

ACCEPTANCE OF STUDENTS TOWARDS E-LEARNING IN MALAY LANGUAGE TEACHING AND LEARNING

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Abstract: *The development of the information and internet era has transformed traditional learning trends into the form of online versions and has indirectly contributed to the flexible teaching and learning environment. As a result, it seeks to accelerate the teaching and make the learning process more effective. The sample consists of 30 students who take diploma courses from various programs of study. The sample selection was based on random sampling group which seeks to meet the needs of the researcher. For the purpose of this study, a questionnaire was used to collect research information. This survey design was used because of its suitability for reviewing the implementation of e-learning in Malay language teaching and learning. This type of instrument is saving the researchers' and students' cost and time. The findings were identified through the acceptance of students towards e-learning in teaching and learning which gave a relatively high overall value of 27. The results of this study showed that students' interest in information technology and the internet as an important intermediate medium today is at a high level. Therefore, this study is expected to be beneficial to the Ministry of Education, lecturers, and teachers because they could apply this study as guidance and guidelines in the teaching of Malay language.*

Keywords: *E-learning, Acceptance, Teaching and Learning*

Introduction

Online learning or e-learning has become a learning trend nowadays especially in higher education. This learning process seeks to accelerate the teaching process and make the learning

process more effective. This learning method has not only changed the traditional modules as well as the classroom in the form of online, but the use of technology in e-learning has also contributed to the more flexible method (Hasifah Abdul Aziz, 2011). The speed of development in technology has changed the way people learn (Naismith, Lonsdale, Vavoula & Sharples, 2004; Ting 2007). The occurrence today is the learning process that goes beyond the classroom's physical space (Kukuljsja-Hulme & Traxler, 2005) and is globalized and lifelong (Sharples, 2006).

E-learning is a platform that provide institutions with means of improving teaching and learning activities. It enhances students-teacher relationship and provide students with means of interactions among themselves (Abubakar, 2017). Many past research findings have shown that mobile technology has a significant impact on teaching and learning (Zurita & Nussbaum, 2004). According to Amin Ilias (2010), the use of e-learning is a complementary medium to conventional teaching and learning. On the other hand, Shukriet (2007) considers that the use of e-learning gives students the freedom to study according to their own ability and to independently review an unintelligible course according to their own needs and understandings. Even the results of the study by Normaliza Abd Rahim (2014) show that blogs have helped Korean learners in learning Malay literature, Malay and Technology in context as a second language learning.

Literature Review

The rapid development of information technology has had an enormous impact on almost all systems around the world. The results of this development have transformed the teaching and learning patterns from conventional methods to a more sophisticated and modern methods. The findings of Fakhur Razi Ahmad (2010) found that the web-based learning process is becoming increasingly popular among teachers and students due to its wider facilities. E-learning is a new concept in the learning process. This e-learning emphasizes the ability to facilitate the transfer of learning without binding to the physical location where the learning process occurs (Kulkuska-Hulme & Traxler, 2005) According to Siraj & Kumaran (2006), e-learning is the use of wireless devices the learning process takes place anytime and anywhere. In this E-learning process, all information can be shared via email, chat-room and other channels between individuals with specialists in a particular field and indirectly for the learning process can also be shortened. The results will increase student motivation. This can be seen through a study conducted by Yahaya Sidek and Ning Ali (2011). They found that the level of knowledge and attitude of students at Universiti Teknologi Malaysia towards the use of e-learning showed a high level with mean values 4.14 and 3.67. While the mean value of student motivation towards the use of e-learning is moderate i.e. 3.44.

The increased use of e-learning among educational institutions has led to a change in higher education. Hemsley (2002) have stated the opinion that full time and part time students can participate in their degree courses chosen from any place or location, offering people who are relocated or travel, an easily accessible resource for learning experience. According to Zhang (2006), e-learning via interactive video permits students to watch all activities that are conducted in the classroom and also listen to instructors as many times as needed. This is giving positive impacts of e-learning from the perspectives of the students and learners (Juhadil, 2007)

Research Objective

To see the level of acceptance of students towards e-learning in Malay language teaching and learning.

