

**UNIVERSITI TEKNOLOGI MARA**

**USING TECHNOLOGY PROJECT  
BASED LEARNING TO ENHANCE  
LEARNERS AUTONOMY**

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Dissertation submitted in fulfillment of the requirements  
for the degree of

**Master of Education in TESL**

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## CANDIDATE'S DECLARATION

I declare that the work in this thesis 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 thesis has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

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## ABSTRACT

Project Based Learning (PBL) is not a new thing in Malaysia. However, students were still taught using the traditional approach aided with textbooks and predesigned activity books. This led to the belief that Malaysian students rarely had the chance to demonstrate their autonomy as their learning was confined to limited sources. This study therefore aimed to explore the relationship between the implementation of Technology Project Based Learning (TPBL) and learners autonomy, focusing on learners control over their learning. The challenges faced by the students in completing their project were also identified in the study. A qualitative case study method was selected to carry out the study. The participants involved in this study were 36 form four students from an urban secondary school. The students were encouraged to work independently using ICT to complete their project. The data of the study were acquired through a detailed analysis of the respondents' journals, classroom observation as well as interviews with the participants. The findings of the study indicated that TPBL had a significant impact on the students. It promoted the students to have better control over their learning making them more autonomous. Their experience in TPBL not only made them more skillful in using the various programmes, but they were also aware of the vast benefits of ICT in their learning. The students participated actively throughout the project, improving their communication skills and enhancing their higher order thinking skills. A framework was also developed from the findings of the study on the elements affecting learners' control in TPBL. The framework showed that the elements affecting learner's control in TPBL

for this particular group of students are the facilities provided and the authenticity of the task. In applying TPBL with the secondary school students, teachers therefore need to take these two factors into consideration so that the project done could enhance their knowledge as well as help them build positive characters.