UNIVERSITI TEKNOLOGI MARA

STUDENTS READINESS TOWARDS BLENDED LEARNING IN LEARNING ENGLISH LANGUAGE AT MAKTAB KOPERASI MALAYSIA: A CASE STUDY

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Dissertation submitted in partial fulfillment 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 UniversitiTeknologi MARA. It is original and is the results 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 degree or qualification.

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ABSTRACT

This research is about the survey of the readiness of Blended Learning in learning English Language for Diploma students at MKM. Blended learning (BL) approach has been used in school and higher institution as a method of teaching and learning. Bringing the technology to the classroom requires the preparation of facilities and the readiness of everybody to accept it. This study aims (1) to investigate students’ readiness in Blended Learning approach, (2) To determine if there is relationship between the components of readiness in Bended Learning approach, (3) factors that influence students’ in readiness on Blended Learning approach. In this qualitative and quantitative research, 137 Diploma students were involved in this study. A set of questionnaire and interviews were conducted to collect related information on students’ readiness on blended learning approach. The findings showed that the students are moderately ready to use Blended Learning in learning English Language where that their level of computer literacy can be categorized as good, moderately of self efficacy and self directed learning. Regarding the second research question, correlations between the components of readiness on Blended Learning were significant and literacy of computer correlated and strong relationship with self efficacy and self directed learning. On the third research question, computer literacy skills as a prominent factor followed by self efficacy and self directed learning in influence students’ readiness on BL. The study findings will help teachers to design course content to meet the learning preferences of students.
ACKNOWLEDGEMENTS

In the name of Allah, the most Gracious and the most Merciful. Alhamdulillah all praises to Allah to have made all things possible and for gave me the strength, motivation and help in completing this study.

I would like to show my deepest gratitude to my supervisor Prof Izaham Shah for his mentoring and guidance, and thank you for the time you spent helping me in every part of this thesis. It has been a wonderful experience to work with you.

My sincere thanks go to all my beloved friends all my colleagues at Maktab Koperasi Malaysia for their continuous motivation, help, and sharing of thought and laughter during my learning endeavor and difficult moments. You will always be in my mind, and may Allah SWT reward you for your generosity and kindness.

I would like to thank my parents Zainul Abidin Zainon and Mazian Othman and family for their understanding. Your love paved the way for my and gave me the strength to move forward. Finally I would like to thank my husband Ahmad Firdaus Hasim for being such a wonderful person. Thank you for your understanding and support.

Again, thanks to all of you and may Allah SWT bless you all.
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