BLENDED LEARNING: EXAMINING STUDENT SATISFACTION, WILLINGNESS, AND STRESS IN LEARNING ENGLISH

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Dissertation submitted in partial fulfilment of the requirements for the degree of

Master of Education (TESL)

Faculty of Education

August 2014
AUTHOR’S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my dissertation be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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ABSTRACT

Blended learning is increasingly applied in the educational system. This form of learning which combines face-to-face classroom learning with some technological aids has been widely used in teaching and learning, making it suitable to be applied in learning English. The purpose of this study is to examine student practices of learning through blended learning approach have on student satisfaction, willingness and stress in learning English. It also investigates the correlation between student quality of learning and their level of satisfaction, willingness and stress in respect to the learning approach in a blended learning environment. A quantitative approach was employed as an instrument. A survey was designed to gather valid data about the concerned study. Semi-structured interviews were also conducted to support the findings from the questionnaire. The questionnaire was completed by 137 students who were selected using random sampling technique. The results revealed that students possess positive quality of learning indicated by a high level of satisfaction and willingness and low stress level. Moreover, no statistically significant difference existed in the student satisfaction and stress of blended learning approach due to gender variable. However, time was found to have significant variable affecting student willingness towards blended learning. In overall, the study concluded that blended learning is suitable to be applied in language classroom because it helps students to learn English effectively.
ABSTRAK

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful who has granted me the wisdom, health, strength and guidance to complete this dissertation.

First and foremost, I would like to express my deepest appreciation to my supervisor, Dr. Johan@Eddy Luaran for his insightful comments, valuable guidance as well as his willingness to impart his wisdom and knowledge throughout the research work. Without his support, the completion of this dissertation will not be possible.

In addition, I am so grateful to Kolej PolyTech MARA (KPTM) Ipoh for making it possible for me to conduct my research there. My special and heartily thank to the Director of KPTM Ipoh, Madam Noorizan Noordin for her support and full cooperation at various phases of this research. Not to forget, my sincere appreciation goes to the students of KPTM Ipoh for their high commitment and participation throughout this research.

Moreover, I owe a lot to my parents, who encouraged and helped me at every stage of my personal and academic life. I am very much indebted to my family as well. Therefore, I would like to thank to my parents and family who never stops from giving support and prayer for me throughout the time of my research.

Last but not least, this dissertation is heartily dedicated to my husband, Mohd Firdaus Salim for his constant moral support. Without his understanding, patience and tolerance, I believe that I would not get the strengths to complete this journey. Although the journey is difficult and stressful, the present of everyone has made the completion of this dissertation possible.