's insights can prompt professional development opportunities for teachers. Workshops or training sessions focused on implementing student-centred approaches or incorporating speaking activities into lessons could be organized based on the study's findings. Empowering teachers with the knowledge and tools to create an environment conducive to language practice and communication is essential for enhancing students' language proficiency and confidence in speaking English.

Highlighting these practical implications in this study can reinforce the significance of your findings for educational stakeholders. Emphasizing the potential impact on curriculum development and teaching methodologies can prompt action and further discussion among educators, policymakers, and relevant stakeholders.

5.3 Limitations

Acknowledging the limitations of this study is a crucial aspect of maintaining transparency and understanding the scope of the findings. The small sample size and the restriction of study to a single school focusing solely on Form 4 and Form 5 students are indeed

significant limitations. These limitations affect the generalizability of the findings beyond the specific context of that school and those particular grades. It is important to recognize that the diversity among students in different schools, grade levels, and educational settings might yield varied perspectives and experiences regarding speaking anxiety.

Next, time constraint is another limitation that was found in this study, as it might have restricted the depth and breadth of this study. Incorporating this limitation into this research discussion can be done by highlighting how the four-month duration may have constrained the scope of data collection, analysis, and the overall depth of exploration into speaking anxiety among ESL secondary school students. Additionally, it may have limited the ability to implement interventions or observe long-term effects. A longer duration might have facilitated a more extensive exploration of speaking anxiety among ESL secondary school students, allowing for a more in-depth investigation of factors influencing speaking anxiety, and potentially enabling the observation of any changes over time.

In addition, the restriction of this study to a single secondary public school in Perak is an important limitation that might hinder the generalizability of the findings across all public schools in Malaysia. Given Malaysia's diverse educational landscape, comprising 14 states, the exclusive focus on one state might limit the broader applicability of the study's results. Expanding the study to encompass multiple schools across various states within Malaysia would provide a more comprehensive understanding of the factors influencing speaking anxiety among ESL students. Comparing and contrasting findings across different states could unveil nuanced regional differences or similarities that contribute to speaking anxiety in ESL students.

5.4 Recommendations

As the present study only emphasised on the sample within one particular secondary school in the State of Perak, it is recommended that further studies should be conducted according to different settings. Expanding the study's scope to encompass diverse settings, such as urban and rural schools or public and private institutions, indeed holds immense potential for enriching research outcomes. The variation in demographics, resources, and educational environments across these settings can provide a comprehensive understanding of the subject matter. For instance, urban schools often exhibit higher language proficiency among students due to various factors like accessibility to resources, exposure to diverse linguistic environments, and potentially better-equipped educational facilities. On the other hand, rural schools might face unique challenges such as limited access to language-related resources or fewer opportunities for language enrichment programs. Exploring these differences could offer valuable insights into the factors influencing language proficiency among students.

Additionally, comparing results across different types of schools—public versus private—may reveal disparities in language proficiency levels attributed to factors like teaching methodologies, curriculum differences, or socioeconomic backgrounds of the students. Furthermore, considering a broader range of schools beyond a single location or institution could enhance the generalizability of findings. It allows researchers to discern patterns or variations that might be specific to certain contexts versus those that hold true across diverse settings. By conducting studies across varied settings, researchers can generate more robust conclusions and recommendations that cater to the multifaceted landscape of education. This comprehensive approach can contribute significantly to understanding the dynamics influencing language proficiency among secondary school students.

Apart from that, expanding sample size is recommended to ensure the reliability and validity of the study's findings. A larger sample size allows for a more diverse representation of the population, thereby increasing the robustness of the conclusions drawn from the study. With a larger pool of participants, researchers can capture a wider range of perspectives, experiences, and abilities related to language proficiency among secondary school students. This diversity within the sample can unveil nuanced patterns, trends, or outliers that might not be evident in a smaller sample. By combining a larger sample size with the exploration of diverse settings, such as urban and rural schools or public and private schools, researchers can yield a comprehensive and nuanced understanding of the factors influencing language proficiency among secondary school students.

5.5 Conclusion

In light of the study's objectives, it offers helpful perspectives, clear findings, ideas, and recommendations for assisting ESL secondary school students in overcoming their speaking anxiety. Firstly, the findings of the current study shows that the speaking anxiety experienced by ESL secondary school students are at a moderate level, which means that students still experience anxiety when they are asked to speak.

Moreover, the study's discussion on the factors hindering students from speaking in English is insightful. Pinpointing aspects like the learning environment, students' abilities, backgrounds, teaching methods, and curriculum as influential factors provides a comprehensive understanding of the multifaceted nature of speaking anxiety. Addressing these factors could be pivotal in designing interventions or strategies to alleviate speaking anxiety among ESL students. For instance, creating a supportive and encouraging learning environment, tailoring teaching methods to boost confidence, providing additional support for

students with diverse backgrounds, and revising curriculum to include more interactive speaking activities might all contribute to mitigating speaking anxiety.

The study's findings and discussions lay a solid foundation for recommendations and actionable strategies that can be implemented within educational institutions. It not only highlights the problem but also offers potential solutions to enhance the English speaking abilities and confidence of ESL secondary school students. Moving forward, building on these findings to propose specific interventions or strategies that address these identified factors could be a significant step towards assisting ESL students in overcoming their speaking anxiety effectively. Additionally, considering the practical implementation and feasibility of these recommendations within the educational system would further strengthen the impact of the study's outcomes.

