# 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



By

Muhammad Taufiqi Ridlwan NIM D05212021

ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY
SURABAYA

2017

#### PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini

Nama

: Muhammad Taufiqi Ridlwan

NIM

: D05212021

Semester

:IX

Fakultas/Prodi: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

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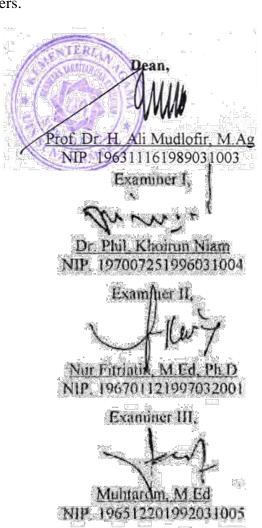
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Examiner IV

M. Hanati MA P. 197408042000031002



### KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

# LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas aka	demika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:			
Nama	: M. Taufiqi Ridlwan			
NIM	: D05212021			
Fakultas/Jurusan	: Fakultas Tarbiyah dan Keguruan			
E-mail address	: Taufiqiridlwan@gmail.com			
UIN Sunan Ampe  Skripsi  yang berjudul:	gan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan l Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :  Tesis Disertasi Lain-lain ()			
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### **ABSTRACT**

Muhammad Taufiqi Ridlwan. (2017). 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. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor: Dr. Phil. Khoirun Niam

Key Words: Online learning class, Students' satisfaction

CALL (Computer assisted Language Learning) is one of the lectures in English education department of UIN Sunan Ampel that use WBL as the teaching method. Some of students needed a direct instruction or direct explanation from the lecturer. But, they didn't get it because this is a pure online class. However, a pure online class is not common for English department students. One of the students of CALL 2 told the writer that she hated the online class that applied to CALL 2 because she was not satisfied with the explanation and the instruction given online. Purposefully, this study is aimed to identify students' satisfaction of CALL online class. Satisfaction refers to feeling that is shown by students, either positive or negative feeling on the service received in the learning process. There are five satisfaction levels; those are very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. Furthermore, factors that determine students' satisfaction are instructor performance, studentinstructor interaction, course evaluation, administration and functionality. The goal of this study is to know the students' satisfaction in joining online learning class in CALL2. Thus, the researcher uses quantitative approach as design of research. A survey design can be presented in a numeric description and analysis consisting of explanation about the types of scales used to measure the items on the instruments. In addition, various items are linked for each factor. Basically, all of the levels are appeared in different items of each factor; however, as explained above, to generalize the responds, set of formulas are used. The general percentages of students' satisfaction in each factor are: student-instructor interaction factor gets 64,8% means neutral, instructor's performance factor gets 66,4% means neutral as well, course evaluation gets 68,4% means satisfied, administration factor gets 69,4% means satisfied as well, and functionality factor gets 65,4% means neutral. So, there are 3 factors are neutral and 2 factors are satisfying. From the result stated above, as 'neutral' dominates the result of the students' responds; we can simply conclude that the answer is, indeed, 'neutral'. To make it sure, the same formula used in finding the satisfaction level of each factor is also used for the whole numbers of the factors. In general, it is founded that percentage of interest and expectation is 66,7%. In conclusion, as the final result is less than 68,00%, this means that the students' satisfaction level in the e-learning process of the course is neutral.

CALL (Computer Assisted Language Learning) adalah salah satu mata kuliah di jurusan pendidikan bahasa Inggris dari UIN Sunan Ampel yang menggunakan WBL sebagai metode pengajaran. Beberapa siswa membutuhkan instruksi langsung atau penjelasan langsung dari dosen. Tapi, mereka tidak mendapatkannya karena ini adalah kelas secara online secara murni. Namun, kelas secara online murni tidak umum bagi mahasiswa jurusan bahasa Inggris. Salah satu siswa CALL 2 mengatakan penulis bahwa ia membenci kelas online yang diterapkan untuk CALL 2 karena dia tidak puas dengan penjelasan dan instruksi yang diberikan secara online. Penelitian ini bertujuan untuk mengidentifikasi kepuasan siswa kelas online CALL. Kepuasan mengacu pada perasaan yang ditunjukkan oleh siswa, baik perasaan positif atau negatif pada layanan yang diterima dalam proses pembelajaran. Ada lima tingkat kepuasan; mereka sangat puas, puas, netral, puas, dan sangat puas. Selain itu, faktor yang menentukan kepuasan siswa adalah kinerja instruktur, interaksi siswa-instruktur, evaluasi saja, administrasi dan fungsi. Tujuan dari penelitian ini adalah untuk mengetahui kepuasan siswa dalam mengikuti kelas pembelajaran online di CALL 2. Dengan demikian, peneliti menggunakan pendekatan kuantitatif sebagai desain penelitian. Sebuah desain survei dapat disajikan dalam deskripsi numerik dan analisis yang terdiri dari penjelasan tentang jenis skala yang digunakan untuk mengukur item pada instrumen. Selain itu, berbagai item terkait untuk setiap faktor. Pada dasarnya, semua level yang muncul di item yang berbeda dari masing-masing faktor; Namun, seperti yang dijelaskan di atas, untuk menggeneralisasi respon, mengatur formula yang digunakan. Persentase umum kepuasan siswa dalam setiap faktor adalah: faktor interaksi siswa-instruktur mendapat 64,8% berarti netral, faktor kinerja instruktur mendapat 66,4% berarti netral juga, evaluasi saja mendapat 68,4% berarti puas, faktor administrasi mendapat 69,4% berarti puas juga, dan faktor fungsionalitas mendapat 65,4% berarti netral. Jadi, ada 3 faktor yang netral dan 2 faktor yang memuaskan. Dari hasil tersebut di atas, sebagai 'netral' mendominasi hasil respon siswa; kita hanya dapat menyimpulkan bahwa jawabannya adalah, memang, 'netral'. Untuk membuatnya yakin, formula yang sama digunakan dalam menemukan tingkat kepuasan masing-masing faktor ini juga digunakan untuk seluruh nomor satu faktor. Secara umum, itu didirikan bahwa persentase bunga dan harapan adalah 66,7%. Kesimpulannya, sebagai hasil akhir kurang dari 68,00%, ini berarti bahwa tingkat kepuasan siswa dalam proses e-learning kursus adalah netral.

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# **CHAPTER I**

# INTRODUCTION

The aim of this research is to know the students' satisfaction during joining online class in CALL 2 program. This chapter presents the background of the study, the problem, the objective, the hypothesis, and the significance of the study. The scope and limit of the research and the definition of key terms used in this study are also presented. Each section is presented as follows.

# A. Background of the Study

Technology comes almost in every aspect of life. Those aspects are economy, business, and education. Technology in education modernizes the whole process of learning and teaching in the classroom. It is supported by the statement of Clyde and Delohery that technology can be a valuable tool in increasing the experiential components of learning<sup>1</sup>. Almost every system of education now uses technology to help them providing a better way to give information to the students. Some of tools used for online learning process are *Facebook*, *twitter*, *Peerwise*, *blogger* and many others. It is good, because the students can use the social media as mentioned above for a positive thing rather than they spend too

<sup>&</sup>lt;sup>1</sup> William Clyde and Andrew Delohery, *The guide to classroom technology for mainstream faculty* (New Haven: Yale University Press, 2004). 78

much time to chatting, reading status and replaying comments that has no advantage for them.

