

**STUDENTS' SATISFACTION OF ONLINE
LEARNING CLASS: SURVEY ON COMPUTER-
ASSISTED LANGUAGE LEARNING 2 ONLINE
CLASS AT SEVENTH SEMESTER IN ACADEMIC
YEAR 2014/2015**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By

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2017

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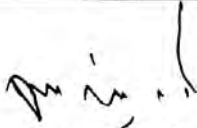
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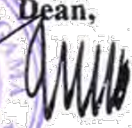
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No Dokumen	FM/03/GKM/12/FTK-UINSA
Revisi	0
Tanggal Terbit	29-Apr-16
Halaman	3 dari 5

Hari/Tanggal	Jum'at / 27 Januari 2017
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Judul Skripsi	STUDENTS' SATISFACTION OF ONLINE LEARNING CLASS : SURVEY ON COMPUTER ASSISTANT LANGUAGE LEARNING 2 ONLINE CLASS AT SEVENTH SEMESTER IN ACADEMIC YEAR 2014/2015 STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL SURABAYA
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This thesis by Muhammad Taufiqi Ridlwan entitled “*Students’ Satisfaction of Online Learning Class: Survey on Computer Assisted Language Learning 2 Online Class at Seventh Semester in Academic Year 2014/2015 State Islamic University of Sunan Ampel Surabaya*” has been examined on February 3rd 2017 and approved by the Boards of Examiners.


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Penulis


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some lectures such as classroom management with *Peerwise* in fifth semester, writing four with *Edmodo* in fourth semester and CALL with *YouTube* and *BlogSpot*. Based on the writer's experience, during learning process of classroom management and writing four, the lecturers used online media no more than fifty percents. There is still offline interaction in the class. The lecture gave explanation and students still had the opportunity to make a group discussion in the class. The function of WBL used in those lectures was mostly for giving assignments and taking score.

CALL is one of the lectures in English education department that use WBL as the teaching method. In CALL 1, there was still teaching and learning process in the class and the intensity was more than 50 percent. But, in CALL 2, there was no teaching process that handled by lecturer in the class, and there is no discussion in the class among students in the class. The class meeting was only for introduction. Base on the fact above, the writer consider that CALL2 is an online class. It is based on the statement of Allen and Seaman told that online class is an education that is handled only through web. The class doesn't have any physical learning given to the students or face-to-face interaction. Pure online learning is essentially the use of the tools in a distance education mode using web-base as the only media for all the students to have learning contact. For this

B. Online Interaction Learning Theory

However conducting an online class, the teacher or the lecturer should be able to handle the interaction among them online that gives impact to the good environment of the online class. Benbunan-Fich designs a model that explains the learning process and outcome in the environment of online learning whereas the 3p model more generally applies to both classroom and online learning. The Inputs, the first building block of the model, consist of characteristics of four factors:

- *Technology*; it is the main media in online learning; as relating to the teaching and learning process, it cannot be done without the technology's involvement.
- *Student*; when talking about learning, there is of course a learner. As here, the learner that being discussed here is the one who is studying in a University; therefore it is called as student.
- *Instructor*; when there is a learner, of course instructor is needed. Especially because this is a formal course; the learners do not learn something by themselves. Then instructor who gives instructions, materials, exercises, and feedback is existed.
- *Course*; technology as a media has been provided, there are students and instructor; so, course as a set of classes or a plan of study on a particular subject, usually resulting in an examination or qualification is of course being one of the main factor as well.

These four factors are expected to function as moderator variables and to influence how the learning technology is adapted for particular course. It is suggested that unless minimal levels of “input” variables are reached, a course will not be conducted in such a way as to lead to online interaction and communication that are necessary for the outcomes to be favorable. For example, if the Learning Management System (LMS) such as WebCT or Blackboard is not easy to use or requires high cost for students to install certain software, then the barriers to a successful online course are overwhelming. If an online learning instructor has no training or no experience on how to design and teach a course online, then he/she is not likely to be able to use online class effectively. Finally, unless the student has at least the minimal required level of motivation and confidence to do the required activities, he or she will fail to reach a satisfactory level of learning.