5.6 Summary

This chapter consisted of discussion and conclusion of the variables, implications, limitations of the study, recommendation for further study and conclusion that included the overview of the entire study

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Appendix A – Questionnaire form

PERSONAL DATA PROTECTION NOTICE

Please be informed that in accordance with Personal Data Protection Act 2010 (“PDPA”) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman (“UTAR”) is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:
 - a) Name
 - b) Identity card
 - c) Place of Birth
 - d) Address
 - e) Education History
 - f) Employment History
 - g) Medical History
 - h) Blood type
 - i) Race
 - j) Religion
 - k) Photo
 - l) Personal Information and Associated Research Data
2. The purposes for which your personal data may be used are inclusive but not limited to:
 - a) For assessment of any application to UTAR
 - b) For processing any benefits and services
 - c) For communication purposes
 - d) For advertorial and news
 - e) For general administration and record purposes
 - f) For enhancing the value of education
 - g) For educational and related purposes consequential to UTAR
 - h) For replying any responds to complaints and enquiries
 - i) For the purpose of our corporate governance
 - j) For the purposes of conducting research/ collaboration
3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.
4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.
5. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

6. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.
7. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.
8. You may access and update your personal data by writing to us at sharonanthonylai@lutar.my

Acknowledgment of Notice

- [] I have been notified and that I hereby understood, consented and agreed per UTAR above notice.
- [] I disagree, my personal data will not be processed.

.....
Name:
Date:



UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCES

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION
FINAL YEAR PROJECT

**‘ INVESTIGATING THE FACTORS AFFECTING THE SPEAKING ANXIETY
AMONG ESL SECONDARY STUDENTS: INSIGHTS FROM A MALAYSIAN
SECONDARY SCHOOL ’**

Survey Questionnaire

I am a final year undergraduate students pursuing Bachelor of Arts (Hons) English Education from University Tunku Abdul Rahman (UTAR), Perak.

The purpose of the study is to investigate the factors affecting the speaking anxiety among ESL secondary school students. Your participation will greatly contribute to the success of this survey. I truly appreciate your help in participating in this survey, and your responses will remain private and will be used strictly for **academic purpose only**.

Thank you.

Name: Sharon Anthony Lai A/P Anthony
Student ID: 20AAB00539
Supervisor's Name: Mr. Tiew Chia Chun

Instructions:

- 1) There are **TWO** (2) sections in this questionnaire. Please answer **ALL** questions in **ALL** sections.

- 2) Please use this scale to answer the following questions by circling the most appropriate response.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

SECTION A: DEMOGRAPHIC PROFILE

Please tick only one answer on each of the following question.

1) Age

16 years old

17 years old

2) Gender

Male

Female

3) Latest English test result

90 – 100 A +

80 – 89 A

70 – 79 A –

65 – 69 B +

60 – 64 B

55 – 59 C +

50 – 54 C

45 – 49 D

>40 – 44 E

0 – 39 G

Section B
Communication apprehension

No.	Items	Scale				
1	I feel scared when I do not understand what the teacher is saying in English language. (<i>Saya berasa takut apabila saya tidak faham tentang perkara yang disampaikan oleh guru dalam bahasa Inggeris.</i>)	1	2	3	4	5
2	I start to panic when I have to speak in English without preparation in English class. (<i>Saya mula berasa panik apabila saya terpaksa bertutur dalam bahasa Inggeris tanpa sebarang persediaan semasa kelas Bahasa Inggeris.</i>)	1	2	3	4	5
3	I feel nervous speaking in English language with English teachers. (<i>Saya berasa gementar untuk bertutur dalam bahasa Inggeris dengan guru bahasa Inggeris.</i>)	1	2	3	4	5
4	I get upset when I don't understand the mistakes my English teacher is correcting. (<i>Saya berasa kecewa apabila saya tidak memahami kesilapan yang dibetulkan oleh guru Bahasa Inggeris saya.</i>)	1	2	3	4	5
5	I feel confident when I speak in my English class. (<i>Saya berasa yakin apabila saya bertutur dalam kelas Bahasa Inggeris saya.</i>)	1	2	3	4	5
6	I care about the way I speak in English language in front of other students. (<i>Saya prihatin tentang cara pertuturan saya dalam bahasa Inggeris di hadapan pelajar lain.</i>)	1	2	3	4	5
7	I feel nervous when I am speaking English in my English class. (<i>Saya berasa gementar apabila saya bertutur dalam bahasa Inggeris semasa kelas Bahasa Inggeris.</i>)	1	2	3	4	5
8	I feel nervous when I don't understand every word my English teacher says. (<i>Saya berasa gementar apabila saya tidak memahami setiap perkataan bahasa Inggeris yang diungkapkan oleh guru saya.</i>)	1	2	3	4	5

9	I feel overwhelmed by the English grammar rules I have to learn to speak in English language. <i>(Saya merasa terbebani dengan peraturan tata bahasa Inggris yang perlu saya pelajari untuk bertutur dalam bahasa Inggris.)</i>	1	2	3	4	5
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Test Anxiety

