UNIVERSITI TEKNOLOGI MARA

LANGUAGE LEARNING AUTONOMY AMONG MALAYSIAN ESL TERTIARY LEARNERS: A CASE STUDY

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M.Ed (TESL)

JUNE 2013

DECLARATION

I declare that the work in this thesis was carried out in accordance with regulations of University Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledge as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any degree or qualification.

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Thesis Title   **Language Learning Autonomy Among Malaysian**

                           ESL Tertiary Learners: A Case Study

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31|7|2013

ABSTRACT

This study was conducted with the aim to identify the language learning autonomy among Malaysian ESL tertiary learners. The descriptive case study comprised 60 ESL tertiary learners in a college located in a local public university in Selangor, Malaysia. The study employed a mixed-methods research design where data were collected via a questionnaire and semi-structured interviews. The quantitative data was statistically analysed using SPSS version 20 for Mac while the qualitative data was analysed deductively and inductively based on the research questions. The validity and reliability of instruments was established through experts' opinions and a pilot study. The overall reliability was established at 0.876 alpha levels. The findings revealed that the students were confident in planning and organizing their language learning but were only fairly confident in regards to monitoring and evaluating their language learning. Findings also indicated that there was no significance difference in the mean score between confidence level and gender. Besides that, findings also revealed that the students were reliant on their teachers in language learning but there were no significant difference in the mean score between male and female students' reliance towards their teachers. Those students perceived their teachers were the expert of the language but they looked forward for more opportunities to give their opinion about classroom materials and activities. Teachers' reluctance in giving the students opportunities to give their opinion in language classroom, the students' lack of awareness regarding learner autonomy as well as being too teacher-dependent were some of the main challenges faced by ESL tertiary learners in becoming autonomous learners. The findings imply that learner autonomy should be promoted in ESL classroom by conducting workshops and trainings to both teachers and students. This may serve as the platform to motivate teachers and students in moving towards learner autonomy.

ABSTRAK

Kajian ini dijalankan dengan tujuan untuk mengenalpasti autonomi pembelajaran bahasa di kalangan pelajar pengajian tinggi Malaysia yang mengambil Bahasa Inggeris sebagai Bahasa Kedua. Kajian kes deskriptif ini terdiri daripada 60 pelajar yang sedang menjalani pembelajaran Bahasa Inggeris di universiti awam tempatan di Selangor, Malaysia. Kajian ini menggunakan reka bentuk kajian bercampur-kaedah di mana data yang dikumpul melalui soal selidik dan temu bual separa berstruktur. Data kuantitatif dianalisis menggunakan SPSS versi 20 untuk Mac manakala data kualitatif pula dianalisis secara deduktif dan induktif berdasarkan soalan-soalan penyelidikan untuk mengesan corak maklumbalas. Kesahan dan kebolehpercayaan instrumen telah ditubuhkan melalui pendapat pakar-pakar dan satu kajian perintis. Kebolehpercayaan keseluruhan telah ditubuhkan pada 0.876 tahap alfa. Dapatan kajian menunjukkan bahawa pelajar yakin dalam merancang dan menganjurkan pembelajaran bahasa mereka tetapi mereka kurang yakin dalam memantau dan menilai pembelajaran bahasa mereka. Dapatan kajian juga menunjukkan bahawa tidak terdapat perbezaan yang signifikan dalam skor min di antara tahap keyakinan dan jantina. Selain itu, kajian juga menunjukkan bahawa pelajar bergantung kepada guru-guru mereka dalam pembelajaran bahasa tetapi tidak ada perbezaan yang signifikan dalam skor min antara pergantungan pelajar lelaki dan perempuan terhadap guru-guru mereka. Pelajar melihat guru-guru mereka sebagai pakar bahasa tetapi menjangkakan guru-guru untuk memberikan mereka lebih banyak peluang dalam memberi pendapat mereka tentang bahan-bahan bilik darjah dan aktiviti. Keengganan dalam memberi peluang kepada pelajar untuk memberikan pendapat mereka di dalam kelas bahasa, kekurangan kesedaran mengenai autonomi dikalangan pelajar dan kebergantungan kepada guru adalah beberapa cabaran utama yang dihadapi oleh pelajar ESL untuk menjadi pelajar autonomi di pusat pengajian tinggi. Penemuan membayangkan bahawa autonomi pelajar perlu digalakkan di dalam kelas Bahasa Inggeris sebagai Bahasa Kedua dengan mengadakan bengkel dan latihan kepada kedua-dua guru dan pelajar. Ini boleh bertindak sebagai platform untuk memberi motivasi kepada guru-guru dan pelajar dalam menuju ke arah autonomi pelajar.

ACKNOWLEDGEMENT

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

The completion of this thesis would have been next to impossible without the help and support of many individuals.

First and foremost, I would like to express my appreciation to the institution, Universiti Teknologi MARA, for the opportunity to further my studies and broaden my knowledge. My heartfelt gratitude also goes to all my lecturers for the guidance and valuable knowledge that they have shared.

My highest gratitude and appreciation goes to my supervisor, mentor, and advisor, Prof. Dr. Gurnam Kaur Sidhu, for her expert guidance, invaluable advice and unfailing support. Her commitment and passion had truly inspired me and I deeply appreciate the trust, confidence, and the continuous encouragement that she has shown me. For everything and more, I am indeed truly indebted.

To all my course mates, especially Fitri, Nisa, Rodhiah, Villerie, and Wan Filzah, thank you very much for everything. Despite the hardship faced throughout this Masters' course, the friendship, support and genuine care shared between us, has undoubtedly made the journey more pleasurable and meaningful. I wish nothing but the best in life for everyone.

Finally, to the two dearest people in my life, my loving parents Mohamad Yusuf Hasshim and Rohani Ab. Rani. I dedicate this dissertation and my deepest gratitude for their unwavering support, unconditional love and continuous encouragement, which had helped me through even the lowest and darkest point during my studies. No words can express the appreciation and love I have for them and I am indeed extremely lucky and forever indebted. May God bless and love them always.

Last but not least, to The One without which I am nothing. Praise be to the Almighty Allah, for answering my prayers and giving me the strength to soldier on despite, the many obstacles and the frequent digressions. Thank you so much dear God and I have truly been blessed.