

**THE PERCEPTIONS OF STUDENTS TOWARDS ESL CLASSROOM
INTERACTIONS IN COLLABORATIVE LEARNING**

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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
UNIVERSITY TEKNOLOGI MARA**

SHAH ALAM

2014

ACKNOWLEDGMENT

Firstly, I am thankful to Allah S.W.T for having made everything possible to finish this report, by giving me continuous strength and courage throughout the process of doing this report.

I would also like to express my deepest appreciation to all those who provided me the possibility to complete this report.

A special gratitude I give to my supervisor, Mr. Fazyudi, whose contribution in stimulating suggestions and encouragement, in finishing this report. It was such a great experience to be his supervisee as I have learnt valuable knowledge in conducting a mini research and writing the report which will be useful in my future career.

Furthermore I would also like to acknowledge with much appreciation my father and my mother, Zuraini bin Yusof and for the never-ending support in financial and emotional aspects in completing this report. Without their words of encouragement and their undying love, I will not be able to gather my strength in finishing this research.

Special thanks goes to my supportive friends, who have helped and cheered for me in the time of needs throughout the process of finishing this report, Aisyah binti Nazamuddin, Muhammad Afiq bin Roslan, Syazwani binti Che Noh, Muhammad Izdiyar bin Rijap, and others. Without these understanding people in my life, I will not be able to face the challenges which I have to confront while finishing this research.

Last but not least, many thanks go to UITM for giving me the golden chance to conduct this mini research.

ABSTRACT

Collaborative learning is a popular method used in teaching English as a second language. Even though collaborative learning has been applied in the teaching English among university students, the impact of its instruction varies according to the classroom interaction and the students who respond to it. Therefore, the study attempts to investigate the perceptions of students towards ESL classroom interaction in collaborative learning among students of tertiary level. A total of thirty 8th semester students of UiTM's TESL program were selected as the respondents of the study. This study was a survey research with only one group design. The data was collected through questionnaire with fifteen Likert-scale items and six open ended questions. The findings have shown that students of TESL in UiTM, Shah Alam, have positive perception towards classroom interaction in collaborative learning. On the other hand, the findings also showed that the ESL students also face challenges in collaborative based activities. From the findings of this study, useful recommendations are suggested to provide further references for future researches to be conducted in this field.

ABSTRAK

Pembelajaran berkumpulan adalah kaedah yang popular dalam pengajaran bahasa Inggeris sebagai bahasa kedua. Walaupun kaedah pembelajaran berkumpulan telah digunapakai untuk mengajar pelajar universiti, impaknya terhadap arahan yang diberi berbeza-beza mengikut perbezaan interaksi kelas dan pelajar-pelajar yang terlibat dengan kaedah ini. Oleh itu, kajian ini bertujuan untuk menyelidik persepsi pelajar terhadap interaksi dalam kelas Bahasa Inggeris sebagai bahasa kedua di dalam pembelajaran berkumpulan dalam kalangan pelajar di institusi tinggi. Sebanyak tiga puluh pelajar Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (TESL) dari UiTM telah dipilih sebagai peserta kajian. Kajian ini adalah berbentuk bancian dengan hanya satu reka bentuk kumpulan. Data yang dikumpulkan adalah hasil melalui lima belas soalan pendapat ukuran Likert dan enam soalan terbuka. Hasil kajian telah menunjukkan bahawa pelajar-pelajar TESL UiTM mempunyai pendapat positif terhadap interaksi kelas dalam pembelajaran berkumpulan. Walaubagaimanapun, dapatan juga menunjukkan bahawa pelajar TESL UiTM juga mempunyai cabaran-cabara yang perlu ditempuhi semasa pembelajaran berkumpulan. Daripada hasil kajian ini, cadangan yang berguna dicadangkan untuk memberikan rujukan lanjut untuk kajian masa depan yang akan dijalankan dalam bidang ini.

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