Students are able to get more information from technology that they use in their daily activity outside the classroom rather than what they get from their teacher.<sup>2</sup> Taylor told that online technology is a way to increase interaction to increase the quality.<sup>3</sup> Online learning class can make the students in a limitless interaction. In view years ago, before technology come to the education system and learning process, students and teachers only meet and transferring knowledge only in the classroom. The time that allocated is not enough for the teacher to give explanation.

Using online technology for education not only has positive impact for students or teachers. Not all of students or teachers are master in using computer or social media. The most common problem that the teachers face is lack of computer knowledge. And the other problem is teacher does not have enough preparation for the material using computer.<sup>4</sup>

Since online teaching and learning is common, UIN Sunan Ampel, especially at English education department implemented Web-based Learning (WBL) in

<sup>3</sup> Taylor, J, Higher education series: Fifth generation distance education, Department of Education, Training and Youth Affairs (2001).

<sup>&</sup>lt;sup>2</sup> Meidasari, Venny Eka.,. *Teaching English through New Digital Media* (University of Indraprasta PGRI and a postgraduate student in State University of Jakarta).

<sup>&</sup>lt;sup>4</sup> Nor, Faizah binti Modh and Sumintha Malar Vasu. *Teachers' Preception Of lesson Using Computer Assisted Language Learning*. Malaysia. University Technology of Malaysia.

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

study, online learning is defined by course work that has minimally 80 percent of the content and the interaction online.<sup>5</sup>

During the CALL 2 teaching learning process, students were given weekly materials and assignments using 'schoology.com'. Sometimes the material could be downloaded and sometimes the students read it online. Not all the students understood the material and the instruction given online. Some of them asked the lecturer using *WhatsApp*. Some of students needed a direct instruction or direct explanation from the lecturer. But, they didn't get it because this is a pure online class. However, a pure online class is not common for English department students. One of the students of CALL 2 told the writer that she hated the online class that applied to CALL 2 because she was not satisfied with the explanation and the instruction given online.

Related to the technology, online learning and satisfactions problem as explained above, a research done by Afzaal Ali and Israr Ahmad found that majority of the students 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

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<sup>&</sup>lt;sup>5</sup> Allen, I. E., & Seaman, J., Growing by degress: Online education in the United States (2005).,

equipped with the required skill and knowledge. In addition, another study conducted by Sheng-Hsun Hsu, Yu-Che Wang, Chao-Jih Cheng, and Yu-Fan Chen entitled "Developing a decomposed alumni satisfaction model for higher education institutions" discussed about customer satisfaction index (CSI) provides a common set of measures to interpret customer satisfaction. The results showed that course design needs the most attention. Based on this result, the department took several measures to improve the quality of course design. The second survey showed that the improvement was significant, with the score for course design having the greatest improvement. Even though the two researches mentioned explored about the same topic as this research; this study is focused on the online learning and the levels of satisfaction itself based on the students' responds. The levels can be caused by particular factors determining students' satisfaction towards online learning explained in the next section of this research.

Based on the reality above, technology has come to education aspect and it has many benefits but there are still many problems and not all students feel comfortable with this method. Moreover, CALL 2 was the first lecture used pure online learning class as the teaching and learning method in ETED of Sunan Ampel State Islamic University Surabaya. The research made to identify students' satisfaction during participating online learning class.

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<sup>&</sup>lt;sup>6</sup> 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).

# **B.** Research Question

Related to the background of the study previously outlined above, the problem of the study can be formulated as this following question:

How is students' satisfaction of Computer-Assisted Language Learning (CALL) online class at State Islamic University Sunan Ampel Surabaya?

# C. Objective of the Study

Based on the statements of the problem, this study is intended to find the objectives of the study:

To identify students' satisfaction of Computer-Assisted Language Learning (CALL) online class at State Islamic University Sunan Ampel Surabaya

# D. Scope and Limit of the Study

- The scope of this research is just limited in students' satisfaction of Computer-Assisted Language Learning (CALL 2) online class in English Teacher Education Department at seventh semester in academic year 2014/2015 State Islamic University of Sunan Ampel Surabaya that already passed the class.
- **2.** The respondents answered all survey questions honestly and to the best of their ability.

**3.** The questionnaire provides the attributes needed to determine students' behavioral intention towards, perception of, and their satisfaction with, the online learning courses.

# E. Significance of the Study

This research is expected to give some contributions:

- To university that use technology in teaching and learning process. This
  result of this research is expected to be source for university to develop
  guidelines in online learning class.
- For the lecturers that teach CALL with online class, the result of the research can be the tool to evaluate the learning process that has been held.
   Online learning class that will be held in the future will be better than before.
- 3. To other researcher who are interested in conducting further research. This research is also hoped will be useful as a literature review for any further research which focuses on the similar topic with this research.

# F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Students' Satisfaction:

Based on Oliver, satisfaction is the fulfillment response consumer that gives a judgment about product or service feature, or the product or service itself, gave a satisfying level about something related to consumption fulfillment.<sup>7</sup> In this study, students' satisfaction refers to feeling that is shown by students, either positive or negative feeling on the service received in the learning process. So in this case, the researcher considers that the teaching method and the facility are the product, and the students are the consumers.

### 2. Online Learning Class:

According to Govindasamy online learning is an interaction delivered via all electronic medias such as internet, intranet, extranet and hypertext documents<sup>8</sup>. 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 the web-base as the only media for the all the students to have learning contact. For this study, the researcher refers to Allen and seaman statement that online learning is defined by course work that has minimally 80 percent of the content and the interaction online.<sup>9</sup>

<sup>&</sup>lt;sup>7</sup> Oliver, R. L., *Satisfaction: A behavioral perspective on the consumer* (New York: The McGraw-Hill Companies, Inc, 1997).

<sup>&</sup>lt;sup>8</sup> Govindasamy, Successful implementation of e-lerning pedagogical consideration. The Internet and Higher Education, 4 (2002), 287-299

<sup>&</sup>lt;sup>9</sup> Allen, I. E., & Seaman, J., Growing by degress: Online education in the United States (2005).

# **CHAPTER II**

### REVIEW OF RELATED LITERATURE

This chapter covers both several theories and previous studies related to the research. The review or related theories are about online learning, online learners, Factors that determine the effectiveness of e-learning, satisfaction theory, while the review of previous studies is described in the last sub-chapter.

# A. Online learning

The definition of online learning according to the statement of Allen and Seaman is a learning that only handles trough web. It does not consist of any physical learning materials issued to students or actual face-to-face contact there is no class meeting. Pure online learning is essentially the use of e-learning tools in a distance education mode using the Web as the sole medium for all student learning and contacts. For this study, however, online learning is defined by course work that has at least 80% of the contents and interactivities online. In other opinion that stated by Benson and Carliner, online learning is a recent version of learning in the distance that gives the students chance described as both nontraditional and disenfranchised.<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Benson, A. (2002). Using online learning to meet workforce demand: A case study of stakeholder influence. Quarterly Review of Distance Education, 3(4), 443-452.

