Students' Satisfaction on English Online Programme at a private university

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ABSTRACT

The Objective of this paper is to investigate the students' satisfaction in an English Online Programme . Online learning mainly consists of English lessons, exercises, practices and tests for language practice. The sample groups are 30 Malaysian students studying English as a support course in line with their core programme. The data are analyzed by mean, standard deviation (S.D.) value from the questionnaires and open ended responses. The results were found that the most average of satisfaction are subject contents including practice in the authentic situation, immediate feedback are ready for improvement, accessibility where they can utilize it at any given time or place and user friendly system.

I. Introduction

English is important as a world language and has become more popular together with the rapid growth and changes in the education system, the economy and society. There is a stern problem of Malaysian students that, to communicate in English is an obstacle. There are many ways and means to overcome such hurdle and one of them is through learning the language.   Adding to this, learning is not limited in only the classroom, but the implementation of the internet in terms of accessibility, speed, and effectiveness of the system.

Contemporarily, communication approach is being applied in teaching English where it focuses on communication development including suitable and acceptable language in the society. The communication approach mainly contains communication theories, grammatical components, situations, and human consciousness.

Various teaching methodologies are used in order to assist learners in the process of language learning. The need of the learners in development areas including cognitive, linguistic, social, emotional and physical. Due to this, various of educational programmes, self-regulated learning programme and instructional approaches were created to address the need of the learners and most importantly to promote student centered learning environment.

The usage of E-learning has been expended to assist in developing language ability. E-Learning can be defined as the usage of computer or electronic devices in some way to provide training, educational or learning materials (Stockley, as cited in http://www.derekstockley.com.au, 2014). In other words. Computer and technology are the vehicle of knowledge provider in the field of teaching and learning. Various educational institution has implemented the practice of distance learning (fully online) and blended learning (combination of face to face and online learning). This has created a whole new learning environment not only to the learners but the educators as well with the main objective to upgrade academic achievement, engagement and encouragement. Besides, the technology and teaching design has filled up the gap of distance and time where learners can access it at any time any place.

II. Objectives

This study aims to investigate the students' satisfaction on using applied Online Learning System as their support courses on following aspects: convenience, academy, teaching strategy, facilitator, and student-centered learning.

III. Method

The sampling groups are 20 Malaysian students majoring in Management in a private university in Malaysia and registering in for Online English Programme for the duration of 9 weeks.

Data are collected by a survey in the form of questionnaire for learners' satisfactory on English language learning with online programme and interview session or focused group with the learners.

The research instrument is the questionnaire on the students' satisfaction on the online programme. The questionnaire was adapted by Yordchim and Gibbs (2014).The data were analyzed by mean, standard deviation value.

IV. Results

A. Online Learning System

The content structure of online learning system is based on a programme by an international education publisher. It is a task-based approach that helps students achieve a desired learning outcome. Students are able to discover English in the context of today's global world due to a wide range of topics and video materials. There are 12 units in this online programme.The total activities and practices are 134.

The overall result of students after the online learning programme is shown below (Figure 1):

No.	Student	Overall Result (%)
1	Faisal	91
2	Iswan	86
3	Ridz	89
4	Jazz	86
5	Harry	89
6	Andey	75
7	Syamir	75
8	Hishak	72
9	Kamil	58
10	Zani	73
11	Johan	80
12	Joe	95
13	Deen	86
14	Ikhwan	65
15	Taufik	88
16	Khairul	80
17	Taufiq	81
18	Naim	77
19	Lukman	79
20	Azrin	74

Figure 1

The comparison between pre-test and the overall results (Figure 2):

No.	Student	Pre-Test Result (%)	Overall Result (Post Test)(%)
1	Faisal	74	91
2	Iswan	74	86
3	Ridz	81	89
4	Jazz	74	86
5	Harry	70	89
6	Andey	80	75
7	Syamir	67	75
8	Hishak	73	72
9	Kamil	66	58
10	Zani	73	73
11	Johan	80	80
12	Joe	86	95
13	Deen	83	86
14	Ikhwan	64	65
15	Taufik	61	88
16	Khairul	76	80
17	Taufiq	61	81
18	Naim	67	77
19	Lukman	67	79
20	Azrin	74	74

Figure 2

The score range of the online learning programme (Figure 3):