No.	Items	Scale				
10	I am afraid when I know that I'm going to be called on in my English class. <i>(Saya berasa takut apabila saya tahu bahawa nama saya akan dipanggil dalam kelas Bahasa Inggeris saya.)</i>	1	2	3	4	5
11	During English tests, I think about things that have nothing to do with English. <i>(Semasa ujian Bahasa Inggeris, saya memikirkan perkara-perkara yang tiada kena-mengena dengan Bahasa Inggeris.)</i>	1	2	3	4	5
12	I feel calm during my English language tests. <i>(Saya berasa tenang semasa menghadapi ujian bahasa Inggeris saya.)</i>	1	2	3	4	5
13	I worry about the negative effects of failing English subject. <i>(Saya berasa bimbang tentang akibat yang akan saya hadapi sekiranya gagal dalam Bahasa Inggeris.)</i>	1	2	3	4	5
14	In English tests, I can get so nervous I forget things I know. <i>(Semasa ujian Bahasa Inggeris, saya menjadi sangat gementar sehingga saya melupakan perkara-perkara yang saya sedia tahu.)</i>	1	2	3	4	5
15	Even if I am well prepared for English tests, I feel anxious about it. <i>(Walaupun saya sudah membuat persediaan yang baik untuk ujian Bahasa Inggeris, saya masih berasa cemas.)</i>	1	2	3	4	5
16	I often feel like not sitting for my English tests. <i>(Saya sering berasa seperti tidak ingin menduduki ujian Bahasa Inggeris saya.)</i>	1	2	3	4	5
17	The more I study for English tests, the more confused I get. <i>(Semakin saya belajar untuk ujian Bahasa Inggeris, saya menjadi semakin keliru.)</i>	1	2	3	4	5
18	I can prepare very well for my English tests. <i>(Saya boleh membuat persediaan yang baik untuk ujian Bahasa Inggeris saya.)</i>	1	2	3	4	5

19	I feel more nervous in my English tests than in my other tests. <i>(Saya berasa lebih gementar semasa ujian Bahasa Inggeris saya berbanding dengan ujian-ujian lain.)</i>	1	2	3	4	5
----	--	---	---	---	---	---

Fear of Negative Evaluation

No.	Items	Scale				
20	I worry about making mistakes in English class. <i>(Saya berasa bimbang untuk melakukan kesilapan dalam kelas Bahasa Inggeris.)</i>	1	2	3	4	5
21	I keep thinking that the other students are better at English language than I am. <i>(Saya sentiasa berpendapat bahawa pelajar lain lebih baik dalam bahasa Inggeris daripada saya.)</i>	1	2	3	4	5
22	I feel embarrassed to volunteer to answer in my English class. <i>(Saya berasa malu untuk menjawab soalan secara sukarela dalam kelas Bahasa Inggeris saya.)</i>	1	2	3	4	5
23	I am afraid that my English language teacher will correct every mistake I make. <i>(Saya bimbang guru Bahasa Inggeris saya akan membetulkan setiap kesilapan yang saya lakukan.)</i>	1	2	3	4	5
24	I always feel that the other students speak English language better than I do. <i>(Saya sentiasa berasa bahawa pelajar-pelajar lain bertutur dalam bahasa Inggeris dengan lebih baik daripada saya.)</i>	1	2	3	4	5
25	I am afraid that the other students will laugh at me when I speak in English language. <i>(Saya bimbang pelajar-pelajar lain akan mentertawakan saya apabila saya bertutur dalam bahasa Inggeris.)</i>	1	2	3	4	5
26	I feel nervous when the English language teacher asks questions which I have not prepared before the class. <i>(Saya berasa gementar apabila guru Bahasa Inggeris menanyakan soalan tentang perkara yang belum saya buat persediaan sebelum kelas berkenaan.)</i>	1	2	3	4	5

Thank you for completing this questionnaire! Your feedback is really important to me, and I truly appreciate the time you have taken to participate in this research project.

Appendix B – Interview questions

PERSONAL DATA PROTECTION NOTICE

Please be informed that in accordance with Personal Data Protection Act 2010 (“PDPA”) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman (“UTAR”) is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

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 - r) For enhancing the value of education
 - s) For educational and related purposes consequential to UTAR
 - t) For replying any responds to complaints and enquiries
 - u) For the purpose of our corporate governance
 - v) For the purposes of conducting research/ collaboration
3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.
4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.
5. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

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5. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.
6. You may access and update your personal data by writing to us at sharonanthonylai@lutar.my

Acknowledgment of Notice

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- [] I disagree, my personal data will not be processed.

.....

Name:

Date:



**UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCES**

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

FINAL YEAR PROJECT

**‘ INVESTIGATING THE FACTORS AFFECTING THE SPEAKING ANXIETY
AMONG ESL SECONDARY STUDENTS: INSIGHTS FROM A MALAYSIAN
SECONDARY SCHOOL ’**

I am a final year undergraduate student pursuing Bachelor of Arts (Hons) English Education from University Tunku Abdul Rahman (UTAR), Perak.

The purpose of the study is to investigate the factors affecting the speaking anxiety among ESL secondary school students. Your participation will greatly contribute to the success of this survey. I truly appreciate your help in participating in this survey, and your responses will remain private and will be used strictly for **academic purposes only**.

Thank you.

Name: Sharon Anthony Lai A/P Anthony

Student ID: 20AAB00539

Supervisor's Name: Mr. Tiew Chia Chun

INSTRUCTIONS

- 1) There are a total of six questions for this interview session. Students are required to answer ALL questions during the interview session.
- 2) The interview session will take around 20 minutes to complete.
- 3) Before we begin, I would like to seek your consent to record this interview session for research purposes only.
- 4) The data collected from this interview session will be kept confidential.