online learning was the student's age. In general, they found that more mature students (mature students in the Hoskins and van Hooff study were defined as being 25-40 years of age) participated more in the online discussions and were more actively engaged in the class than were younger students. The older students appeared to be inclined to contribute more in terms of numbers of postings and the quality of those postings to the discussion board postings than were the younger students. The older students were more active participants in the discussions than were the younger students, so perhaps this increased participation accounts for their indications of higher levels of satisfaction with the online environment.³ Developing an electronic personality requires a student to be able to express emotional concerns through written expression, and because younger students have not mastered this technique, younger students may often find it difficult to participate in discussion boards.⁴ However, it is generally through these discussion boards that a sense of community is created online and provides the social connectedness which constructivist theorists feel is so vital to learning. The discussion boards function as the online version of the verbal classroom discussion in which there is a back and forth conversation among participants on a specific topic (i.e. discussing symbolism in a story, arguing points in a mathematical theorem, determining why a particular species adapted in

³ Hoskins, S., & Hooff, J, *Motivation and ability: Which students use online learning and what influence does it have on their achievement?* *British Journal of Educational Technology* (2005).177-192

⁴ Palloff, R, & Pratt, K, *Building learning communities in cyberspace: Effective Strategies for the online classroom.* . (San Francisco: CA: Jossey-Bass ,1999). .

available time to be contacted for the lessons or consultations (during office hours or by appointment), the instructor's motivations for students to learn, the instructor's fair treatments to all students, the instructor's esteem to students (for teacher-students relationship), the instructor's appreciations for students' questions and comments, the instructor's way in presenting materials and instructions, the instructor's highlight for important points and lessons outline to students, the instructor's confirmation about the highlighted lesson for each topic.

- **Course Evaluation**

Online course environment can increase students' interest and satisfaction with the lesson material and how it is designed. According to Yang and Cornelius stated that students can be frustrated when instructor did not participate in the classroom process and their courses were poorly designed. In the other words, for e-learning environment, feedback from students about their needs and their preferences is very important. In addition, this can affect the learning outcome for students. This can be related to relevant to learning content and the clear evaluation and assessment process as the result of their learning process. In particular, this study is focused on these followings details to be measure: the courses materials (relevant and useful), the assignments (relevant and useful), stated lesson plan (e-learning process) and the syllabus (written or

satisfaction and the following variables of the distance learning environment: Instructors' performance, course evaluation, and student-instructor interaction. The subject of this study was students of AIOU in Pakistan. This research used qualitative research method. The results of this study indicated that the majority of the students at this campus showed high levels of satisfaction regarding student-instructor interaction, instructor's performance and course evaluation. This reveals that just like in traditional education, in distance learning education at AIOU, enough interaction takes place between students and their instructors, courses are up to date and well designed, instructors are devoted, motivated and equipped with the required skill and knowledge.²⁰

The third is a research conducted by Rizky Nurmeida by the title "*Tingkat Kepuasan Peserta Didik Terhadap Pelayanan Proses pembelajaran di SMK Averus*". The purpose of the study is to find out student's satisfaction to the learning process service at SMK Averus. The student's satisfaction was identified in many aspects, such as Intra-curricular service, co-curricular service, extra-curricular service. This research founded that the services learning process that has the highest satisfaction score is in intra-curricular aspect with the percentage

²⁰ Afzaal Ali, Israr Ahmad. *Investigating students' acceptance of online learning in hospitality programs Key Factors for Determining Students' Satisfaction in Distance Learning Courses: A Study of Allama Iqbal Open University*. (2011).

The seventh is “*A model of graduates' satisfaction and loyalty in tourism higher education: The role of employability*”. Done by Sofia Teixeira Eurico, João Albino Matos da Silva and Patrícia Oom do Valle. This study seeks to examine the role of employability in the process of satisfaction and loyalty formation towards higher education institutions (HEI), when considering tourism graduates. It explores how employability has been approached within HEIs and how graduates' satisfaction and loyalty have been assessed in higher education. A structural equation model, including the employability construct, is proposed and validated, and the results confirm that the HEIs' image is strongly influenced by employability. These results might represent a valuable source of information for HEIs in the process of finding the balance between the service provided and the needs of the stakeholders.²⁵

