UNIVERSITI TEKNOLOGI MARA

BLENDED LEARNING: EXAMINING STUDENT SATISFACTION, WILLINGNESS, AND STRESS IN LEARNING ENGLISH

NURUL YASMIN MOHAMAD YUSOF

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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 result 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 other degree or qualification.

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Name of Candidate	:	Nurul Yasmin Mohamad Yusof
Candidate's ID No	:	2011192333
Programme	:	Master of Education in Teaching English as a Second Language (TESL)
Faculty	:	Faculty of Education
Title of Dissertation	:	Blended Learning: Examining Student Satisfaction, Willingness and Stress in Learning English
Signature of Candidate	:	....
Date	:	August 2014

ABSTRACT

Blended learning is increasingly applied in the educational system. This form of learning which combines face-to-face classroom learning with some technological aids has been widely used in teaching and learning, making it suitable to be applied in learning English. The purpose of this study is to examine student practices of learning through blended learning approach have on student satisfaction, willingness and stress in learning English. It also investigates the correlation between student quality of learning and their level of satisfaction, willingness and stress in respect to the learning approach in a blended learning environment. A quantitative approach was employed as an instrument. A survey was designed to gather valid data about the concerned study. Semi-structured interviews were also conducted to support the findings from the questionnaire. The questionnaire was completed by 137 students who were selected using random sampling technique. The results revealed that students possess positive quality of learning indicated by a high level of satisfaction and willingness and low stress level. Moreover, no statistically significant difference existed in the student satisfaction and stress of blended learning approach due to gender variable. However, time was found to have significant variable affecting student willingness towards blended learning. In overall, the study concluded that blended learning is suitable to be applied in language classroom because it helps students to learn English effectively.

ABSTRAK

Pendekatan pembelajaran dalam talian (PDT) semakin diaplikasikan dalam sistem pendidikan. Kaedah pembelajaran yang mengabungkan pembelajaran di dalam kelas dengan dibantu oleh alat bantuan teknologi ini telah digunakan secara meluas di dalam proses pembelajaran termasuklah dalam pembelajaran Bahasa Inggeris. Justeru itu, kajian ini akan mengkaji kaedah pembelajaran pelajar yang menggunakan pendekatan PDT terhadap kepuasan pelajar, kesediaan dan tekanan dalam mempelajari Bahasa Inggeris. Kajian ini melihat hubungan antara kualiti pembelajaran pelajar dengan tahap kepuasan, kesediaan dan tekanan mereka. Pendekatan kuantitatif digunakan dengan menggunakan soal selidik sebagai instrumen kajian. Temu bual separa berstruktur juga dijalankan bagi menyokong dapatan. Kajian ini telah dijalankan terhadap 137 orang pelajar yang dipilih secara rawak. Hasil kajian menunjukkan bahawa tahap kualiti pembelajaran pelajar adalah baik. Ini dibuktikan melalui dapatan kajian yang menunjukkan tahap yang tinggi pada kepuasan dan kesediaan pelajar serta tahap tekanan yang rendah. Walau bagaimanapun, tidak ada perbezaan statistik yang signifikan wujud di antara kepuasan pelajar dan tekanan mengikut pembolehubah jantina. Sebaliknya, wujud perbezaan yang signifikan di antara kesediaan pelajar dengan masa yang diperuntukkan untuk pembelajaran Bahasa Inggeris menggunakan PDT. Secara keseluruhan, kajian menyimpulkan bahawa PDT amat sesuai digunakan dalam pembelajaran kerana ia membantu pelajar untuk mempelajari Bahasa Inggeris secara berkesan.

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