INTERVIEW QUESTIONS

1. How do you feel when you are attending English class?
(Apakah perasaan anda apabila menghadiri kelas Bahasa Inggeris?)
2. Do you enjoy your English classes? Why?
(Adakah anda seronok dengan kelas Bahasa Inggeris anda? Mengapa?)
3. Do you feel anxious/relaxed when attending English class? Why?
(Adakah anda berasa cemas/tenang apabila menghadiri kelas Bahasa Inggeris? Mengapa?)
4. What situations make you feel anxious or relaxed in English class?
(Apakah situasi yang membuatkan anda berasa cemas / tenang dalam kelas Bahasa Inggeris?)
5. Are there any challenges that you face when speaking in English class?
(Adakah anda menghadapi sebarang cabaran apabila bertutur dalam Bahasa Inggeris?)
6. Do you think it is important for you to learn English language? Why?
(Adakah anda berasa penting untuk anda mempelajari bahasa Inggeris? Mengapa?)

Thank you for joining this interview session! Your feedback is really important to me, and I truly appreciate the time you have taken to participate in this research project.

Appendix C – Students' questionnaire forms

SK SK

4PSV1

PERSONAL DATA PROTECTION NOTICE

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 - s) For educational and related purposes consequential to UTAR
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Consent:

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6. You may access and update your personal data by writing to us at sharonanthonylai@utar.my

Acknowledgement of Notice

- I have been notified and that I hereby understood, consented and agreed per UTAR above notice.
- I disagree, my personal data will not be processed.


Name: Sorfina (4PSV1)
Date: 6/9

one



UNIVERSITI TUNKU ABDUL RAHMAN
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Survey Questionnaire

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The purpose of the study is to investigate the factors affecting the speaking anxiety among ESL secondary school students. Your participation will greatly contribute to the success of this survey. I truly appreciate your help in participating in this survey, and your responses will remain private and will be used strictly for **academic purposes only**.

Thank you.

Name: Sharon Anthony Lai A/P Anthony

Student ID: 20AAB00539

Supervisor's Name: Mr. Tiew Chia Chun

III. Fear of Negative Evaluation

No	Items	Scale				
20	I worry about making mistakes in English class. <i>(Saya merasa bimbang untuk melakukan kesalahan dalam kelas Bahasa Inggris.)</i>	1	2	3	4	5
21	I keep thinking that the other students are better at English language than I am. <i>(Saya sentiasa berpendapat bahawa pelajar lain lebih baik dalam bahasa Inggris daripada saya.)</i>	1	2	3	4	5
22	I feel embarrassed to volunteer to answer in my English class. <i>(Saya merasa malu untuk menjawab soalan secara sukarela dalam kelas Bahasa Inggris saya.)</i>	1	2	3	4	5
23	I am afraid that my English language teacher will correct every mistake I make. <i>(Saya bimbang guru Bahasa Inggris saya akan membetulkan setiap kesalahan yang saya lakukan.)</i>	1	2	3	4	5
24	I always feel that the other students speak English language better than I do. <i>(Saya sentiasa merasa bahawa pelajar-pelajar lain bertutur dalam bahasa Inggris dengan lebih baik daripada saya.)</i>	1	2	3	4	5
25	I am afraid that the other students will laugh at me when I speak in English language. <i>(Saya bimbang pelajar-pelajar lain akan mentertawakan saya apabila saya bertutur dalam bahasa Inggris.)</i>	1	2	3	4	5
26	I feel nervous when the English language teacher asks questions which I have not prepared before the class. <i>(Saya merasa gemetar apabila guru Bahasa Inggris menanyakan soalan tentang perkara yang belum saya buat persediaan sebelum kelas berkenaan.)</i>	1	2	3	4	5

Thank you for completing this questionnaire! Your feedback is really important to me, and I truly appreciate the time you have taken to participate in this research project.

II. Test Anxiety

No	Items	Scale				
		1	2	3	4	5
10	I am afraid when I know that I'm going to be called on in my English class. <i>(Saya berasa takut apabila saya tahu bahawa nama saya akan dipanggil dalam kelas Bahasa Inggeris saya.)</i>	1	②	3	4	5
11	During English tests, I think about things that have nothing to do with English. <i>(Semasa ujian Bahasa Inggeris, saya memikirkan perkara-perkara yang tiada kena-mengena dengan Bahasa Inggeris.)</i>	①	2	3	4	5
12	I feel calm during my English language tests. <i>(Saya berasa tenang semasa menghadapi ujian Bahasa Inggeris saya.)</i>	1	2	③	4	5
13	I worry about the negative effects of failing English subject. <i>(Saya berasa bimbang tentang akibat yang akan saya hadapi sekiranya gagal dalam Bahasa Inggeris.)</i>	1	2	③	4	5
14	In English tests, I can get so nervous I forget things I know. <i>(Semasa ujian Bahasa Inggeris, saya menjadi sangat gementar sehingga saya melupakan perkara-perkara yang saya sedia tahu.)</i>	1	2	③	4	5
15	Even if I am well prepared for English tests, I feel anxious about it. <i>(Walaupun saya sudah membuat persediaan yang baik untuk ujian Bahasa Inggeris, saya masih berasa cemas.)</i>	1	2	③	4	5
16	I often feel like not sitting for my English tests. <i>(Saya sering berasa seperti tidak ingin menduduki ujian Bahasa Inggeris saya.)</i>	1	②	3	4	5
17	The more I study for English tests, the more confused I get. <i>(Semakin saya belajar untuk ujian Bahasa Inggeris, saya menjadi semakin keliru.)</i>	①	2	3	4	5
18	I can prepare very well for my English tests. <i>(Saya boleh membuat persediaan yang baik untuk ujian Bahasa Inggeris saya.)</i>	1	2	③	4	5
19	I feel more nervous in my English tests than in my other tests. <i>(Saya berasa lebih gementar semasa ujian Bahasa Inggeris saya berbanding dengan ujian-ujian lain.)</i>	1	2	③	4	5

