

UNIVERSITI TEKNOLOGI MARA

**ESL UNDERGRADUATES' SELF-REGULATED
LEARNING DIMENSIONS**

MEGOS AK SIMAK

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for the degree of Master of Education
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Abstract

The study aimed to find out the degree of self-regulated learning dimensions of persistence, efficacy and reflection among ESL undergraduates. This study involved a group of ESL undergraduates doing Bachelor of Office Management at Universiti Teknologi MARA (UiTM) Sarawak as respondents. To assess these students' self-regulated learning dimensions, the researcher used Motivated Strategies Questionnaire for Learning (MSLQ). There are 81 items for the students to respond to in relation to their Self-regulated Learning Dimensions. Based on a survey research design employing convenience sampling, the questionnaire was administered to 40 ESL undergraduates and all questionnaires were completed. The analysis of the questionnaire was done using Statistical Package for Social Sciences (SPSS) Version 17.0 for descriptive statistics. The results indicate that the students scored an average range of mean score of 3.07 to 3.89 on a 7-point Likert scale: **(1)** representing '*not at all true*' and **(7)** representing '*very true of me*'. Therefore, based on the general scores of the students, it may be possible to say that they are at the mid-point of the scale, leaning towards 'very true of me'. This indication might reflect the students' level of confidence of their Self-regulated Learning Dimensions in motivation and learning strategy which seems to be leaning towards agreeing with the items in the questionnaire.

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 topic has not been submitted to any other academic institution or non-academic institution for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

Name of Candidate : Megos Anak Simak
Candidate's ID No : 2008427212
Programme : ED 720 Master in Education (TESL)
Faculty : Education
Thesis Title : ESL Undergraduates' Self-regulated learning dimensions


Signature of Candidate : 
Date : 29. 02. 2012

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CHAPTER 1

INTRODUCTION

1.0 Introduction

The chapter introduces the research by providing background of the study, problem statement, objectives of the study, research questions, and scope of the study, its significance, its delimitations and limitations, and finally, the definitions of key terms.

1.1 Background to the study

It has become common knowledge that Asian societies in general, and the multicultural Malaysian society for that matter, share the common tradition of respecting the elders. This ingrained socio-cultural view has somewhat naturally permeated the pedagogic practice in most Asian societies, and the Malaysian classrooms are no exception in generally manifesting this influence, where students have been socialised into deference and obligation to the teacher as the “providers” of knowledge (Kirkbride, Tang & Chaw, 1989). Malaysian students have been brought up to respect the wisdom, knowledge and expertise of “authoritative” figures like their parents, teachers and lecturers. Such entrenched and privileged socio-cultural reverence for the teacher, who is unarguably considered to be the expert in imparting knowledge seems evidently manifested in the didactic nature of the Malaysian classrooms (even most ESL classrooms), where the teacher takes much control of the teaching-learning process. This teacher-centredness tends to only encourage Malaysian students to assume the passive role of knowledge “receivers” who eventually become “reproducers” of a fixed body of knowledge imparted by the teacher-expert (Koo Yew Lie, 2003).

The students even at tertiary level prefer the comfort of keeping quiet and not taking chances of losing face as being not intelligent (Koo Yew Lie 2003). The need to avoid face loss among ESL students is also reinforced by the fact that the students lack the