²⁵ Sofia Teixeira Eurico, João Albino Matos da Silva and Patrícia Oom do Valle, “*A model of graduates' satisfaction and loyalty in tourism higher education: The role of employability* (Polytechnic Institute of Leiria, University of Algarve, Portugal) ”

g. The instructor's way in presenting materials and instructions

No.	Satisfaction Scale	frequency	Percentage (%)
7.	Very Satisfied	5	11,9
	Satisfied	16	38,1
	Neutral	13	31
	Dissatisfied	8	19
	Very Dissatisfied	0	0
	Total (N)	42	100

It is visibly showed in the table above that regarding to The instructor's way in presenting materials and instructions, there were 5 students choose 'very satisfied'. This means 11,9 % of the students in this class felt very satisfy towards this aspect. Furthermore, there were 16 students who chose satisfy; so, 38,1% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 13 respondents who chose it as their feeling; means 31% of the students are neither satisfied nor dissatisfied. In addition, 8 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were no students chose "very dissatisfied".

h. The instructor's highlight for important points and lessons outline to students

No.	Satisfaction Scale	frequency	Percentage (%)
8.	Very Satisfied	4	9,5
	Satisfied	15	35,7

d. Stated scoring rubric and feedback

No.	Satisfaction Scale	frequency	Percentage (%)
4.	Very Satisfied	1	2,4
	Satisfied	13	31
	Neutral	16	38,1
	Dissatisfied	7	16,7
	Very Dissatisfied	5	11,9
	Total (N)	42	100

It is evidently presented in the table above that regarding to Stated scoring rubric and feedback, there were a student choose 'very satisfied'. This means 2,4% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 13 students who chose satisfy; so, 31% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 16 respondents who chose it as their feeling; means 38,1% of the students are neither satisfied nor dissatisfied. In addition, 7 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were 11,9 of the students chose "very dissatisfied".

e. The testing and evaluation procedures

No.	Satisfaction Scale	frequency	Percentage (%)
5.	Very Satisfied	2	4,8
	Satisfied	11	26,2
	Neutral	18	42,9

satisfaction scales times the sum of students' responds; finally the results of the scores in each scales of satisfaction are totalized. So, 680 are the total score of this factor. It has a role as the first step in finding the score value before finding the percentage of satisfaction scale. Furthermore, the expected value is 25 gotten from the 5 items times the whole factors. Additionally, we need to find the score value, which is resulted from the score of the factor is divided by the whole respondents. Finally, the score value is divided by the expected value times 100% resulting percentage of interest and expectation which leads to the satisfaction scale. For this factor, percentage of interest and expectation is 64,8% which means neutral.

Regarding to the theory in chapter 2, neutral in students' satisfaction to online class learning here means the students' feeling is neither feeling satisfy nor dissatisfy. Particularly, the instructor did not really encourage the students to be actively involved in the e-learning process; the instructor's feedback on students' works through comments did not leave strong effect to some of the students; the instructor's ways to make students to interact with him during the e-learning process unfortunately did not really leave deep impression to the students; the instructor's individual treatment to students mostly did not work very well, and the instructor's way in sharing information to students about the learning progress could not achieve students' requirement.

The next factor is instructor's performance. There are 9 items in it. From those items, the score of this factor is 1255. Furthermore, the expected value is 45 gotten from the 9 items times the whole factors. Additionally, we need to find the score value, which is resulted from the score of the factor is divided by the whole respondents. Finally, the score value is divided by the expected value times 100% resulting percentage of interest and expectation which leads to the satisfaction scale. The percentage of interest and expectation in this factor is 66,4%. This leads us to conclude that the students feel neutral for this aspect.

Connected to the explained in the previous chapters, neutral represents the middle scale of students' satisfaction levels. In the other words, the detail points of this factor, the instructor's effectiveness for the e-learning process, the instructor's available time to be contacted for the lessons or consultations, the instructor's motivations for students to learn, the instructor's fair treatments to all students, the instructor's esteem to students, the instructor's appreciations for students' questions and comments, the instructor's way in presenting materials and instructions, the instructor's highlight for important points and lessons outline to students, and the instructor's confirmation about the highlighted lesson for each topic are not powerful enough to make students satisfy or dissatisfy.

