The Implementation of E-Learning in Communicative English Classroom

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Abstract
The implementation of E-Learning in teaching and learning has created a new way of delivering and gaining knowledge among lecturers and students. The use of E-notes, forum, video, interactive boards and other learning tools have become common in our learning process nowadays. In the other hand, there are some English learners think that using traditional method to learn English is more convenient than using new method; E-learning. The objectives of the study are to investigate the implementation of E-Learning in Communicative English class at Politeknik Sultan Salahuddin Abdul Aziz Shah and the students' acceptance on the use of E-learning in their Communicative English classes. A total of 150 semester 3 PSA students from various departments were randomly chosen as respondents. As a result, they claimed that E-Learning was suited to cater the needs of modern learners. Rather than using the old book style teaching, E-Learning is able to enhance the interaction of learner much more interesting and also manage to keep them attentive during class session. Flexibility as having a time space in learning and easy access to materials and any resources needed are the major factors of students' satisfaction towards E-learning in their study.

Key Words: e-learning; communicative english; teaching and learning

1.0   INTRODUCTION

E-learning has been implemented in the learning process in order to cater the needs of modern learners. These modern learners are very active and always engaged with gadget. They are more attractive to something such as the gadgets (laptop, tablet and smartphones) which are fast and interactive. They tend to spend most of their time on social media through chatting, posting a comment through Facebook, Instagram as to engage with their friends. Hence, E-learning has all the features needed and that is why it has been chosen to be implemented in teaching and learning process nowadays. Through E-learning, students can have their online group discussion or forum. They can simply express their own opinion, discuss the topic of interest in order to have a better understanding about the content. This is their medium of communication in the learning process.

One of the major characteristics for E-learning is independent study where the students have to organize their own time in studying, completing the assignment and to complete a course with the given deadline and little guide from lecturer. Students do not have to depend as much time with the teacher since they can look for information by browsing through the Internet (Nurul, Yasmin &Noor, 2015). This study focuses on the student's satisfaction towards the implementation of E-learning in Communicative English classroom.

The result of this study will benefit the lecturers in creating more effective platform to their students.

Nowadays, there is a lot of open source software for learning management system (LMS) that have been used in teaching and learning process. In polytechnic, Modular Object Oriented-Dynamic Learning Environment (MOODLE) has been chosen to be used in creating online courses such as CIDOS. In 2011, this Curriculum Information Document Online System (CIDOS) is developed and being used in most of the subject in Polytechnic included Communicative English subject. Then, polytechnic has implemented a free web-based learning program which known as MOOC since 2015. Massive Open Online Courses (MOOC) is offered to all semester three polytechnic students through Communicative English subject.

The implementation of E-learning such CIDOS and MOOC in Communicative English classroom has given a great opportunity for polytechnic lecturers to apply a different teaching method. The use of forum, online chatting and smartboards as a medium of communication among students and lecturers will attract low proficiency English learners to communicate better in English. Without physical presence and tied with the class time, the students can find their own time and space in learning English. However, E-learning is not intended to replace the traditional classroom setting, but to provide new opportunities for interaction and communication between students and instructor or teacher (Razlina, 2016).

2.0 LITERATURE REVIEW

According to Zohreh and Hamid.R (2011), MOODLE can be used to integrate a course with online activities that help them to increase their foreign language proficiency and also their competence in Information and Communication Technology (ICT). In addition, E-learning is an essential tool that should be used to supplement the EFL face-to-face class. It includes various activities and resources that if used by the students and monitored by the teacher could enhance the students' language proficiency and independent learning (Nagwa.A.S, 2014). Technology has enable people to access information at any time and from anywhere which has allowed a great deal of flexibility in people's quest for information. Higher flexibility means that students can access and work at their own pace and time. You just need to be connected to the Internet and you have gain access to a wealth of information (Nurul, Yasmin & Noor, 2015).

In addition, E-learning technologies offer educators a new paradigm based on adult learning theory, which states that adults learn by relating new learning to past experiences, by linking learning to specific needs, and by practically applying learning, resulting in more effective and efficient learning experiences (Olojo, Adewumi & Ajesola, 2012). However there are limitations of making an online course accessible to all. Some communication tools may not suit some students; for example, the streaming of audio cannot be heard by a hearing impaired student and thus this tool is not accessible to all (Burbles, 2004).

