UNIVERSITI TEKNOLOGI MARA

A CASE STUDY OF AN INVESTIGATION OF THE EFFECTS OF ENGLISH CLASSROOM ENVIRONMENTS TO LEARNING OUTCOMES

MOHD HAFIZ BIN MAT ADAM

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AUTHOR'S DECLARATION

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

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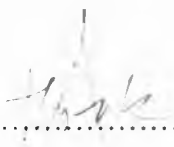
Name of Student   : Mohd Hafiz Bin Mat Adam

Student I.D. No.   : 2012632606

Programme   : Master of Education in Teaching of English as a Second

                                     Language (TESL)

Faculty   : Education, TESL

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Signature of Student   : ....

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ABSTRACT

Millennials or also known as the Generation Y learners have subjugated universities and colleges at the present time. They have distinct expectations and perceptions toward their contemporary classrooms. This cohort highlighted the different needs for their learning, where traditional classrooms were seen to have only provided well for the Generation X individuals. Generation Y students were seen to be more engaged in modern classrooms that facilitate their needs as Millennials. Forty six of the researcher's students from Faculty of Architectural and Town Planning were chosen as the sample of study. The students belonged from two different classrooms namely language laboratory and traditional classroom. The objective of this research was to find out whether diverse classroom environments influenced students' performance in English subject, whereby it intended to reveal whether modern classroom students performed better than the traditional classroom students or vice versa. IBM SPSS Statistics 20 software was used to measure the effects based in achieved scores (results) between classroom environment and students' learning outcomes using descriptive and inferential statistics. The software was used to calculate the significance level, means, B-values and standard deviations using various methods like T-Test, Descriptive Statistics and Regression to determine the accuracy of the data, and finally make conclusions based on the result. The results of the study showed that the different classroom environments had impacted the students' performances in all four components of the English skills (listening, speaking, reading and writing). The results showed that the significance level of all scores between language laboratory and traditional classroom were all close to 1, where Sig. = .000 (listening), Sig.= .000 (speaking), Sig. = .000 (reading) and Sig. = .020 (writing). The significance results that were based on standard deviations between the two classroom environments showed that the language laboratory students scored better in all assessments compared to the traditional classroom students.

Keywords   Classroom learning environment – language laboratory – traditional classroom – Generation Y

ABSTRAK

Milenia ataupun pelajar Generasi Y telah menjadi majoriti dalam institusi pengajian tinggi dan kolej-kolej pada masa kini. Mereka memiliki pelbagai jangkaan dan persepsi terhadap bilik kuliah mereka. Kohort ini telah mengketengahkan keperluan pendidikan mereka di mana bilik kuliah yang bersifat ketinggalan zaman hanya dilihat sebagai memenuhi keperluan Generasi X sahaja. Pelajar Generasi Y adalah lebih fokus apabila belajar di dalam bilik kuliah bersifat moden yang memenuhi keperluan mereka sebagai Generasi Y. Empat puluh enam pelajar dari Fakulti Senibina dan Perancangan Bandar telah menjadi sampel untuk penyelidikan ini. Pelajar-pelajar ini datangnya dari dua bilik kuliah berbeza, iaitu kelas tradisional dan kelas moden. Objektif penyelidikan ini adalah untuk membongkar kesan perbezaan bilik kuliah dari segi kemajuan teknologi dalam mempengaruhi prestasi pelajar dalam Bahasa Inggeris. Perisian IBM SPSS Statistics 20 telah digunakan untuk mengukur kesan ini berdasarkan markah yang diperoleh (keputusan) di antara keadaan bilik kuliah dengan prestasi akademik menggunakan statistik deskriptif dan inferensial. Perisian ini mengira tahap signifikan, purata, nilai-B dan deviasi standard menggunakan pelbagai kaedah seperti T-Test, Statistik Deskriptif dan Regresi untuk mengukur ketepatan data dan akhirnya membuat kesimpulan berdasarkan keputusan terbabit. Keputusan pengiraan mendapati perbezaan bilik kuliah telah memberi kesan terhadap prestasi pelajar dalam kesemua empat komponen Bahasa Inggeris iaitu kemahiran mendengar, bertutur, membaca dan menulis. Keputusan pengiraan mendapati tahap signifikan bagi komponen tersebut adalah masing-masing dekat dengan jumlah 1, iaitu Sig. = .000 (mendengar), Sig.= .000 (bertutur), Sig. = .000 (membaca) dan Sig. = .020 (menulis). Pengiraan tahap signifikan berdasarkan deviasi standard dari kedua-dua bilik kuliah telah menunjukkan pelajar dari kelas moden memperoleh keputusan yang lebih baik berbanding dengan pelajar bilik kuliah tradisional.

Kata-kunci   Keadaan bilik kuliah – kelas moden – kelas tradisional – Generasi Y

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