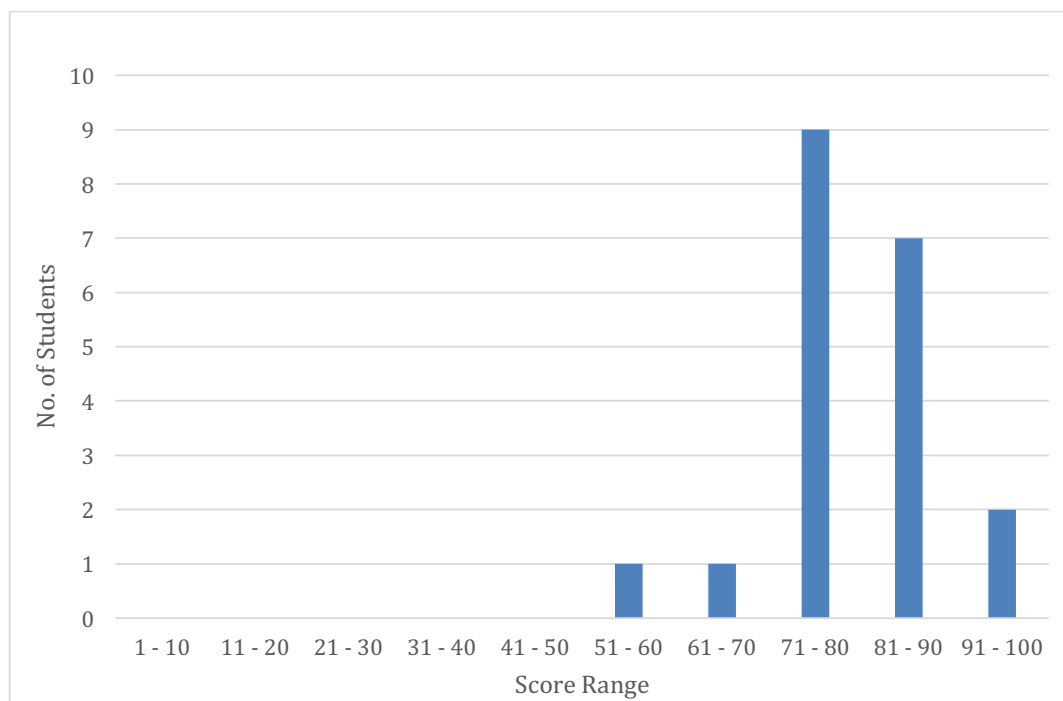*Figure 3*

B. Satisfaction on the aspect of convenience

TABLE I
SATISFACTION ON CONVENIENT ASPECTS

Item lists	$\bar{x}$	S.D
The system is stress-free.	2.44	0.784
The working system is quick for use.	2.89	0.471
It is a correct and systematic system.	2.72	0.575
The design is comprehensive and not complicated.	2.78	0.548
The information is interesting and update.	2.72	0.575
It is convenient and suitable for use.	2.72	0.669
Total	2.712	0.604

Based on the Table I, the overall mean score of satisfaction on convenient aspects is 2.712 (SD=0.604). The all scores on convenient aspects are at good satisfaction level (2.44 – 2.89). In general, the students are most satisfied with the working system because it is quick for use (2.89), the design is comprehensive and not complicated (2.78) and the information is interesting and update (2.72), respectively. The least average is the system is free from stress. The students satisfy on working system which is quick as they can easily access it and complete all of the task given in the system.

C. Satisfaction on the aspect of academic

TABLE II
SATISFACTION ON ACADEMIC ASPECTS

Item lists	$\bar{x}$	S.D
They response to purpose, objectives, learning activities of the course.	2.72	0.575
They have the unity with the documents of the subject as books and handouts.	2.56	0.705
They help the class environment to contribute students' language learning.	2.61	0.608
They support the students to participate and giving opinions in the pedagogy.	2.56	0.705
They make it easier for language learning.	2.72	0.669
They are suitable tools for supporting students' learning.	2.89	0.583
They support students to have more aspects on learning interests.	2.78	0.548
They have fair and suitable criteria on assessment and evaluation.	2.44	0.705
They are flexible and response to students' need.	2.44	0.616

They encourage students to have creative thinking and evaluation.	2.5	0.786
They open the chance for sharing their ideas with their friends and teacher on discussion and group activities.	2.61	0.778
Total	2.621	0.662

Based on the Table II, the overall mean score of satisfaction on convenient aspects is 2.621 (SD=0.662). The all scores on academic aspects are at good satisfaction level (2.44 – 2.89). In general, the students are most satisfied because they are suitable tools for supporting students' learning (2.89), support students to have more aspects on learning interests (2.78) and response to purpose, objectives and learning activities of the course (2.72), respectively. The least average is on fair and suitable criteria on assessment and evaluation and flexible and response to students' need. Learners mentioned that they were not so familiar on being assessed through online and this was the first time and at certain situation they need to rely on teacher especially in giving them feedbacks in their learning process.