# **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.

# Technology Course Instructor Student LEARNING PROCESSES Amount and type of interaction/activity Individual vs. Collaborative learning Perceived media sufficiency (richness, social presence/community) INDIVIDUAL LEARNING vs. COLLABORATIVE LEARNING Idea Generating/Idea Linking/Intellectual Convergence Faculty Student Student Access Effectiveness Satisfaction Learning Satisfaction

# Online interaction learning theory<sup>2</sup>

Picture 2.1 Dynamic model of online interaction learning theory

The researcher considers that while inputs produce outputs. The types or the level of interaction influences on the result of the input on output.

### C. Online Learners

Hoskins and van Hooff looked at the types of students who typically enrolled in online courses at the high school and college level. They found that one of the factors which seem to indicate overall success and satisfaction with

<sup>&</sup>lt;sup>2</sup> Benbunan-Fich, R., Hiltz, S. R., & Harasim, L., *The online internation learning model: An integrated theoretical framework for learning networks* (2005). G. Goldman (Eds.), *Learning together online* (pp. 20-37)

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.<sup>3</sup> 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.<sup>4</sup> 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

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<sup>&</sup>lt;sup>3</sup> 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

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

a certain way over time). It is through these types of discussions that students get to know one another in the academic setting both in the traditional classroom and in the online classroom and thus help to create a sense of belonging to the group or community. Once again, however, this study focused on students at the college level, not high school or middle level learners.

# Factors that determine the effectiveness of e-learning

Different from the traditional class, the content of the course in online class should not be an easy task. Some studies evaluating the e-learning system and service, either qualitative or survey study included the quality of information or the quality of contents as dimension of the factors that determine the effectiveness of online learning. In qualitative studies conclude that the quality of information referred to all instructional materials and course design. Instructional materials include course contents posted on instructional web by the instructors, hypermedia, simulations, and game-based learning modules.<sup>5</sup>

What is taught in online courses is assigned learning and assessment activities, delivered through instructor-delivered content, internet-driven content.<sup>6</sup> Sung MI found that the information quality of e-learning system/service had the

<sup>5</sup> Sung Mi Song, *E-learning: Investigating students' acceptance of online learning in hospitality programs* 2010. "*E-learning: Investigating students' acceptance of online learning in hospitality programs*" Iowa State University.

<sup>6</sup> Peltier, J. W., Schibrowsky, J. A., & Drago, W. (2007). The interdependence of the factors influencing the perceived quality of the online learning experience: A causal model *Journal of Marketing Education*, 29(2), 140-153.

greatest effect on users' satisfaction among the three qualities such as information quality, system quality, and service quality.

Several empirical comparison studies showed that students in online courses perceived that they consider course content as much more important than instructor's presence. Miyazoe and Chiyodaku examined the relationship between course design and interaction in terms of satisfaction. After conducting a comparison study between traditional classes and online, they noticed that students in online class indicated that information was their first priority. In contrast, students learning on traditional class indicated student-instructor interaction was their first priority. This tendency was increased as students got older. Perceiving this finding, the researcher considers the mature students' skills of self-direction were higher than younger student so that they preferred contentinteraction to student-instructor interaction or student-student interaction. Interestingly, there were gender differences on the perception of the course of the content. Young and Norgard found that female students give more positive feedback about the lecture material and course assignments effectiveness than male students.8

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<sup>&</sup>lt;sup>7</sup> Miyazoe, T., & Chiyodaku, N., & Anderson, T. (2010). *Empirical research on learners' perceptions: Interaction equivalency theorem in blended learning*, Retrieved June 7,2010, from http://www.eurodl.org/?article=397

<sup>&</sup>lt;sup>8</sup> Young, A., & Norgard, C. (2006). Assessing the quality of online courses from the students' perspective. *Internet and Higher Education*, *9*(2), 107-115

### **D.** Satisfaction

According to Oliver, satisfaction is the consumer's fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provided a pleasurable level of consumption-related fulfillment. Thus, satisfaction is captured as a positive feeling, indifference, or a negative feeling. Thus, and Wilton define satisfaction as the consumer's response to the evaluation of the perceived discrepancy between prior expectations (or some norm of performance) and the actual performance of the product as perceived after its consumption. With the rise of e-commerce, researchers introduced the concept of e-satisfaction. Hise and Szymanski defined e-satisfaction as the consumers' judgment of e-service offerings in the virtual marketplace.

In the e-learning context, a student is considered a customer of e-learning services. Satisfaction can be the result from the interactions between the student and the e-learning environment surrounding students, which includes instructional course website, instructors, peer students, support service. Therefore, satisfaction with learning is a multidimensional concept. Giese and Gote define e-learner satisfaction as a summary affective response of varying intensity that follows asynchronous e-learning activities, and e-learner satisfaction is stimulated by

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<sup>&</sup>lt;sup>9</sup> Oliver, R. L., *Satisfaction: A behavioral perspective on the consumer* (New York: The McGraw-Hill Companies, Inc, 1997).

<sup>&</sup>lt;sup>10</sup> Rolph E. Anderson (1973). Consumer dissatisfaction: The effect of disconfirmed expectation on perceived product performance. *Journal of Marketing Research*, 10, 38-44.

<sup>&</sup>lt;sup>11</sup> Tse, D. K., & Wilton, P. C., *Journal of Marketing Research* (1988). Models of consumer satisfaction: An extension, , 25, 204-212

<sup>&</sup>lt;sup>12</sup> Hise, R., & Szymanski, D. (2000). E-satisfaction: An initial examination. *Journal of Retailing*, 76(3), 309–322.

several focal aspects, such as content, user interface, learning community, customization, and learning performance.<sup>13</sup> For this study, the definition of satisfaction is students' affect with (feelings about) prior e-learning use.

# 1. Factors that Determine Students' Satisfaction in Online Learning

Several researchers conducted both qualitative studies. In their efforts to understand what students' experience of online learning are like. Qualitative studies focused either on students' positive/negative experiences, or on critical incidents, or on comparison between online and classroom learning. Empirical studies focused either on the validity of previously established constructs in marketing and IT areas or on elements of teaching and learning or learning process or on online course evaluation.<sup>14</sup>

Yang and Cornelius examined positive and negative experiences of students regarding the quality of online learning. They employed interviews, observations, and document collection for the examination. Interviews and observations were conducted with three students. Various data were collected from two universities and one community college. According to the results, factors that contributed to students' positive experiences were flexibility, cost-effectiveness, electronic research availability, ease of connection to the internet, and well-designed class interface. In addition, factors that contributed

<sup>13</sup> Giese & Gote, J.A. (2000). Defining consumer satisfaction, *Academy of Marketing Science Review*, 1. http://www.amsreview.org/amsrev/theory/giese00-01.html

<sup>14</sup> Sung Mi Song. 2010. "E-learning: Investigating students' acceptance of online learning in hospitality programs" Iowa State University p.42

to students' negative experiences were: delayed feedback from instructors, unavailability of technical support from instructors, lack of self-regulation and self-motivation, and the sense of isolation, monotonous instructional methods, and poorly-designed course contents.<sup>15</sup>

Using the critical incident technique (CIT), Gil focused on identifying the critical incidents that may have impacts on learners' satisfaction with elearning. The technique has been used to identify various scenarios of user behaviors, providing rich data of original user experiences that may be explored in detail to understand their behavior, its causes, and its consequences. As the researcher expected, frequent occurrence of negative critical incidents had significant potential of negatively affecting satisfaction. The researcher found four categories of critical incidents that affected elearning satisfaction, those are:

- Administration: the <u>arrangements</u> and tasks needed to control the <u>operation</u> of a <u>plan</u> or <u>organization</u>. In online learning context, administration refers to the learning community, customization, and learning performance.
- Functionality: any or all of the operations performed by a piece of equipment or a software program. This means functionality is mostly related to the technological learning process.

