

NON-ENGLISH LANGUAGE TEACHERS' ANXIETY TOWARDS THE USAGE OF
ENGLISH LANGUAGE IN THE CLASSROOM

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DEDICATION

I lovingly dedicate this thesis to my husband, family and friends who supported me each step of the way.

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ABSTRACT

The teaching of English as a second language (ESL) today takes place in a wide variety of contexts with learners coming from different language background. Educational institutions in Malaysia have always focused on promoting the quality of English language. Instead of focusing on students' and the language, this paper is set to investigate the quandary faced by the educators themselves, in this case, the non-English teachers in POLISAS and their uneasiness in using the language. An earlier study by Horwitz (1996) indicated that anxiety can slow down a teacher's ability to effectively present the target language, interact with students and serve as positive role model to the students. Furthermore, teachers with higher levels of language anxiety may also communicate negative messages with the students. For this study, 100 non-English teachers are chosen. The distributed questionnaires which cover three anxiety levels: communication apprehension, test anxiety, and fear of negative evaluation. The data collected were then analysed and the results indicated that all afore-mentioned anxiety levels are in medium range. The findings also implied that gender plays no role in this study thus refute Spielberger's that females are more emotionally stable. Secondly, it also shows that the higher the teaching experience one has, the less anxiety he/she will experience. It is also found out that teachers with a higher level of proficiency suffer less hassle. The paper concludes with the overall summary and implications of the study.

Key words: teacher, language use, anxiety.

Abstrak

Sekarang ini, pengajaran Bahasa Inggeris sebagai bahasa kedua (ESL) berlaku dalam pelbagai konteks dengan pelajar yang berasal dari latar belakang bahasa yang berbeza. Institusi-institusi pendidikan di Malaysia sentiasa memberi tumpuan kepada usaha menggalakkan kualiti bahasa Inggeris. Selain memberi fokus kepada pelajar dan bahasa, kertas penyelidikan ini bertujuan untuk menyiasat permasalahan yang dihadapi oleh para pendidik sendiri, dalam kes ini, guru-guru bukan Bahasa Inggeris di POLISAS dan keresahan mereka dalam menggunakan bahasa tersebut dalam P&P. Satu kajian awal oleh Horwitz (1996) menunjukkan bahawa tahap kebimbangan boleh memperlahankan keupayaan guru dengan berkesan dalam menyampaikan bahasa sasaran, berinteraksi dengan pelajar dan bertindak sebagai model peranan yang positif kepada pelajar. Tambahan pula, guru dengan tahap kebimbangan yang tinggi juga boleh menyampaikan mesej negatif terhadap pelajar. Untuk kajian ini, 100 guru-guru bukan Bahasa Inggeris telah dipilih. Soal selidik yang diedarkan yang meliputi tiga peringkat kebimbangan: kebimbangan komunikasi, kebimbangan ujian, dan kebimbangan penilaian negatif. Data yang dikumpul telah dianalisis dan keputusan menunjukkan bahawa semua peringkat kebimbangan adalah sederhana. Hasil kajian juga menunjukkan bahawa jantina tidak memainkan peranan dalam kajian ini sekali gus menyangkal kajian Spielberger bahawa wanita mempunyai emosi lebih stabil. Kedua, ia juga menunjukkan bahawa semakin tinggi pengalaman seorang tenaga pengajar, semakin kurang tahap kebimbangan yang di hadapi. Ia juga mendapati bahawa guru-guru dengan tahap penguasaan bahasa Inggeris yang lebih tinggi mengalami kurang kerumitan. Kertas kajian ini diakhiri dengan ringkasan keseluruhan dan implikasi kajian.

Kata kunci, guru, penggunaan bahasa, keresahan