D. Satisfaction on the aspects of Trainer/Tutor

TABLE III
SATISFACTION ON TRAINER/TUTOR ASPECTS

Item lists	$\bar{x}$	S.D
Subject knowledge	2.89	0.471
Trainer/tutor created and maintained an environment for learning.	2.83	0.618
Skills and competence.	2.78	0.548
Guidance and support.	2.89	0.583
Total	2.848	0.555

Based on the Table III, the overall mean score of satisfaction on trainer/tutor aspects is 2.848 (SD=0.555). The all scores on tutor/trainer aspects are at good satisfaction level (2.78 - 2.89). In general, the students are most satisfied with the subject knowledge (2.89), trainer or tutor created and maintained an environment for learning (2.83) and guidance with support (2.89), respectively. In this online programme, the teacher acts as a facilitator only and for the duration of 9 weeks there were only 4 support classes with the trainer (expert in online learning).

E. Open Ended Question

- What did you like best about the programme?

    - *'This programme has helped me improve my grammar tremendously'*

    - *'It has a good sequence of level of units and variety of skill-based questions'*

    - *'Easy to handle with stronger internet connection, more stable'*

    - *'After the second attempt, I can see what is the correct answer and looking at the mistakes I have done, it an improve my knowledge as well'*

- What could have been better?
    - *'To complete 12 units in 9 weeks is quite short and stressful. Hope to increase the duration'*
    - *'More speaking session'*
    - *'If we could ask questions to the system'*
    - *'Programme to be scheduled with more flexible time'*

- Do you think this programme will help you improve the language?
    - *'Yes, it helps me improve my English'*
    - *'Just a little help in my vocabulary'*

- Would you want to continue using this programme in a different level?
    - *'Definitely, and I am looking forward to participate because I know it would help me a lot'*
    - *'Yes, but with more conversation to be more confident and have courage to speak the language'*

F. Focused Group Session

Learners were put into a session where their overall feedbacks on this programme were compiled.
- Learners' Feedbacks

'Good to improve my English especially in Grammar'

'Enhance and improve my proficiency in English especially in grammar, reading, pronounciation and writing. Better with a combination of speaking skills and some communication module'

'Interesting, follow level, have good guidance, varieties activities'

Learners gave positive feedbacks on the effectiveness of the programme and they have given suggestion to add speaking components as this is the main skills that they are lacking off.

- Other Feedbacks

'Very effective course but I still prefer to have a teacher in front of me'

'It is better to have a teacher than a computer'

'It is a good programme with variable exercises and methodologies to enhance our language usage but at the same time we did not have a sufficient time due to our focus on the other courses that we are currently doing'

' Honestly, the programme is good to improve my English. Unfortunately, my speaking skill was not really improved with the system. Furthermore, the online English Programme has made our life more hectic as we have to focus on our other major courses'

The comments given by the learners above can be grouped into two parts which is on the need of having a teacher and time management. They adore the system but they still need the face to face interaction with the teachers and they even admit that they are not so familiar thus blended learning will be good. They suggested for twice a week class session with the teacher/ trainer together with the support from online learning system. Time management was another big factor for them as they foresee the online English programme as a support course only. They need to spend more of their time on their own development on the other major courses that they are taking currently.

V. Discussion

The online learning system was a system created by one of the organization and linked to the university Moodle programme. There are various activities which focus on the skill of listening reading, writing, grammar, vocabulary and pronunciation. Learners are given the opportunity for trial up to 3 times and after that their errors will be corrected automatically. Learners' gradebook button is available to the teacher to monitor the learners' progress time by time. Their score on each activities, attempts they made and time taken were recorded in the gradebook. In other words, learners' progress are there in details in the gradebook to assist the teacher in giving best advice and attention to the students need.

Research results showed that students were satisfied with the overall level of online learning system that were implemented by the university. Learners enjoyed the system which for them very fast and quick and this definitely a suitable tool in their learning process. Learners have improved a lot but it will be better if the system can add some speaking components or the structure of the programme to be revised as they still need face to face session with the teacher/trainer. Time management is important for the learners and they prefer the programme to be perfectly fit into their schedule which is not only as a support course for them.

References

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