Section B

I. Communication Apprehension

No	Items	Scale				
		1	2	3	4	5
1	I feel scared when I do not understand what the teacher is saying in English language. <i>(Saya berasa takut apabila saya tidak faham tentang perkara yang disampaikan oleh guru dalam bahasa Inggeris.)</i>	1	2	3	4	5
2	I start to panic when I have to speak in English without preparation in English class. <i>(Saya mula berasa panik apabila saya terpaksa bertutur dalam bahasa Inggeris tanpa sebarang persediaan semasa kelas Bahasa Inggeris.)</i>	1	2	3	4	5
3	I feel nervous speaking in English language with English teachers. <i>(Saya berasa gementar untuk bertutur dalam bahasa Inggeris dengan guru bahasa Inggeris.)</i>	1	2	3	4	5
4	I get upset when I don't understand the mistakes my English teacher is correcting. <i>(Saya berasa kecewa apabila saya tidak memahami kesilapan yang dibetulkan oleh guru Bahasa Inggeris saya.)</i>	1	2	3	4	5
5	I feel confident when I speak in my English class. <i>(Saya berasa yakin apabila saya bertutur dalam kelas Bahasa Inggeris saya.)</i>	1	2	3	4	5
6	I care about the way I speak in English language in front of other students. <i>(Saya prihatin tentang cara pertuturan saya dalam bahasa Inggeris di hadapan pelajar lain.)</i>	1	2	3	4	5
7	I feel nervous when I am speaking English in my English class. <i>(Saya berasa gementar apabila saya bertutur dalam bahasa Inggeris semasa kelas Bahasa Inggeris.)</i>	1	2	3	4	5
8	I feel nervous when I don't understand every word my English teacher says. <i>(Saya berasa gementar apabila saya tidak memahami setiap perkataan bahasa Inggeris yang diungkapkan oleh guru saya.)</i>	1	2	3	4	5
9	I feel overwhelmed by the English grammar rules I have to learn to speak in English language. <i>(Saya berasa terbeban dengan peraturan tatabahasa Inggeris yang perlu saya pelajari untuk bertutur dalam bahasa Inggeris.)</i>	1	2	3	4	5

Instructions:

- 1) There are **TWO** (2) sections in this questionnaire. Please answer ALL questions in ALL sections.
- 2) Please use this scale to answer the following questions by circling the most appropriate response.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

SECTION A: DEMOGRAPHIC PROFILE

Please tick (✓) only one answer on each of the following question.

1) Age

- 16 years old
 17 years old

2) Gender

- Male
 Female

3) Latest English test result

- 90 – 100 A +
 80 – 89 A
 70 – 79 A –
 65 – 69 B +
 60 – 64 B
 55 – 59 C +
 50 – 54 C
 45 – 49 D
 >40 – 44 E
 0 – 39 G

SK

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- | | | |
|----------------------|-----------------------|--|
| a) Name | f) Employment History | k) Photo |
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| c) Place of Birth | h) Blood type | |
| d) Address | i) Race | |
| e) Education History | j) Religion | |

2. The purposes for which your personal data may be used are inclusive but not limited to:

- | | |
|---|---|
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| q) For general administration and record purposes | |
| r) For enhancing the value of education | |

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- Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.
- UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

- By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.
- If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.
- You may access and update your personal data by writing to us at sharonanthonylai@utar.my

Acknowledgement of Notice

- I have been notified and that I hereby understood, consented and agreed per UTAR above notice.
- I disagree, my personal data will not be processed.


 Name: NUR FATIMAH BINTI JALLIL
 Date: 6/4/2023

0502



UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCES

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

FINAL YEAR PROJECT

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Survey Questionnaire

I am a final year undergraduate student pursuing Bachelor of Arts (Hons) English Education from University Tunku Abdul Rahman (UTAR), Perak.

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Thank you.

Name: Sharon Anthony Lai A/P Anthony

Student ID: 20AAB00539

Supervisor's Name: Mr. Tiew Chia Chun

Instructions:

- 1) There are **TWO** (2) sections in this questionnaire. Please answer ALL questions in ALL sections.
- 2) Please use this scale to answer the following questions by circling the most appropriate response.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

SECTION A: DEMOGRAPHIC PROFILE

Please tick (✓) only one answer on each of the following question.