<sup>15</sup> Yang, Y., & Cornelius, L. F. (2004). Students' perceptions towards the quality of online education: A qualitative approach, *Association for Educational Communications and Technology*, *27*, 861–877.

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- *Instruction*: something that someone tells you to do. When taking online course, instructor's instruction is very important because the students and the instructor do not see each other real life, the instruction about what students have to do is should be clear.
- Interaction: to communicate with or react to. Instruction here is focused
  on communication between instructor and students during the online
  course process.<sup>16</sup>

Among those categories, interaction and instruction were the most important factors that have impacts on satisfaction with online learning environment. Using Thorndike's law of effect and Herzberg's motivation-hygiene theory, Chyung and Vachon (2005) proposed a model aiming at providing a practical guideline to e-learning practitioners. The purpose of the study was to investigate benchmarks of satisfying (motivational factor) and dissatisfying factors that students perceived during e-learning. In order to do that, researchers took a qualitative approach. The satisfying factors that found by reported were <sup>17</sup>:

- Relevant to learning content
- Effective teaching methods

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<sup>&</sup>lt;sup>16</sup> Chyung, S. Y., & Vachon, M., An investigation of the satisfying and dissatisfying 113 factors in elearning. *Performance Improvement Quarterly* (2005)., *18*, 97-114

<sup>&</sup>lt;sup>17</sup> Chyung, S. Y., & Vachon, M., An investigation of the satisfying and dissatisfying 113 factors in elearning. *Performance Improvement Quarterly* (2005)., *18*, 97-114.

# • Instructor's expertise.

On the other hand, e-learners described lack of their instructor's participation during class discussions and lack of clarity in instructional directions as dissatisfying factors. In relating to this, Ali and Ahmad put the factors all together in three highlighted factors, those are <sup>18</sup>:

# • Instructor's performance

Different from traditional system, instructor's performance in online learning environment has to be improved in skills and responsibilities; because technologies always change something that instructor needs to do to students. In addition, Collis states that instructor should be the center of learning process in online class; it is not only because of technology but practical accomplishment of the technology that has certain effects on learning. Online class is more challenging for instructor because it needs higher level of interactions and discussion with students, and here, the instructor is a mediator between the students and the materials. This factor resembles to instruction and instructor's expertise; however, the instructor's performance tends to give negative experience based on the previous research, those are delayed feedback from instructors, unavailability of technical support from instructors and monotonous instructional methods. In specific, the items are: the instructor's

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<sup>&</sup>lt;sup>18</sup> Afzaal Ali, Israr Ahmad. Investigating students' acceptance of online learning in hospitality programs Key Factors for Determining Students' Satisfaction in Distanc Learning Courses: A Study of Allama Iqbal Open University. (2011). P 63

encouragement for students to be actively involved in the e-learning process, the instructor's feedback on students' works through comments, the instructor's ways to make students to interact with him during the e-learning process, the instructor's individual treatment to students, the instructor's way is sharing information to students me about the learning progress.

### • Student-Instructor Interaction

In educational point of view, interaction between students and teacher is very significant. The quality of learning process mostly can be considered based on this factor. Not only to deliver lessons and monitor the learning process; interactions can be a way to persuade and motivate learners regarding to the materials or even moral value. Ali and Ahmad explores that amount of researchers found out that overall success and effectiveness of a teaching and learning process depends on the interaction. In an online course, the information, assistance, and feedback by the instructor determine students' satisfaction. This factor resembles to effective teaching methods and interaction. Furthermore, this can give both positive and negative experiences; lack of self-regulation and self-motivation, and the sense of isolation, also monotonous instructional methods. Particularly, the details points that can be measure for this factor are: The instructor's effectiveness for the e-learning process, the instructor's

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

explained by the instructor), stated scoring rubric and feedback, the testing and evaluation procedures.

Specifically, as shortly mentioned above, it is also included two additional factors in general, to make the survey clearer for both respondents and researchers:

### Administration

The immediate accessibility of the information, assistance, and feedback can give a strong impact for students. The way they access various things in the online course can determent whether they are comfortable or not. Furthermore, this factor is related to the implementation and good design of e-learning process. Mostly, well-designed class interface gives positive experience; and poorly-designed course contents give negative experience. This factor is specified by these following points to be measure: e-learning process in general, the display's design of the materials, and the display's design of the examination/practice pages.

### Functionality

This factor seems not really significant and it is simply neglected by most of instructors. This factor tends to focus on students' points of view. In particular, it is related to flexibility, cost-effectiveness, electronic research availability, eases of connection to the internet. There are three specific items regarding to this factors that are responded by the students, those

are: Internet access requirement, electronic research availability, the website used in e-learning process, and flexibility in cost, time and place.

### 2. Satisfactions Measurement

In this study, focused on e-learning point of view, students' satisfaction can be defined as students' responds and feelings towards the 'Computer Assisted Language Learning' online class based on the factors mentioned above. Specifically, this research tends to consider responds from the students' answer the survey questions honestly and to the best of their ability. Furthermore, factors explored by Ali and Ahmad above bring up brief explanations about intensity of satisfactions that might be expressed by learners.

### Very Satisfied

In expressing satisfactions of course indicate what the respondents feeling about the e-learning process and every part of it. Relating to the factors affecting students' satisfaction, 'very satisfy' means the students give more positive feedback in various aspects. It is considering flexibility, cost-effectiveness, electronic research availability, ease of connection to the internet, and well-designed class interface. In addition fast feedback from instructors, availability of technical support from instructors, strong of self-regulation and self-motivation, and the sense of isolation,

monotonous instructional methods, and highly-designed course contents also drive students get very satisfy.

#### Satisfied

Basically, feeling satisfy is not so much different from very satisfy; however, feedback showing stronger anticipation and enthusiasm refers to very satisfy. While 'satisfy' tends to indicate that students' responds are neutral, but they get more positive experiences, or less negative experiences. They probably think that the lesson is relevant enough and can be understandable; also, they comfortable with the lesson process and the teaching method, including instruction, motivation and feedback from the instructor.

### Neutral

The middle scale of satisfaction levels is neutral. This feeling is neither feeling satisfy nor dissatisfy. The respondents had been feeling nothing during the e-learning process for every aspects mentioned as the factors of online learning. The students maybe didn't have strong enthusiasm or passion in the course; moreover, they get are not really motivated by the instructors, friends or even the environment even though when they had accepted that. The students who choose this option did not really care about the lesson, materials, learning process, feedback, until the scores for

their results of the course; as long as they pass the class, they do not have any problem.

#### Dissatisfied

Regarding to the 3 factors mentioned above, including the factors that are comparable as the other terms or as the details of those, dissatisfy can be identified as students' negative experiences. So, the students feel that the lesson content was not really interesting, and the way instructors explained it was not really attractive; even though they understand the lesson, they cannot really enjoy the process and felt almost like underpressure. They did it because they had to; also, they do not really get motivation from instructors; therefore, they felt something was missing in the online course.

