

TABLE OF CONTENTS

	Page
Perakuan Tentang Hasil Kerja Akademik	iii
Abstrak	iv
Abstract	v
Acknowledgements	vii
Table of Contents	x
List of Tables	xi
List of Abbreviations	xii

CHAPTER ONE: INTRODUCTION

1.0 Overview	1
1.1 Background of the Study	1
1.1.1 The Role and Status of English in the Malaysian Education System	1
1.1.2 English at Universiti Teknologi MARA (UiTM)	4
1.2 Statement of Problem	5
1.3 Purpose of the Study	8
1.4 Significance of the Study	10
1.5 Limitations of the Study	11
1.6 Summary	12

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction	13
2.1 Anxiety	13
2.1.1 State Trait Anxiety	14
2.2 Anxiety and Performance	16
2.3 Test Anxiety	18
2.3.1 The State-Trait Model of Test Anxiety	22
2.4 Worry and Emotionality	23
2.5 Facilitating and Debilitating Anxiety	24
2.6 Test Anxiety and Performance	25
2.7 Measures of Anxiety	26
2.7.1 Test Anxiety Inventory (TAI)	27
2.7.2 Achievement Anxiety Test (AAT)	27
2.7.3 Test Anxiety Questionnaire (TAQ)	28
2.7.4 Worry-Emotionality Inventory	28
2.7.5 Foreign Language Classroom Anxiety	29
2.8 Anxiety and Performance in ESL	29
2.9 Gender and Test Anxiety	37
2.10 Summary	38

CHAPTER THREE: METHODOLOGY

3.0 Introduction	39
3.1 Research Design	39
3.2 Subjects	40
3.3 Instruments	42
3.3.1 English Classroom Anxiety Scale Questionnaire	43

3.3.2 The Achievement Anxiety Test	44
3.3.3 Reliability of AAT	45
3.4 Procedure	46
3.5 Treatment of Data	48
 CHAPTER FOUR: ANALYSIS OF THE DATA	
4.0 Introduction	50
4.1 Research Question One	51
4.2 Research Question Two	53
4.3 Research Question Three	56
4.4 Research Question Four	58
4.5 Research Question Five	59
4.6 Research Question Six	61
4.7 Research Question Seven	62
 CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
5.0 Introduction	66
5.1 Research Question One	66
5.2 Research Question Two	67
5.3 Research Question Three	68
5.4 Research Question Four	69
5.5 Research Question Five	70
5.6 Research Question Six	71

5.7 Research Question Seven	72
5.8 Conclusion	73
5.9 Suggestions for Further Study	75
5.10 Recommendations	75
5.11 Concluding Remarks	77
BIBLIOGRAPHY	79
APPENDICES	88
Appendix A: Student Questionnaire	88
Appendix B: Borang Soal Selidik Pelajar	92
Appendix C: Student Self-Evaluation Questionnaire	96
Appendix D: Borang Soal Selidik Penilaian Diri Pelajar	98
Appendix E: Statistics from SPSS	101

LIST OF TABLES

Table 4.1:	Frequency distribution of test anxiety (AAT-N) scores	52
Table 4.2:	Means of AAT-N	53
Table 4.3:	Means of total scores in English examinations	54
Table 4.4:	Correlation between anxiety groups and total scores	55
Table 4.5:	Means of ELCAS of different anxiety groups	56
Table 4.6:	Correlation between ELCAS and test anxiety	57
Table 4.7:	Means of AAT-N according to gender	58
Table 4.8:	Anxiety-producing examinations	60
Table 4.9:	Means of test scores according to the 4 skills tested	60
Table 4.10:	Means of AAT-N with urban/rural backgrounds	62
Table 4.11:	Means of total scores with urban/rural backgrounds	63
Table 4.12:	Means of speaking examination scores with urban/rural backgrounds	64

LIST OF ABBREVIATIONS

UiTM	Universiti Teknologi MARA
UPSR	Ujian Pencapaian Sekolah Rendah
PMR	Penilaian Menengah Rendah
SPM	Sijil Pelajaran Malaysia
STPM	Sijil Tinggi Pelajaran Malaysia
MUET	Malaysian University Entrance Examination
TAI	Test Anxiety Inventory
AAT	Achievement Anxiety Test
AAT-N	Debilitating Anxiety
AAT-F	Facilitating Anxiety
TAQ	Test Anxiety Questionnaire
FLCAS	Foreign Language Classroom Anxiety
ESL	English As A Second Language
EFL	English As A Foreign Language
ELCAS	English Language Classroom Anxiety
Hi-Anx	High-Anxious
Mod-Anx	Moderate-Anxious
Low-Anx	Low-Anxious
SPSS	Statistical Package for the Social Sciences
p-value	Pearson Product Moment Correlation Value