Hence, E-learning is a great medium to learning English. Most of the activities and tools available in E-Learning were believed to be very useful in helping them to write and read in English (Nurul, Yasmin & Noor, 2015). The use of blogs via the online discussion board in an English course among low English proficiency undergraduates at a local university enabled shy learners to express themselves via writing and make meaningful contributions on the blogs thereby enhancing their confidence level (Nadzrah,Hafizah & Azizah,2010). In addition, by using E-Learning, students will have more flexibility because they are able to work wherever and whenever they choose (Nurul, Yasmin & Noor, 2015)

3.0   METHODOLOGY

A set of questionnaire is used as a tool of measurement in this research. All the questions are constructed in English and consisted of three parts which are:
Part One: Demographic profile
Part Two: The implementation of E-learning in Communicative English Classroom
Part Three: Students' Acceptance towards E-learning

The respondents were asked to indicate their agreements or disagreements to each statement given in the questionnaire using 5-points Likert Scales. The level of agreements and disagreements of respondents were measured on 'strongly agree' indicates the lowest value and 'strongly disagree' indicates the largest value.

150 semester three PSA students were involved in this research. They are chosen to be respondents in this study because they have used CIDOS and MOCC in their Communicative English classroom. 100% of the responses were received through the given questionnaire (N=100).

Below is the table for respondents' profile:

GENDER				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	85	56.7	56.7	56.7
	FEMALE	65	43.3	43.3	100.0
	Total	150	100.0	100.0	

The highest number of male respondents indicates the current scenario in engineering studies at Polytechnic Sultan Salahuddin Abdul Aziz Shah (PSA).

Internet usage among PSA students:

I use the internet at polytechnic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	150	100.0	100.0	100.0

I use the internet in English to find information and read news

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	93	62.0	62.0	62.0
	Infrequently	51	34.0	34.0	96.0
	Never	6	4.0	4.0	100.0
	Total	150	100.0	100.0	

From the above tables on the internet usage among PSA students, all students used the internet while they are in Polytechnic area and 93% of them have regularly used the internet in English to find information and read news. The finding shows that PSA students are an active users and actively engaged for an online activities and in social media.

4.0   DESCRIPTIVE ANALYSIS

The descriptive analysis was used to analyse all the items in questionnaire. There were 5 statements given for the implementation of E-Learning and another 5 statements for students' acceptance towards E-learning in the questionnaire. The result is as in table 2 and 3 below:

Table 2: The implementation of E-learning in Communicative English Classroom

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CIDOS and MOOC are user-friendly	150	3	5	4.33	.662
CIDOS and MOOC are easy to access	150	3	5	4.41	.657
The use of E-learning are useful in Communicative English Classroom	150	4	5	4.55	.499

You have learnt well through E-learning	150	4	5	4.65	.480
CIDOS and MOOC offer a good communication platform for lecturers and students	150	4	5	4.69	.463

1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

As we can see from the table 2 on the implementation of E-learning above, the highest mean is *CIDOS and MOOC offer a good communication platform for lecturers and students* (4.69). This can be seen on the flexibility offered by E-learning that allow both lecturers and students to be able to interact outside of the classroom. However, there are some of students faced some difficulty in using E-learning in their communication because of the internet connection problem. This can be proved by the lowest mean here is *CIDOS and MOOC are easy to access* (4.41).

Table 3: Students' Acceptance towards E-learning

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I spend most of my time with CIDOS and MOOC for Communicative English classroom	150	2	5	4.29	.945
I always read E-notes in CIDOS and MOOC before the class started	150	4	5	4.44	.498
I feel more confidence to learn English using CIDOS and MOOC	150	4	5	4.69	.465
I find CIDOS and MOOC are suitable for Communicative English classroom	150	4	5	4.58	.495
CIDOS and MOOC are the best platform to get learning materials and resources	150	2	5	4.37	.980

1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

The data in table 3 illustrate the students' acceptance towards E-learning. The highest mean is *'I feel more confidence to learn English using CIDOS and MOOC'* (4.69). The second highest mean is *'I find CIDOS and MOOC are suitable for Communicative English classroom'* (4.58). Majority of the students agreed that E-learning has helped a lot in their learning process. They claimed that they have a flexible access to learning materials using CIDOS and MOOC. While the lowest mean is *'I spend most of my time with CIDOS and MOOC for Communicative English classroom* (4.29). The second lowest mean is *'CIDOS and MOOC are the best platform to get learning materials and resources'* (4.37). 9.3% of