### Very Dissatisfied

This means students really could not enjoy the online class. The e-learning process was boring, and the interaction between the instructors and the students was really unwell. The lesson content was not relevant, and the way it is delivered to the students was poorly design. The teaching method was monotone. In sum, all of the factors mentioned above give the students negative experiences and make them do not want to retake the online course even though they have to.

# E. Previous Study

The researcher provided previous studies that have been completed by the previous researchers. There are some previous studies which have been read by the researcher. First, the research entitled "Investigating students' acceptance of online learning in hospitality programs". It was done by Sung Mi song from Iowa State University. The purpose of this study is to identify key determinants of the behavioral intention of students in the context of online learning in hospitality programs, and to examine the contributory factors to students' perceived quality satisfaction with online course. This study focused on the students' perspective. The subjects of the study were the top thirteen 4-year public universities that have graduate programs and the students who have ever taken at least one online learning course in the hospitality programs from Spring 2009 to Summer 2010. The result of this research is the online learners are typically segmented by student status (full-time, part-time), gender, or age. Rather, the results of this study find the importance of segmenting online learners in hospitality programs by cognitive factor, affective factor, and personal and motivational factors. 19

Second, the research entitled "Key Factors for Determining Students' Satisfaction in DistanceLearning Courses: A Study of Allama Iqbal Open University". Afzaal ali and Israr Ahmad from international Islamic University. the main purpose of this study was to examine the relationship between student

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<sup>&</sup>lt;sup>19</sup> Sung Mi song. Investigating students' acceptance of online learning in hospitality programs Investigating students' acceptance of online learning in hospitality programs. (2010).

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.<sup>20</sup>

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

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<sup>&</sup>lt;sup>20</sup> 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).

of 70.44%. The service has the lowest satisfaction score is extra-curricular with a percentage of 69.03%.<sup>21</sup>

The fourth is a research that was done by Dany Dwi Setyawan by the title "

Tingkat Kepuasan Siswa Kelas Terhadap Penggunaan Sarana dan Prasarana

Pendidikan Jasmani di SD Negeri Lempuyangan 1 Yogyakarta". Dany found that
there are 29 students (18.8%) are very satisfied, there are 95 students (61.7%) are
satisfied, and 30 students (19.5%) are satisfied enough, while no students (0%)
are dissatisfied. He concluded that the satisfaction level of students on the use of
facilities and physical infrastructure in primary schools Lempuyangan 1
Yogyakarta is satisfying.<sup>22</sup>

The fifth is "A study examining the students' satisfaction in higher education", done by Babar Zaheer Butt and Kashif ur Rehman this study examines the students' satisfaction in higher education in Pakistan. The study focuses on the factors like teachers' expertise, courses offered, learning environment and classroom facilities. Students' response measured through an adapted questionnaire on a 5-point likert scale. The sample size of the study consisted of 350 students belong to different private and public sector universities. The results of regression analysis reveal that all attributes have significant and positive impact on students' satisfaction in higher education

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<sup>&</sup>lt;sup>21</sup> Rizky Nurmeida,. Tingkat Kepuasan Peserta Didik Terhadap Pelayanan Proses Pembelajaran di SMK Averus

<sup>&</sup>lt;sup>22</sup> Dany Dwi Setyawan. 2014. *Tingkan Kepuasan Siswa Kelas Terhadap Penggunaan Sarana dan Prasarana Pendidikan Jasmani* di SD Negeri Lempuyangan 1 Yogyakarta

though with varying degree of strength. However, teachers' expertise is the most influential factor among all the variables, therefore it requires special attention of the policymakers and institutes.<sup>23</sup>

The sixth is "Developing a decomposed alumni satisfaction model for higher education institutions". Done by Sheng-Hsun Hsu, Yu-Che Wang, Chao-Jih Cheng, and Yu-Fan Chen. As there is competitive pressure to provide quality education, this study aims to explore the determinants of alumni satisfaction in higher education. The customer satisfaction index (CSI) provides a common set of measures to interpret customer satisfaction. Although CSI models can measure customer satisfaction, they lack the ability to diagnose areas for improvement. To address this issue, in this study we suggested a decomposed alumni satisfaction model. Decomposed models provide greater explanatory strength than pure models. Based on the results, we built several strategic management maps to help the department of a higher education institution identify areas for continuous improvement. The results showed that course design needs the most attention. Based on this result, the department took several measures to improve the quality of course design. The second survey showed that the improvement was significant, with the score for course design having the greatest improvement.<sup>24</sup>

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<sup>&</sup>lt;sup>23</sup> <u>Babar Zaheer Butt</u> and <u>Kashif ur Rehman</u>, *A study examining the students' satisfaction in higher education* (Bangladesh: Elsevier Ltd, 2010)

<sup>&</sup>lt;sup>24</sup> Sheng-Hsun Hsu, Yu-Che Wang, Chao-Jih Cheng, Yu-Fan Chen, "Developing a decomposed alumni satisfaction model for higher education institutions (Chung Hua University, Taiwan, Republic of China)"

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. <sup>25</sup>

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<sup>&</sup>lt;sup>25</sup> 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)"

### **CHAPTER III**

### RESEARCH METHOD

The aim of this research is to know the students' satisfaction during joining online class in CALL 2 program. This chapter presents approach and research design, Setting of the study, Data and source of the data, data collection technique, Instrument of the Research, Data Analysis Technique, Checking Validity of Findings and the last is Research Stages.

### A. Approach and Research Design

According to Creswell, a survey design can be presented in a numeric description and analysis consisting of explanation about the types of scales used to measure the items on the instruments; such as continuous scales (e.g.: strongly agree to strongly disagree) and categorical scales (e.g.: yes/no). So, it is a description of trends, attitudes, or opinions of the subjects in the study. The goal of this study is to know the students' satisfaction in joining online learning class in CALL2. Thus, the researcher uses quantitative approach as design of research.

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<sup>&</sup>lt;sup>1</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (London: SAGE Publications. Inc. 2009) p. 137

Quantitative or numeric description method is used when the researcher wants to describe the condition and situation specifically; quantitative or numeric description is the appropriate method to use.<sup>2</sup>

### **B.** Setting of Study

Research location takes place at State Islamic University of Sunan Ampel Surabaya. It is located on Jl. Jendral Ahmad Yani No 117. The study takes place in a university, UINSA Surabaya. The participants will focus on English Education Department.

The subjects of the study are the students who have passed CALL 2. The students of English education department who took CALL course 42 students who are divided into two classes.

#### C. Data and Source of the Data

There are three data in this study; the first is online class, the second is CALL, the last is students' satisfaction. Online class and CALL data are all information about online class and CALL which is got by doing literature review. Literature review is a written summary of the article from the journal, books, and other documents that describe the theory as information both past and present.<sup>3</sup> Then the main data in this research is students' satisfaction. The data of students' satisfaction is taken from the field which is CALL 2 class. The

 $^2$  Ary, Donald. Introduction to Research in Education, (USA:Wadsworth, 2010) p. 452

<sup>&</sup>lt;sup>3</sup> John Creswell" Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research (London: SAGE Publications. Inc. 2009) p. 142

researcher will use questionnaire to gather the data and Students' answer of listed questions in questionnaire is the data of students' satisfaction.