In Course Evaluation factor, the counted responds show that typically students felt satisfied. Specifically, this factor has 5 items. It is exactly the same as the first factor; however, even though the total items are the same, the result

sometimes can be different. It is proven in the table above that the counting resulting dissimilar answer. First of all, the score of this factor is 718; this is the main reason of the different result, as the following steps will be different as well. From the score mentioned, the score value is known: 17,1 which is resulted from the score of the factor is divided by the whole respondents. Next, the expected value is 25 gotten from the 5 items times the whole factors. Finally, the score value is divided by the expected value times 100% resulting percentage of interest and expectation which leads to the satisfaction scale. The percentage of interest and expectation in this factor is 68,4%. As it is more than 68,00%, it is included into satisfied feeling.

Taking the speculation stated by Ali and Ahmad explained in the theoretical framework, feeling satisfy is not so much different from very satisfy; however, feedback showing stronger anticipation and enthusiasm refers to very satisfy. In particular, satisfied feeling in this factor means the students get more positive experiences or less negative experiences in the lessons and materials, the assignments and tasks, the stated lesson plan (e-learning process) and the syllabus, and the scoring rubric also the feedback, the testing and evaluation procedures.

Administration is considerably cannot be neglected as students' satisfaction factor in online learning class. Although sometimes it does not really get students' attention; yet when it is asked to the students, indeed the e-learning

process in general, the display's design of the materials, and the display's design of the examination/practice pages influence their satisfaction. It has been counted as presented in the table above, the score is found 437. It is not as high as the other factors as there are only 3 items in it; also, those result the expected value as 15. From the score divided by the whole respondents, the score value is found as 10,4. To figure out the satisfaction scale, the score value is divided by the expected value times 100% resulting percentage of interest and expectation which leads to the satisfaction scale. The percentage of interest and expectation in this factor is 69,4%. This leads us to conclude that the students satisfy for this aspect.

Feeling satisfied, as explained in the previous factor shows that students' responds are neutral, but they get more positive experiences, or less negative experiences. Principally, related to administration as the factor that determines students' satisfaction, the students felt comfortable during e-learning process in general, they did not have any objection for the display's design of the materials and the display's design of the examination/practice pages.

As the final point, functionality is seemingly not significant as it does not really take an important role in students' satisfaction; however, actually it does. Apparently this can be seen from how students' feeling towards internet access requirement, electronic research availability, and the website used in e-learning process, and flexibility (cost, time and place). The same as administration factor, functionality also has 3 items as the details; however the result is ended up

different. The 3 items result 15 as the expected value. In addition, from the 3 items responded by the students bring 412 as the score of this factor. From the score mentioned, the score value is known: 9,8 which is resulted from the score of the factor is divided by the whole respondents. Lastly, the score value is divided by the expected value times 100% resulting percentage of interest and expectation which leads to the satisfaction scale. The percentage of interest and expectation in this factor is 65,4%. As it is less than 68,00%, it is included into neutral feeling.

It apparently can be seen that three of the five factors explained above are ended up obtaining neutral as the responds from the students. It is similar to the first and the second factors; that the students feel neither satisfy nor dissatisfy. They did not have any problem or opposition for the e-learning process; however, they also were not really excited for the course. Especially, in this factor, this feeling is intentioned to the internet access requirement, electronic research availability, and the website used in e-learning process, also the flexibility of cost, time and place.

In the last row of the table, the total scores of the 5 factors are counted, and the result is 3502. It is used for finding the score value by dividing the score with the total despondences resulting 83,4. Furthermore, the expected value of the total items all factors times the factors equals 125. Finally, the score value is divided by the expected value times 100% resulting percentage of interest and

2. To lecturers that teach CALL with online class
 - a. Considering students' ability, students' condition, and students' need is very crucial before designing lesson plan and materials, so lectures should consider students' need and the main purpose of the course before developing materials for them.
 - b. As the five factors mentioned above clearly explained about the things affecting students' satisfaction in online class, lectures should reflect on every detail of those factors. Including website selected for the online class, assessment, scoring rubric, and so on.
3. To the further researcher

The researcher has figured out about satisfaction of Computer Assisted Language Learning (CALL) online class at State Islamic University Sunan Ampel Surabaya. The researcher presents a suggestion for further researchers in conducting a next research which is still related to this research. It is significantly considerable to conduct a research what kind of website that is appropriate for online learning especially for this course. In addition, some weaknesses of this research can be reference for further research in order to make a complete study about satisfaction about online learning class can be achieved.

