UNIVERSITI TEKNOLOGI MARA

THE RELATIONSHIP BETWEEN TEACHER-STUDENT INTERACTION, AND MOTIVATION AND ACHIEVEMENT IN ESL CLASSROOM AMONGST SECONDARY SCHOOL STUDENTS

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Dissertation submitted in partial fulfilment of the requirements for the degree of Master of Education (TESL)

Faculty of Education

JUNE 2016
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 results of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

This study aimed at studying the relationship of teacher-student interaction on secondary school students’ motivation and ESL achievement. A mixed-methods approach was employed in this study. A questionnaire and group interviews were used as the tools to collect data from 145 students in a selected secondary school in Kuala Terengganu. The results showed that there was a significant relationship between teacher-student interaction and students’ level of motivation. However, the findings found that there were no significant relationship between teacher-student interaction and students’ ESL achievement. The results also revealed that there was a relationship between students’ level of motivation and ESL achievement. Educators should use the information found in this study to enhance ESL teaching and learning. Teachers can help at risk students by creating a positive teacher-student interaction as it has an impact on students’ motivation.
ABSTRAK

ACKNOWLEDGEMENT

In the name of Allah, The Most Gracious and The Most Merciful

First and foremost, all praises to Allah the Almighty for bestowing upon me with His blessings that enable me to complete this dissertation. I pause to pay tribute to Him for giving me strength, patience, wisdom and guidance to complete this dissertation. I would like to express my deepest gratitude to my supervisor, Dr. Lee Lai Fong, for all her overwhelming support, guidance and comments throughout the completion of this dissertation.

Warm appreciation dedicated to my lovely dad, Haji Ahmad Bin Muhammad Salleh for his never-ending support to ensure me not giving up in doing my dissertation and my studies. Not to forget, many thanks to my beautiful wife, Nur Adibah Binti Zamri for her understanding, cooperation and sacrifice to make sure I stayed focus on my dissertation. Special love is also dedicated to my lovely princess, Auni Humaira Binti Azrin Raimi. She becomes my strength and my energy booster in completing this dissertation.

Thank you so much and may Allah SWT bless all of our souls.