#### D. Data Collection Technique

Data collection techniques used in this study is a survey method using a questionnaire instrument to find out students' satisfaction during participating online learning class on CALL2 class. According to Sugioyono, questionnaire sheet is techniques to collecting the data that gives question or declaration to the respondent in order to answer it.<sup>4</sup> And according to Sutriono Hadi, Questionnaire means the question and answer between the researcher and respondent which are given lists written question form. In these techniques the researcher distributed questionnaire to the 42 respondents. Before distributing the questionnaire the researcher makes sure that the respondents have ever join CALL2 class.

#### E. Instrument of the Research

The researcher is the main instrument of quantitative or numeric description..

The researcher must comprehend the research method and the insight of the problems. With the proper instruments, the researcher will get the valid data on the research. To collect data that needed for this study, there are two kind of instruments that writer used is questionnaire.

<sup>4</sup> Sugiono, *Metode Penelitian Pendidikan* (Bandung:Alfabeta 2010)

Questionnaire means the question and answer between the researcher and respondent which are given lists written question form.<sup>5</sup> Questionnaire used in this research to know the students' satisfaction during participating in online learning class in CALL2.

### F. Data Analysis Technique

The researcher collects the data using form of quantitative or numeric description. The researcher gives questionnaire to the respondent. After get the answer from the respondent from the beginning to the end, the data will be reported using descriptive explanation.<sup>6</sup>

The detail techniques that the researcher will do are:

The data of this research would be analyzed in numeric descriptive manner. In this study the researcher has done several steps to analyze the data. To analyze the information from the whole data, it would be conducted by using numeric descriptive manner as follow<sup>7</sup>:

- 1. Identify the data based on the statement of problem
- 2. Classify the information based on each item of the questionnaire.
- 3. The data from questionnaire will be analyzed:

<sup>&</sup>lt;sup>6</sup> John W Creswell, Research Design: Qualitative, Quantitative and mixed method approaches, third edition (University of nebrasca liconln data 2009) C.9

<sup>&</sup>lt;sup>7</sup> Suharsini Arikunto, "Prosedur Penelitian (Suatu Pendekatan Praktik)", (Jakarta: Rineke Cipta, 2006), 152

To determine the percentage, use simple counting with the following steps:

- a. Determine the expected value (EV). This value can be determined by multiplying the number of question items with the highest score.
- b. Calculate a score value (SV). This value is the average of real acquired value derived from the research.
- c. Determine the category according to the formula:

$$\mathbf{P} = \frac{SV}{EV} \times 100\%$$

P : Percentage of interest and expectation

SV : Score Value

EV: Expected Value<sup>8</sup>

4. Verify and interpret the data

Based on the formula above, the researcher uses table to interpret data that is taken from respondents' answer.

The guidelines for the interpretation of the data to provide interpretation of the data on the average of the acquired value as follows:

- a. Very satisfied, if the total value is in the interval of 84.1% -100%
- b. Satisfied, if the total value is in the interval 84,00% 68.01%
- c. Neutral, if the total value is in the interval 68,00% 52.01%
- d. Not Satisfied, if the total value is in the interval 52,00% 36.01%

<sup>&</sup>lt;sup>8</sup> Umi Narimawati, dkk, Penulisan Karya Ilmiah, (Bekasi: Genesis, 2010), P. 46.

- e. Very Dissatisfied, if the total value is in the interval 20.00% -36%
- 5. Draw the conclusion

### G. Research Stages:

The process of this study will be done as these following stages:

### 1. Take a preliminary research

Students of ETED in Sunan Ampel State Islāmic University of Surabaya often have a class that uses Web Base Learning as the media for teaching and learning process, but those classes in not pure online class. Because the students still have face-to-face meeting in the classes. Different from the class before, CALL 2 has been held with pure online class. A small observation has been done by the researcher during CALL 2 class in academic year 2014/2015. The researcher has asked students about their satisfaction during participating in CALL 2. Some others felt dissatisfied. Therefore, the researcher decided to find out their satisfaction and what factors affect their satisfaction in that academic year.

#### 2. Decide the research design

The researcher wrote the title of this study and research question first before go ahead to the research design. After drawing focus of the topic that will be discussed, the researcher decided the research design of this research along with the outline, including the data that might be needed.

#### 3. Conduct the research:

### a. Collecting data

As the data were obtained from the survey and the questionnaire sheet given to the participants. 42 participants answered the questions, and the answers of the participants are the main data of this research.

### b. Analyzing the data

#### 1) Editing

In this stage, the first step after the questionnaire distributed and content by learners who responded, the authors do checking one by one covering completeness, explanation writing the questionnaire and the accuracy of the questionnaire.

# 2) Scoring

This is the step of administering a score or value to each item questions contained in the questionnaire. Scoring is determined by positive and negative statement, if the statement is positive then score provided from 5, 4, 3, 2, 1, whereas if the statement is negative then starting score of 1, 2, 3, 4, 5. In the scale of this study contained 5 selections of alternative answers: Very satisfied, satisfied, neutral, dissatisfied, very dissatisfied.

# 3) Tabulating

This is last step in the collection the data is by entering data into the table in order to find results.

# c. Concluding the result of the research

The result of the analysis and the theory were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed.

### **CHAPTER IV**

## RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the collected data from students' satisfaction survey and the analysis of it. The students' satisfactions are showed as research findings. Furthermore, the analyzed data is explained based on the theories enlightened in theoretical framework in discussion part.

## A. Findings

- 1. Student-Instructor Interaction
  - a. The instructor's encouragement for students to be actively involved in the e-learning process

The first point for student-instructor interaction factor is the instructor's encouragement for students to be actively involved in the e-learning process. In this aspect, the result of the questionnaire distributed in the previous section is presented as this following table:

No.	Satisfaction Scale	Frequency	Percentage (%)
1.	Very Satisfied	0	0
	Satisfied	19	45,3
	Neutral	19	45,3
	Dissatisfied	3	7,1

Very Dissatisfied	1	2,4
Total (N)	42	100

It is clearly showed in the table above that regarding to the instructor's encouragement for students to be actively involved in the learning process, there were no students choose 'very satisfied'. This means 0% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 19 students who chose satisfy; so, 45,3% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 19 respondents who chose it as their feeling; means 45,3% of the students are neither satisfied nor dissatisfied. In addition, 3 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, 'very dissatisfied' has been chosen by 1 student; means only 2,4% of the students in online class felt very dissatisfied.

### b. The instructor's feedback on students' works through comments

The second point for student-instructor interaction factor is the instructor's feedback on students' works through comments. In this aspect, the result of the questionnaire distributed in the previous stages of this research is showed as this following table:

No.	Satisfaction Scale	Frequency	Percentage (%)
2.	Very Satisfied	4	9,5
	Satisfied	14	35,7
	Neutral	13	31

Dissatisfied	7	16,7
Very Dissatisfied	3	7,1
Total (N)	42	100

The table above shown that regarding to the instructor's feedback on students' works through comments, from 42 respondents of the questionnaire toward the instructor's feedback on students' works through comments, it shown that 4 of students as 9,5% respondents chose 'very satisfied'. While, there were 35,7% respondents chose 'satisfied' as the highest percentage which chosen by 14 students. For the respondents who chose 'neutral', there were 31% respondents from 13 students who chose it as their response. On the other hands, there were 7 students as 16,7% of the respondents feel dissatisfied with the instructor's feedback on students' works through comments. The last, the lowest percentage was shown by 3 students as 7,1% who chose 'very dissatisfied' for their response.