1) Age

- 16 years old
 17 years old

2) Gender

- Male
 Female

3) Latest English test result

- 90 – 100 A +
 80 – 89 A
 70 – 79 A –
 65 – 69 B +
 60 – 64 B
 55 – 59 C +
 50 – 54 C
 45 – 49 D
 >40 – 44 E
 0 – 39 G

Section B

I. Communication Apprehension

No	Items	Scale				
		1	2	3	4	5
1	I feel scared when I do not understand what the teacher is saying in English language. <i>(Saya berasa takut apabila saya tidak faham tentang perkara yang disampaikan oleh guru dalam bahasa Inggeris.)</i>	1	2	3	4	5
2	I start to panic when I have to speak in English without preparation in English class. <i>(Saya mula berasa panik apabila saya terpaksa bertutur dalam bahasa Inggeris tanpa sebarang persediaan semasa kelas Bahasa Inggeris.)</i>	1	2	3	4	5
3	I feel nervous speaking in English language with English teachers. <i>(Saya berasa gementar untuk bertutur dalam bahasa Inggeris dengan guru bahasa Inggeris.)</i>	1	2	3	4	5
4	I get upset when I don't understand the mistakes my English teacher is correcting. <i>(Saya berasa kecewa apabila saya tidak memahami kesilapan yang dibetulkan oleh guru Bahasa Inggeris saya.)</i>	1	2	3	4	5
5	I feel confident when I speak in my English class. <i>(Saya berasa yakin apabila saya bertutur dalam kelas Bahasa Inggeris saya.)</i>	1	2	3	4	5
6	I care about the way I speak in English language in front of other students. <i>(Saya prihatin tentang cara pertuturan saya dalam bahasa Inggeris di hadapan pelajar lain.)</i>	1	2	3	4	5
7	I feel nervous when I am speaking English in my English class. <i>(Saya berasa gementar apabila saya bertutur dalam bahasa Inggeris semasa kelas Bahasa Inggeris.)</i>	1	2	3	4	5
8	I feel nervous when I don't understand every word my English teacher says. <i>(Saya berasa gementar apabila saya tidak memahami setiap perkataan bahasa Inggeris yang diungkapkan oleh guru saya.)</i>	1	2	3	4	5
9	I feel overwhelmed by the English grammar rules I have to learn to speak in English language. <i>(Saya berasa terbeban dengan peraturan tata bahasa Inggeris yang perlu saya pelajari untuk bertutur dalam bahasa Inggeris.)</i>	1	2	3	4	5

II. Test Anxiety

No	Items	Scale				
		1	2	3	4	5
10	I am afraid when I know that I'm going to be called on in my English class. (Saya berasa takut apabila saya tahu bahawa nama saya akan dipanggil dalam kelas Bahasa Inggeris saya.)	1	2	3	4	5
11	During English tests, I think about things that have nothing to do with English. (Semasa ujian Bahasa Inggeris, saya memikirkan perkara-perkara yang tiada kena-mengena dengan Bahasa Inggeris.)	1	2	3	4	5
12	I feel calm during my English language tests. (Saya berasa tenang semasa menghadapi ujian Bahasa Inggeris saya.)	1	2	3	4	5
13	I worry about the negative effects of failing English subject. (Saya berasa bimbang tentang akibat yang akan saya hadapi sekiranya gagal dalam Bahasa Inggeris.)	1	2	3	4	5
14	In English tests, I can get so nervous I forget things I know. (Semasa ujian Bahasa Inggeris, saya menjadi sangat gementar sehingga saya melupakan perkara-perkara yang saya sedia tahu.)	1	2	3	4	5
15	Even if I am well prepared for English tests, I feel anxious about it. (Walaupun saya sudah membuat persediaan yang baik untuk ujian Bahasa Inggeris, saya masih berasa cemas.)	1	2	3	4	5
16	I often feel like not sitting for my English tests. (Saya sering berasa seperti tidak ingin menduduki ujian Bahasa Inggeris saya.)	1	2	3	4	5
17	The more I study for English tests, the more confused I get. (Semakin saya belajar untuk ujian Bahasa Inggeris, saya menjadi semakin keliru.)	1	2	3	4	5
18	I can prepare very well for my English tests. (Saya boleh membuat persediaan yang baik untuk ujian Bahasa Inggeris saya.)	1	2	3	4	5
19	I feel more nervous in my English tests than in my other tests. (Saya berasa lebih gementar semasa ujian Bahasa Inggeris saya berbanding dengan ujian-ujian lain.)	1	2	3	4	5

PERSONAL DATA PROTECTION NOTICE

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:

- | | | |
|----------------------|-----------------------|--|
| a) Name | f) Employment History | k) Photo |
| b) Identity card | g) Medical History | l) Personal Information and Associated Research Data |
| c) Place of Birth | h) Blood type | |
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Name: LEZUEN A/P ATAN
Date: 6/9/2023



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9	I feel overwhelmed by the English grammar rules I have to learn to speak in English language. <i>(Saya berasa terbeban dengan peraturan tatabahasa Inggeris yang perlu saya pelajari untuk bertutur dalam bahasa Inggeris.)</i>	1	2	3	4	5

II. Test Anxiety

No	Items	Scale				
10	I am afraid when I know that I'm going to be called on in my English class. (Saya berasa takut apabila saya tahu bahawa nama saya akan dipanggil dalam kelas Bahasa Inggeris saya.)	1	2	3	4	5
11	During English tests, I think about things that have nothing to do with English. (Semasa ujian Bahasa Inggeris, saya memikirkan perkara-perkara yang tiada kena-mengena dengan Bahasa Inggeris.)	1	2	3	4	5
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19	I feel more nervous in my English tests than in my other tests. (Saya berasa lebih gementar semasa ujian Bahasa Inggeris saya berbanding dengan ujian-ujian lain.)	1	2	3	4	5

III. Fear of Negative Evaluation

No	Items	Scale				
20	I worry about making mistakes in English class. (<i>Saya merasa bimbang untuk melakukan kesalahan dalam kelas Bahasa Inggris.</i>)	1	2	3	4	5
21	I keep thinking that the other students are better at English language than I am. (<i>Saya sentiasa berpendapat bahawa pelajar lain lebih baik dalam bahasa Inggris daripada saya.</i>)	1	2	3	4	5
22	I feel embarrassed to volunteer to answer in my English class. (<i>Saya berasa malu untuk menjawab soalan secara sukarela dalam kelas Bahasa Inggris saya.</i>)	1	2	3	4	5
23	I am afraid that my English language teacher will correct every mistake I make. (<i>Saya bimbang guru Bahasa Inggris saya akan membetulkan setiap kesalahan yang saya lakukan.</i>)	1	2	3	4	5
24	I always feel that the other students speak English language better than I do. (<i>Saya sentiasa berasa bahawa pelajar-pelajar lain bertutur dalam bahasa Inggris dengan lebih baik daripada saya.</i>)	1	2	3	4	5
25	I am afraid that the other students will laugh at me when I speak in English language. (<i>Saya bimbang pelajar-pelajar lain akan mentertawakan saya apabila saya bertutur dalam bahasa Inggris.</i>)	1	2	3	4	5
26	I feel nervous when the English language teacher asks questions which I have not prepared before the class. (<i>Saya berasa gementar apabila guru Bahasa Inggris menanyakan soalan tentang perkara yang belum saya buat persediaan sebelum kelas berkenaan.</i>)	1	2	3	4	5

Thank you for completing this questionnaire! Your feedback is really important to me, and I truly appreciate the time you have taken to participate in this research project.