PSA students claimed that they cannot spend their time with CIDOS and MOOC because they have another commitment. While, 12% of them managed to get their learning materials from other platform.
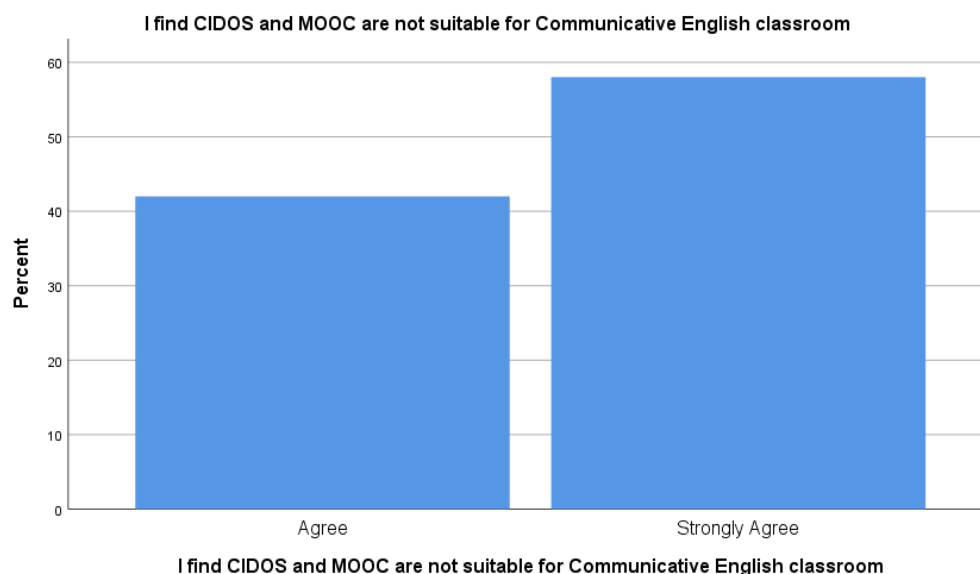

Figure 3.1

The most interesting fact in figure 3.1 here is 100% of PSA students disagreed that '*CIDOS and MOOC are not suitable for Communicative English classroom'.* They stated that E-learning is suitable for Communicative English classroom. Plus, E-learning has made English class to be more interesting and interactive. They found that E-learning is useful and give more benefit especially in accessing learning materials.

5.0   FINDINGS AND RESULT

The findings suggest that most of students agreed that E-learning had helped them a lot in their Communicative English classroom. They also found that E-learning is a good platform for communication between students and lecturers. They are actively engaged in forum for any group discussion in sharing and discussing their learning content. The students stated that E-learning is an interesting and interactive method in their learning process especially in Communicative English classroom.

In addition, through these online learning platform, the students are able communicate better with their friends and at the same time they will gain their own confidence level and self-esteem. Plus, the use of smartphones, tablets, smartboards, blogs are much easier for these modern learners to access and share information and knowledge. The involvement from lecturers in giving a support to the students is needed. So, the use of CIDOS and MOOC will increase among students.

6.0 CONCLUSION

The implementation of E-learning in Communicative English classroom is good as it has offered a various method in learning process. .The use of electronic devices in learning process for Communicative English classroom helps students to gain not only language skills but also other skills and abilities. The effectiveness of E-learning is still depends on how it has been used in their learning tool. Their awareness on the value of the E-learning should be raised as they will get the benefit if they are really able to manage and engage the content interactively. The students found it very useful and interesting in their study because it is easy to access at anywhere and anytime. But, this method is still new to students hence the support and encouragement from lecturer is needed. The lecturer should monitor the students' progress and always giving advice. They must always encourage their students to implement E-learning (CIDOS and MOOC) as part of their learning process in Communicative English classroom.

As for lecturers, they need to equip themselves with ICT skills so they will not facing any difficulty in managing their own E-course. Their involvement in planning teaching material, constructing platform in E-course need them to always be up to date with new technology as to create and maintaining a successfully E-learning platform in their teaching process. There should be a proper training for lecturers to equip them in E-learning at all levels.

The technology facilities such as the internet connection and coverage such as Wi-Fi connections should be wider and stronger especially in campus area. This will give a huge impact on the use of E-learning among the students because most of PSA students will rely on the available Wi-Fi in the campus for their learning purposes.

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