 The instructor's ways to make students to interact with him during the elearning process

The third aspect for this factor is the instructor's ways to make students to interact with him during the e-learning process; the result of the survey distributed in the previous stages of this research is presented as this following table:

No.	Satisfaction Scale	frequency	Percentage (%)
3.	Very Satisfied	0	0
	Satisfied	17	40,5
	Neutral	16	38,1
	Dissatisfied	7	16,7
	Very Dissatisfied	2	4,8
	Total (N)	42	100

Based on the table above, related to the instructor's ways to make students to interact with him during the e-learning process, there were no students choose 'very satisfied'. This means 0% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 17 students who chose satisfy; so, 40,5% 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, 16,7% of the respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, 'very dissatisfied' has been chosen by 2 student; means only 4,8% of the students in online class felt very dissatisfied.

#### d. The instructor's individual treatment to students

The next point for student-instructor interaction factor is the instructor's individual treatment to students. In this aspect, the result of

the questionnaire distributed in the previous stages is showed as this following table:

No.	Satisfaction Scale	frequency	Percentage (%)
4.	Very Satisfied	0	0
	Satisfied	17	40,5
	Neutral	16	38,1
	Dissatisfied	7	16,7
	Very Dissatisfied	2	4,8
	Total (N)	42	100

It can be seen from the table above, related to the instructor's individual treatment to students, it is exactly the same as the previous point; there were no students choose 'very satisfied'. This means 0% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 17 students who chose satisfy; so, 40,5% 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, 'very dissatisfied' has been chosen by 2 student; means only 4,8% of the students in online class felt very dissatisfied.

e. The instructor's way is sharing information to students me about the learning progress

The last item for this factor is the instructor's way is sharing information to students me about the learning progress; the result of the survey distributed in the previous stages of this research is presented in this following table

No.	Satisfaction Scale	frequency	Percentage (%)
5.	Very Satisfied	1	2,4
	Satisfied	20	47,6
	Neutral	14	33,3
	Dissatisfied	6	14,3
	Very Dissati <mark>sfied</mark>	1	2,4
	Total (N)	42	100

The table above clearly shows that related to the instructor's individual treatment to students, there were a students choose 'very satisfied'. This means 2,4% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 20 students who chose satisfy; so, 47,6% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 14 respondents who chose it as their feeling; means 33,3% of the students are neither satisfied nor dissatisfied. In addition, 6 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, 'very dissatisfied' has been chosen by 1

student; means only 2,4% of the students in online class felt very dissatisfied.

### 2. Instructor's Performance

## a. The instructor's effectiveness for the e-learning process

The first point for this factor is the instructor's effectiveness for the elearning process; the result of the survey distributed in the previous stages of this research is presented in this following table

No.	Satisfaction Scale	frequency	Percentage (%)
1.	Very Satisfied	3	7,1
	Satisfied	16	38,1
	Neutral	21	50
	Dissatisfied	2	4,8
	Very Dissatisfied	0	0
	Total (N)	42	100

This can be explained based on the table above, related to the instructor's individual treatment to students, there were 3 students choose 'very satisfied'. This means 7,1% 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 21 respondents who chose it as their feeling; means 50% of the students are neither satisfied nor dissatisfied. In addition, 2 respondents chose dissatisfy to express their feelings towards

this online class in this aspect. Finally, 'very dissatisfied' has been chosen by 1 student; means only 0% of the students in online class felt very dissatisfied.

b. The instructor's available time to be contacted for the lessons or consultations (during office hours or by appointment)

The next point for student-instructor interaction factor is the instructor's individual treatment to students. In this aspect, the result of the questionnaire distributed in the previous stages is showed as this following table

No.	Satisfaction Scale	frequency	Percentage (%)
2.	Very Satisfi <mark>ed</mark>	3	7,1
	Satisfied	18	42,9
	Neutral	15	35,7
	Dissatisfied	6	14,3
	Very Dissatisfied	0	0
	Total (N)	42	100

The table above shows that regarding to the instructor's encouragement for students to be actively involved in the learning process, there were no students choose 'very satisfied'. This means 7,1% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 18 students who chose satisfy; so, 42,9% of the students feel satisfied. Exactly the same as the previous point, 'neutral'

also has 15 respondents who chose it as their feeling; means 35,7% of the students are neither satisfied nor dissatisfied. In addition, 6 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were no students chose 'very dissatisfied'.

### c. The instructor's motivations for students to learn

For further point in student-instructor interaction factor is the instructor's motivations for students to learn. In this aspect, the result of the questionnaire distributed in the previous stages is showed as this following table

No.	Satisfaction Scale	frequency	Percentage (%)
3.	Very Satisfi <mark>ed</mark>	0	0
	Satisfied	17	40,5
	Neutral	14	33,3
	Dissatisfied	6	14,3
	Very Dissatisfied	5	11,9
	Total (N)	42	100

It is clearly showed in the table above that regarding to the instructor's encouragement for students to be actively involved in the learning process, there were no students choose 'very satisfied'. This means 0% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 17 students who chose satisfy; so, 40,5% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 14

respondents who chose it as their feeling; means 33,3% of the students are neither satisfied nor dissatisfied. In addition, 6 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, 'very dissatisfied' has been chosen by student; means 11,9% of the students in online class felt very dissatisfied

### d. The instructor's fair treatments to all students

For the next point in student-instructor interaction factor is the instructor's fair treatments to all students. In this aspect, the result of the questionnaire distributed in the previous stages is showed as this following table

No.	Satisfa <mark>cti</mark> on <mark>Scale</mark>	<mark>fre</mark> quency	Percentage (%)
4.	Very Satisfied	2	4,8
	Satisfied	15	35,7
	Neutral	22	52,4
	Dissatisfied	3	7,1
	Very Dissatisfied	0	0
	Total (N)	42	100

It is clearly presented in the table above that regarding to the The instructor's fair treatments to all students, there were 2 students choose 'very satisfied'. This means 4,8% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 15 students who chose satisfy; so, 35,7% of the students feel satisfied. Exactly the same as the

previous point, 'neutral' also has 22 respondents who chose it as their feeling; means 52,4% of the students are neither satisfied nor dissatisfied. In addition, 3 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were no students chose 'very dissatisfied'.

### e. The instructor's esteem to students (for teacher-students relationship)

No.	Satisfaction Scale	frequency	Percentage (%)
5.	Very Satisfied	2	4,8
	Satisfied	8	19
	Neutral	28	66,7
	Dissatisfied	4	9,5
	Very Dissat <mark>isf</mark> ied	0	0
	Total (N)	42	100

It is noticeably showed in the table above that regarding to the The instructor's esteem to students (for teacher-students relationship), there were 2 students choose 'very satisfied'. This means 4,8% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 8 students who chose satisfy; so, 19% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 28 respondents who chose it as their feeling; means 66,7% of the students are neither satisfied nor dissatisfied. In addition, 4 respondents chose dissatisfy to express their

feelings towards this online class in this aspect. Finally, there were no students chose "very dissatisfied".