Appendix D – Interview transcripts with students

Interview Transcript 2

- Cazziera, Female
- 17 years old
- SMK Seri Kampar
- High Anxiety

Sharon: Hi good morning dear Cazziera I am Sharon Anthony Lai, a final year student in UTAR and currently undergoing my teaching practical here in SMK Seri Kampar. So, thank you Cazziera for agreeing to join my interview session for my final year project. Your answers will definitely help me with research project. Okay so for this interview, there are six questions, and you are required to answer all the questions. Okay so before I begin, I would like to seek your consent to record this interview session. So, can I record?

Cazziera: Yes

Sharon: Okay, so for the first question, how do you feel when you attending class? Apakah perasaan anda apabila menghadiri kelas Bahasa Inggeris?

Cazziera: Umm Hi Sharon, saya berasa seronok dan bersemangat.

(Umm Hi Sharon, I feel fun and enthusiastic.)

Sharon: Kenapa awak rasa seronok tu?

(Why do you think it's fun?)

Cazziera: Kerana menggunakan Bahasa Inggeris tu merupakan satu keunikan selain Bahasa Melayu.

(Because using English is unique besides Bahasa Melayu)

Sharon: Okay, so awak rasa Bahasa inggeris ni penting lah bagi awak?

(Okay, so you feel that English is important to you?)

Cazziera: Ya betul.

(Yes, correct)

Sharon: So ummm maksudnya, you are happy, you like attending English class?

Cazziera: Yes teacher.

Sharon: Okay, do you have any other things to add for question one?

Cazziera: umm no teacher.

Sharon: Alright, so for the second question, so you enjoy your English classes?

Cazziera: Yes

Sharon: Okay why do you enjoy your English classes?

Cazziera: sebab umm apabila cikgu bertutur dengan saya, saya mendengar pertuturan Bahasa inggeris itu menarik dan saya tertarik nak belajar.

(because umm when the teacher talks to me, I find that the English language is interesting and I am interested in learning.)

Sharon: So you are excited to learn about English, you are attracted because it is umm unique.

Cazziera: Umm yes teacher.

Sharon: Okay thank you. For the third question, do you feel anxious or relaxed when attending English class? And then why? Awak rasa cemas ke awak rasa tenang apabila menghadiri kelas Bahasa inggeris?

Cazziera: Ye saya berasa sangat cemas kerana saya kurang fasih dalam Bahasa inggeris walaupun saya faham apa yang dipertuturkan oleh cikgu saya.

(Yes, I feel very anxious because I am not fluent in English even though I understand what my teacher is saying.)

Sharon: Oh so that means apa yang cikgu tutur tu you faham. You can understand what the teacher is saying but you feel abit anxious.

Cazziera: Yes that's right teacher.

Sharon: Okay, for the next question what situation makes you feel anxious or relaxed in English Class? Situasi apa yang membuatkan awak rasa cemas dalam kelas?

Cazziera: Situasi yang membuatkan saya rasa cemas ialah ketika hendak menjawab soalan yang cikgu tanya dalam Bahasa Inggeris.

(The situation that makes me feel anxious is when I want to answer a question that the teacher asks in English.)

Sharon: Oh, so apabila cikgu tanya soalan, awak rasa cemas nak balas dalam Bahasa Inggeris?

(Oh, so when the teacher asks a question, you feel anxious to answer in English?)

Cazziera: Yes betul.

(Yes, correct)

Sharon: Okay alright, for the fifth question, are there any challenges you face when speaking in English? Adakah anda menghadapi sebarang cabaran apabila bertutur dalam Bahasa inggeris?

Cazziera: Ye saya berasa amat tercabar sebab Bahasa Inggeris saya amat kurang. Saya kurang fasih dalam Bahasa inggeris.

(Yes, I feel very challenged because my English is very poor. I am not fluent in English.)

Sharon: So you face challenge to speak in English because of your level of proficiency.

Cazziera: Yes teacher.

Sharon: Alright, for the last question, do you think it is important to learn English and then why?

Cazziera: Ya kerana Bahasa Inggeris merupakan Bahasa Antarabangsa dan Bahasa Inggeris juga penting dalam bidang pekerjaan dan juga interview untuk masuk university.

(Yes, because English is an international language and English is also important in the field of employment and also interviews to enter university.)

Sharon: Okay so you think English is important because it is an International language and also it will help you for your interview to go for university right?

Cazziera: Yes teacher.

Sharon: So is there any other points that you would like to add?

Cazziera: Umm nothing.

Sharon: Alright so thank you for joining this interview session. Your feedback is really Important to me and I really appreciate the time you have taken to participate in this research project.

Cazziera: You are welcome teacher.