Research Question

What is the level of acceptance of students towards e-learning in Malay language teaching and learning?

Methodology

The sample consists of 30 students who take diploma courses from various programs of study. The sample selection was based on random sampling group which seeks to meet the needs of researcher. For the purpose of this study, a questionnaire was used to collect research information. This survey design was used because of its suitability for reviewing the implementation of e-learning in Malay language teaching and learning. This type of instrument is saving the researchers' and students' cost and time.

Research Sample

Sample comprises of 30 randomly selected diploma students from various programs in a private higher learning institution. Questionnaires were distributed to the students to collect data. It is the most reliable and practical method for data collection – focusing on the students' acceptance on the application of e-learning in learning Malay Language.

Findings

Table 1: Mean and Percentages Acceptance of Students towards E-learning in Malay Language Teaching and Learning

No.	Item	Percentage		Mean
		Agree	Disagree	
1.	My lecturer explained to me my responsibility in this course.	89.9%	10.1%	27
2.	The contents of this course was well organized and easy to follow.	89.29%	10.71%	27
3.	The online activities provided me with opportunities to collaborate with my course mates.	85.71%	14.29%	25
4.	I learn from my peers through the online activities.	96.43%	3.57%	29
5.	My lecturer was available to guide and support me throughout this course.	92.86%	7.14%	28
6.	My lecturer responded to my question in timely manner.	92.86%	7.14%	28
7.	My lecturer provided feedback to my assignments in a timely manner.	89.29%	10.71%	27
8.	I sought help from Helpdesk for technical assistance.	85.71%	14.29%	25
Total				27

Many studies have shown that effective use of e-learning could help increase student's motivation, engagement and attendance. It also increases student class participation and improved behavior and performance on subjects. According to Table 1, overall students' acceptance of e-learning in the teaching and learning process of Malay Language is 27 and it

is the highest mean. Analysis from this study showed that the students portray excellent acceptance of e-learning as one of the methods in their learning process. This can be proved by looking at the students' response to the research items. Table 1 stated that 89.29% of students agreed and 10.71% disagreed with the statement of Item 2 (mean 27) "The contents of this course were well organized and easy to follow". While, referring to item 3 (mean 25) 85.71% compared to 14.29% of students agreed with the statement that online activities can provide more opportunities for students to collaborate with each other. Students are able to write and compose good articles in Malay language using blog as one of their learning methods (Normaliza Abd Rahim, 2014). The students show higher confidence level they are able to showcase their talent in Malay language writing.

However, the lack of confidence and experience in using technology might be extra obstacle for students. It is because in e-learning process students work independently and some students might find it difficult to understand their contents due to the lack face to face contact with instructors and other fellow students (Samir, Islam, Naglaa, Mahmoud & Ann 2014). This can be proved with the illustrations in Table 1 (refer item 3). Item 3 seem to have the highest percentage with 14.29% where the students disagree with the content of the intended item.

Conclusion

Students' level of readiness on the implementation of e-learning is very high. Effective feedback from lecturers is so important especially in motivating the students to continue using e-learning as one of their learning methods. This conclusion can be supported with a high overall mean point on the statements related to 'My lecturer was available to guide and support me throughout this course, my lecturer responded to my question in timely manner, my lecturer provided feedback to my assignments in a timely manner'. These statements are able to get a higher mean due to the interest of students on the development of information technology. It is also being supported with students' interest on the availability of the internet as an important learning medium.

This study has reported important findings about online learning in education and presented a range of predictions about the future of online technology for educational purposes. Instructors need to understand their student motivations when teaching online classes. However, it can be difficult to assess student motivations for online learning due to the lack of personal contact between the students and instructor. Instructors who taught the participants of the study should be interviewed to get feedback in order to evaluate e-learning from an instructor's perspective (Samir, Islam, Naglaa, Mahmoud & Ann 2014).

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