UNIVERSITI TEKNOLOGI MARA

THE RELATIONSHIP BETWEEN LEARNER AUTONOMY AND ENGLISH LANGUAGE PROFICIENCY OF NON-TESL TEACHER TRAINEES

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KAJIAN PENYELIDIKAN "THE RELATIONSHIP BETWEEN LEARNER AUTONOMY AND LANGUAGE PROFICIENCY OF NON-TESL TEACHER TRAINEES"

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LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH SARJANA PENDIDIKAN DALAM PENGAJIAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN

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DEKAN

DECLARATION

I hereby declare that the work in this dissertation is my own except for the quotation summaries which I have duly acknowledged.

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PENGAKUAN

Saya akui karya ini hasil kerja sendiri, nukilan dan ringkasan yang setiap satunya dinyatakan sumbernya.

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ABSTRACT

Learner autonomy refers to learner's ability to take responsibility for their own learning. Previous studies revealed that students' English language proficiency could be influenced by learner autonomy. The purpose of this mixed-method study is to investigate the relationship between learner autonomy and English proficiency of a selected group of teacher trainees. The sample comprises 90 Non-TESL teacher trainees from four Institutes of Teacher Education (IPG) in Klang Valley. The main instrument used was a questionnaire which was adapted from Guglielmino (1977). However, to cross-validate the findings, structured interviews were conducted. Descriptive statistics was used to determine the teacher trainees' level of learner autonomy and English Language proficiency, consisted of percentages, mean scores and Standard Deviations. The Spearman Correlation Coefficient was used to study the relationship between the learner autonomy and English Language proficiency. The study reveals that the Non-TESL teacher trainees' learner autonomy is average and their level of English proficiency was not excellent. The analysis from Spearman's Rho Correlation Coefficient test revealed that the learners' English proficiency was not significantly related to their learner autonomy (r -0.016). The findings imply that the learner autonomy is independent in affecting the students' English proficiency. Furthermore, equal emphases on content or 'what to learn' and process or 'how to learn' appear to be the key factors that need to be considered when planning or designing English Language course programme. Such a move would help equip learners with the necessary knowledge and skills to achieve learner autonomy for life-long learning.

ABSTRAK

Autonomi pelajar merujuk kepada keupayaan seseorang pelajar untuk bertanggungjawab ke atas pembelajarannya sendiri. Kajian terdahulu mendapati autonomi pelajar boleh mempengaruhi kemahiran berbahasa Inggeris pelajar. Kajian ini dijalankan bagi mengkaji perkaitan di antara autonomi pelajar dan kemahiran berbahasa Inggeris. Sampel kajian terdiri daripada 90 orang pelatih guru bukan-TESL dari empat Institut Pendidikan Guru (IPG) di Lembah Klang. Instrumen utama yang digunakan adalah borang kaji selidik yang diadaptasi dari Guglielmino (1977). Walaubagaimanapun, temubual juga dijalankan bagi mengesahkan dapatan kajian. Statistik deskriptif digunakan bagi menganalisis data dari borang soal selidik dalam bentuk peratus, nilai min dan sisihan piawai. Ujian Spearman Correlation Coefficient digunakan bagi mengkaji perkaitan di antara autonomi pelajar dan kemahiran berbahasa Inggeris mereka. Dapatan kajian menunjukkan bahawa autonomi pelatih guru adalah sederhana dan kemahiran berbahasa Inggeris mereka adalah lemah. Hasil analisis dari Ujian Spearman's Rho Correlation Coefficient mendapati tiada perkaitan yang signifikan (r = -0.016) di antara autonomi pelajar dan kemahiran berbahasa Inggeris pelatih-pelatih guru ini. Dapatan kajian juga menunjukkan autonomi pelajar tidak mempengaruhi kebolehan berbahasa Inggeris mereka. Oleh itu, penekanan yang sama juga patut diberi ke atas pengisian atau 'apa yang hendak dipelajari' dan proses 'bagaimana untuk belajar' sebagai faktor penentu dalam merancang atau mereka kursus atau program Bahasa Inggeris. Langkah seumpama ini akan membantu melengkapkan pelajar-pelajar dengan pengetahuan dan kemahiran sewajarnya bagi memperolehi autonomi pelajar bagi pembelajaran sepanjang hayat.