Interview Transcript 3

- Tharun, Male
- 17 years old
- SMK Seri Kampar
- Low Anxiety

Sharon: Hello Tharun, so thank you for agreeing to join my interview. I am Sharon from UTAR, a final year student, and today I'll be asking you a few questions regarding English Speaking anxiety. Before I proceed, I would like to ask if I can record this interview session?

Tharun: Yes, you may teacher.

Sharon: Alright, thank you. So, for the first question, how do you feel when you are attending English class?

Tharun: I feel happy because learning English has always been a fun subject to me. I am able to be myself and express myself during English classes.

Sharon: Oh wow, that is nice. Glad to know that you love attending English classes. So I take it as you do not experience any sort of anxiety when in English class?

Tharun: Yes teacher.

Sharon: Okay, so do you enjoy English classes and why?

Tharun: Ya, I do enjoy English classes because I feel like English is the only subjects where I feel I am allowed to express myself, and have a lots of fun in. I love the literature elements that are incorporated in our English lessons because it is fun and interesting.

Sharon: Okay, so that's very nice. So do you feel anxious or relaxed when attending English class? And then state your reason why?

Tharun: I feel relaxed actually because I use English a lot at home and with my friends, so I do not face any difficulties in English class. I also feel like it's the only class where I do not have to try as hard as the other subjects.

Sharon: Okay so you do not feel stressed when attending English classes?

Tharun: Yes teacher.

Sharon: Alright, so what situation makes you feel anxious or relaxed In English class? Can you give any example?

Tharun: As I mentioned earlier, there are no situation that makes me anxious. But for situations that make me relaxed, I feel its when the teachers chooses to interact with students and turn the classroom to a student-centered classroom rather than teacher-centered classroom. When teacher

does this, I feel I am more included and able to participate more.

Sharon: Oh okay, so for the next question, are there any challenges you face when speaking in English class?

Tharun: Umm I don't think I face any challenges. Sometimes my friends make fun of me for speaking in English more than Tamil, but I don't really care. It is the only way I can brush up my English.

Sharon: That's very good. I am happy to know that others' opinions does not matter to you.

Tharun: Yes, hahaha, everything has been good so far.

Sharon: Okay so last but not least, do you think it is important for you to learn English and why?

Tharun: I feel like its very very important to learn English as it is the one language that is used almost everywhere in the world. It helps ease communication and I think without English, we are not able to go far in life.

Sharon: Okay so Tharun, do you have any other question for my interview today?

Tharun: No, I don't have teacher.

Sharon: Alright so thank you for joining this interview session today, your feedback is really important to me and I truly appreciate the time you have taken to participate in this research project. So, thank you again!

Tharun: Welcome teacher.

Interview Transcript 4

- Hazirah, Female
- 17 years old
- SMK Seri Kampar
- High Anxiety

Sharon: Hi good morning dear Hazirah, I am Sharon Anthony Lai, a final year student in UTAR and currently undergoing my teaching practical here in SMK Seri Kampar. Thank you for agreeing to join my interview session. Your answers will definitely help me with research project. Okay so for this interview, there are six questions, and you are required to answer all the questions. Okay so before I begin, I would like to seek your consent to record this interview session. May I record our interview session?

Hazirah: Yes, you may teacher. Sorry teacher my English is not good but I try to answer all in English.

Sharon: Okay, so for the first question, how do you feel when you attending class? Apakah perasaan anda apabila menghadiri kelas Bahasa Inggeris?

Hazirah: I feel happy because English is fun and it makes me excited.

Sharon: oh that's nice, why do you think English class is fun?

Hazirah: Because my teacher always have exciting games for we all. We get to learn and play at the same time.

Sharon: So you are happy, you like attending English class?

Hazirah: Yes teacher.

Sharon: Alright, so for the second question, so you enjoy your English classes?

Hazirah: Yes

Sharon: Okay why do you enjoy your English classes?

Hazirah: yes because my English was never boring. Although I am not good, my teacher never punish me for my mistakes.

Sharon: oh that's good to hear. For the third question, do you feel anxious or relaxed when attending English class? And then why? Awak rasa cemas ke awak rasa tenang apabila menghadiri kelas Bahasa inggeris?

Hazirah: Actually, at first I always feel anxious and scared because my English level is not good, but my teacher made me feel less scared when I am learning with her.

Sharon: I see. So your teacher helps you a lot in class then?

Hazirah: Yes that's right teacher.

Sharon: Okay, for the next question what situation makes you feel anxious or relaxed in English Class? Situasi apa yang membuatkan awak rasa cemas dalam kelas?

Hazirah: I feel anxious when I need to speak in front of my friends. I fear that they will judge me for my broken language.

Sharon: Okay alright, for the fifth question, are there any challenges you face when speaking in English? Adakah anda menghadapi sebarang cabaran apabila bertutur dalam Bahasa inggeris?

Hazirah: I face challenge mostly when teacher calls me out to the front to read or even to give a public speaking speech. I feel too nervous that I can't form my words together.

Sharon: So you face challenge to speak in English because of your nervousness?

Hazirah: Yes teacher.

Sharon: Alright, for the last question, do you think it is important to learn English and then why?

Hazirah: yes it is important because English is interntional language. When go uni also we must use English only. So English is very important for everyone.

Sharon: glad to know that you think it is important to learn English. Good job.

Hazirah: Yes teacher, thank you.

Sharon: So is there any other points that you would like to add?

Hazirah: Umm nothing.

Sharon: Alright so thank you for joining this interview session. Your feedback is really Important to me and I really appreciate the time you have taken to participate in this research project.

Hazirah: You are welcome teacher.