UiTM TESL TRAINEE TEACHERS’ PERCEPTIONS ON THEIR EXPECTATIONS AND ITS INFLUENCE TOWARDS STUDENTS’ PERFORMANCE IN THE ENGLISH LANGUAGE WRITING CLASS

SITI NOR ASHIKIN BINTI HASNAN
2010220332

ACADEMIC EXERCISE SUBMITTED IN PARTIAL FULFILLMENT FOR THE BACHELOR DEGREE OF EDUCATION (Hons.) IN TEACHING OF ENGLISH AS A SECOND LANGUAGE (TESL)

FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
2014
DECLARATION

I hereby declare that the work in this academic exercise is my own except for the citations and summaries that I have quoted the sources from.

14 July 2014

Date

Siti Nor Ashikin binti Hasnan

PENGAKUAN

Saya akui bahawa kerja ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang telah saya nyatakan sumbernya.

14 July 2014

Tarikh

Siti Nor Ashikin binti Hasnan
ACKNOWLEDGEMENTS

Praise to Allah (SWT) for his blessing that I have finally managed to complete my academic exercise. I would like to express my highest gratitude to Him for His utmost blessings that have been granted to me all the way in life.

I would like to address my appreciation to my Academic Exercise supervisor, Datin Siti Hawa binti Othman for her undivided attention, guidance and support in assisting me to complete this academic exercise. I hope she will always be blessed by God, here and thereafter.

I would like to thank both my parents, Hasnan Abdullah and Siti Nor Zihan binti Mohd. Zain for their endless prayers and support. They are my constant sources of strength and motivation. I would not be here without their love and care. Much love and thanks to my sisters, Siti Nor Fatin Izzati binti Hasnan for her guidance, Siti Nor Aisyah binti Hasnan for her kindness and her motivational support. Special thanks are also dedicated to Ahmad Firdaus bin Ahmad Nasri, Siti Jah Nuraisyah binti Bharun, Azia Razwa Abdul Razak, Nur Syamira binti Yusoff Lutefi, Tuan Amrina binti Tuan Cob, Adelin Hamdan dan ‘Afifah Shamsul Anuar for assisting me with the research matters. I really appreciate their support and presence for the time I needed their help.

Last but not least, I would like to express my gratitude to all of the respondents, the Part 8 TESL students from Faculty of Education in UiTM Shah Alam.
ABSTRACT

Expectations can be defined as inferences that teachers make about future behaviour or academic performance of their students (Good, 1987). The main purpose for this study is to identify UiTM TESL trainee teachers’ perceptions on expectation and its influence towards their students’ performance in the English language writing class. Guided by four research objectives and research questions, this study has employed a survey research design using quantitative and qualitative methods for data gathering and analysis. The first research objective is to investigate the TESL trainee teachers awareness of their expectation in the classroom, second to identify factors affecting the expectation made, third to identify their ways of expressing their expectations in the classroom and lastly, to discover their perceptions on expectation and the influence of their expectations towards students’ performance in L2 writing class. The samples for this study consisted of 60 TESL trainee teachers who had undergone their practicum session in July 2013. From the data analysis, it can be concluded that TESL trainee teachers’ perceptions on teachers’ expectation and its influence towards students’ performance in L2 writing class is positive. Most of them were aware of their expectations and the influence of their expectations towards students’ performance in L2 writing. In general, the findings show positive result in which TESL trainee teachers thought that teachers’ expectations could really influence their behaviour as well as could influence the students’ performance in second language writing class.
ABSTRAK

Ekspektasi ialah jangkaan awal yang dibuat oleh guru terhadap tingkah laku and prestasi murid berdasarkan perkara yang diketahui oleh guru mengenai seseorang murid. (Good, 1987). Kajian ini dijalankan bertujuan untuk mengenal pasti persepsi guru pelatih Bahasa Inggeris sebagai bahasa kedua (TESL) mengenai jangkaan guru dan pegaruh jangkaan guru terhadap prestasi murid dalam pengajian penulisan bahasa kedua. Berdasarkan empat objektif kajian dan soalan kajian, soalan kaji selidik telah diedarkan kepada 60 guru pelatih Bahasa Inggeris sebagai bahasa kedua (TESL) dari Fakulti Pendidikan UiTM Shah Alam. Soalan kaji selidik yang diberi merangkumi empat objektif kajian iaitu untuk mengenal pasti sama ada guru pelatih sedar akan jangkaan yang diletakkan kepada pelajar, kedua untuk mengenal pasti faktor kepada jangkaan yang diberikan kepada pelajar. Selain itu, kajian ini bertujuan untuk megetahui cara jangkaan ditunjukkan oleh guru pelatih kepada pelajar dan akhir sekali, untuk mengetahui pendapat dan persepsi guru pelatih mengenai jangkaan guru dan pengaruhnya terhadap prestasi murid dalam pengajian bahasa kedua. Berdasarkan data yang diperoleh, hampir kesemua guru pelatih sedar akan pengaruh jangkaan awal guru terhadap murid. Secara keseluruhannya, dapatan menunjukkan guru pelatih sedar akan akuan pengaruh jangkaan guru terhadap tingkah laku guru dan pengaruh jangkaan terhadap prestasi murid dalam kelas penulisan bahasa kedua.