

**STUDENTS' PERCEPTION AND INCLINATION ON COMPUTER-AIDED
ENGLISH LANGUAGE LEARNING: A STUDY IN A HIGH-
PERFORMING SCHOOL (KOLEJ ISLAM SULTAN ALAM SHAH)**

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

**FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
SHAH ALAM
2013**

ACKNOWLEDGEMENT

In the name of Allah the Most Merciful, the Most Compassionate.

“Who taught with the pen, taught man what he did not know”

(Qur'an, 96:4-5)

Praise belongs to Allah SWT the Most Gracious and the Most Merciful. With His guidance and blessings, I was able to complete this academic exercise. I would like to express my heartfelt gratitude to my parents, Mohd. Tamrin bin Hj. Abdul Lavin and Noor Asikin Binti Hasan for their constant understanding, guidance and motivation throughout my life. The encouragement that my parents and my supportive siblings, Mohd. Safwan bin Mohd Tamrin, Normillah binti Mohd. Tamrin, Norsyazana binti Mohd. Tamrin, Mohd. Ikram bin Mohd. Tamrin and Mohd. Firdaus bin Mohd. Tamrin has driven me and supported me through my difficult times.

I would like to thank my Academic Exercise supervisor, Mr. Mohd Shahrudin bin Mohmud for his incessant guidance and inspirational personality in supporting me. The expert feedback and advice has allowed me to seek better heights and write with more quality. I also thank all my closest friends, Amirah binti Ahmad Azmil, Aisyah binti Nazamud-din, Zulhaili Safwan bin Wan Zool Rosli, Eemir Syhafiq bin Roslan and Nurul Athirah binti Rahimi for our continued friendship in the journey of seeking knowledge. Our shared struggles were made a little lighter when we were together.

I would like to acknowledge teachers, administrators and students of Kolej Islam Sultan Alam Shah (KISAS) for the permission and incredible cooperation shown in the process of conducting the research. Last but not least, I thank all my lecturers and my other friends who have contributed either directly or indirectly to the publication of this Academic Exercise.

Thank you very much.

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ABSTRACT

The English Language Learning (ELL) process in Malaysia has been recognized as one of the most challenging teaching approaches in secondary school context. After eleven years of ELL in school institution, there are high achieving students who scored A for English 1119 in the public examination who are not proficient in using the language. However, the Ministry of Education has set up a new education blueprint that also consists of the emphasis in developing student English language proficiency level. One of the strategies is the integration of Information and Communication Technology (ICT) into the ELL process. This undertaking is mainly because students of this modernized era are exposed to different types of multimedia. The paper explores theoretical underpinnings of the integration of ICT and ELL process, students' expectation on teachers' roles and its related concepts in defining students' motivation and learning styles when learning using ICT. The study involved 276 respondents who were Form Five students of Kolej Islam Sultan Alam Shah (KISAS). A quantitative instrument with 32 items was utilized to gather data on 32 statements through Likert scale ratings. Most findings were in line with major studies done in other countries. The respondents were identified with having a strong preference for flexible teaching and learning styles in the integration of ICT and ELL process.

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CHAPTER I

INTRODUCTION

1.0 Introduction

Can quality in learning be enhanced through the use of Information, Communication and Technology (ICT)? Theoretically, educational practitioners would presume that ICT accelerates learning quality and students' performance outcome. In Japan, the application of ICT in language education especially English has been made a major focus recently as the government has recognized the significance of developing Japan's ICT and educational infrastructure (Towndrow & Vallance, 2004). The same effort can be seen in Malaysia, ICT is considered as one of the main emphasis in order to speed up the education system. This is due to the competitiveness at the international level in which fast developing countries have begun to create stable mechanisms to sustain the acceleration of their education system. The provoking demand of the citizen to be not only computer literate but also proficient in English forces Malaysia education system to be always updated.

To better understand the critical need to use ICT in English language learning, Warschauer (1996) has divided the 30 years of the theory of Computer-assisted Language Learning (CALL) into three phases that are Behaviorist CALL,