### f. The instructor's appreciations for students' questions and comments

No.	Satisfaction Scale	frequency	Percentage (%)
6.	Very Satisfied	5	11,9
	Satisfied	17	40,5
	Neutral	19	45,2
	Dissatisfied	1	2,4
	Very Dissatisfied	0	0
	Total (N)	42	100

It is clearly demonstrated in the table above that regarding to the The instructor's appreciations for students' questions and comments, 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 17 students who chose satisfy; so, 40,5% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 19 respondents who chose it as their feeling; means 42,5% of the students are neither satisfied nor dissatisfied. In addition, 1 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were no students chose "very dissatisfied".

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

Neutral	13	31
Dissatisfied	3	7,1
Very Dissatisfied	7	16,7
Total (N)	42	100

It is clearly showed in the table above that regarding to The instructor's highlight for important points and lessons outline to students to be actively involved in the learning process, there were 4 students choose 'very satisfied'. This means 9,5% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 15 students who chose satisfy; so, 35,7% 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, 3 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were 7 students chose "very dissatisfied".

## i. The instructor's confirmation about the highlighted lessons for each topic

No.	Satisfaction Scale	frequency	Percentage (%)
9.	Very Satisfied	1	2,4
	Satisfied	18	42,9
	Neutral	12	28,6
	Dissatisfied	8	19
	Very Dissatisfied	3	7,1
	Total (N)	42	100

The table above noticeably explains that regarding to the instructor's confirmation about the highlighted lessons for each topic, there were 1 student choose 'very satisfied'. This means 2,4% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 18 students who chose satisfy; so, 42,9% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 12 respondents who chose it as their feeling; means 28,6%. Finally, there were 8 students or 19% of the whole students chose "dissatisfied" and 3 students (7,1%) chose "very dissatisfied".

#### 3. Course Evaluation

### a. The courses materials (relevant and useful)

No.	Satisfaction Scale	frequency	Percentage (%)
1.	Very Satisfied	10	23,8
	Satisfied	21	50
	Neutral	11	26,2
	Dissatisfied	0	0
	Very Dissatisfied	0	0
	Total (N)	42	100

It is clearly showed in the table above that regarding to The courses materials (relevant and useful), there were 10 students choose 'very satisfied'. This means 23,8% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 21 students who chose

satisfy; so, 50% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 11 respondents who chose it as their feeling; means 26, 2%. Finally, there were no students chose "dissatisfied" and "very dissatisfied".

## b. The assignments (relevant and useful)

No.	Satisfaction Scale	frequency	Percentage (%)
2.	Very Satisfied	4	9,5
	Satisfied	24	57,1
	Neutral	11	26,2
	Dissatisfied	3	7,1
	Very Dissat <mark>isf</mark> ied	0	0
	To <mark>tal</mark> (N)	42	100

It is clearly showed in the table above that regarding to the assignments (relevant and useful), there were 4 students choose 'very satisfied'. This means 9,5% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 24 students who chose satisfy; so, 57,1% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 11 respondents who chose it as their feeling; means 26,2% of the students are neither satisfied nor dissatisfied. In addition, 3 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were no students chose "very dissatisfied".

c. Stated lesson plan (e-learning process) and the syllabus (written or explained by the instructor)

No.	Satisfaction Scale	frequency	Percentage (%)
3.	Very Satisfied	2	4,8
	Satisfied	13	31
	Neutral	17	40,5
	Dissatisfied	9	21,4
	Very Dissatisfied	1	2,4
	Total (N)	42	100

It is obviously showed in the table above that regarding to stated lesson plan (e-learning process) and the syllabus (written or explained by the instructor), there were 2 students choose 'very satisfied'. This means 4,8% 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 17 respondents who chose it as their feeling; means 40,5% of the students are neither satisfied nor dissatisfied. In addition, 9 respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were only a student or only 2,4% of the students chose "very dissatisfied".

### 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

Dissatisfied	7	16,7
Very Dissatisfied	4	9,5
Total (N)	42	100

It is clearly presented in the table above that regarding to The testing and evaluation procedures, there were 2 students choose 'very satisfied'. This means 4,8% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 11 students who chose satisfy; so, 26,2% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 18 respondents who chose it as their feeling; means 42, 9% 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 4 students chose "very dissatisfied".

#### 4. Administration

### a. E-learning process in general

No.	Satisfaction Scale	frequency	Percentage (%)
1.	Very Satisfied	2	4,8
	Satisfied	20	47,6
	Neutral	19	45,2
	Dissatisfied	1	2,4
	Very Dissatisfied	0	0
	Total (N)	42	100

It is clearly explained in the table above that regarding to E-learning process in general, there were 2 students choose 'very satisfied'. This

means 4,8% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 20 students who chose satisfy; so, 47,6% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 19 respondents who chose it as their feeling; means 45,2% of the students are neither satisfied nor dissatisfied. In addition, a respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were no students chose "very dissatisfied".

### b. The display's design of the materials

No.	Satisfac <mark>ti</mark> on Sca <mark>le</mark>	frequency	Percentage (%)
2.	Very Satisfi <mark>ed</mark>	6	14,3
	Satisfied	14	33,3
	Neutral	19	45,2
	Dissatisfied	2	4,8
	Very Dissatisfied	1	2,4
	Total (N)	42	100

It is clearly showed in the table above that regarding to the display's design of the materials, there were 6 students choose 'very satisfied'. This means 14,3% of the students in this class felt very satisfy towards this aspect. Furthermore, there were 14 students who chose satisfy; so, 33,3% of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 19 respondents who chose it as their feeling; means

45,2% of the students are neither satisfied nor dissatisfied. In addition, 4,8% of respondents chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there were only 1 student chose "very dissatisfied".

## c. The display's design of the examination/practice pages

The last point regarding to administration were taken for collecting the data about the display's design of the examination/practice pages from the students. The results of the data were presented in the table below

No.	Satisfaction Scale	Frequency	Percentage (%)
3.	Very Satisfi <mark>ed</mark>	3	7,1
	Satisfied	11	26,2
	Neutral	26	61,9
	Dissatisfied	1	2,4
	Very Dissatisfied	1	2,4
	Total (N)	42	100

It is showed in the table above that regarding to the display's design of the examination/practice pages, there were 3 students choose 'very satisfied'. This means 7,1 % of the students in this class felt very satisfy towards this aspect. Furthermore, there were 11 students who chose satisfy; so, 26,2 % of the students feel satisfied. Exactly the same as the previous point, 'neutral' also has 26 respondents who chose it as their feeling; means 61,9% of the students are neither satisfied nor dissatisfied.

In addition, a respondent chose dissatisfy to express their feelings towards this online class in this aspect. Finally, there was a student chose "very dissatisfied".

### 5. Functionality

## a. Internet access requirement, electronic research availability

For the functionality factor, the first aspect that collected by the researcher is about Internet access requirement, electronic research availability. The results of the data were presented below:

No.	Satisfaction Scale	Frequency	Percentage (%)
1.	Very Satisfi <mark>ed</mark>	3	7,1
	Satisfied	5	11,9
	Neutral	16	38,1
	Dissatisfied	17	40,5
	Very Dissatisfied	1	2,4
	Total (N)	42	100

Based on the data displayed above, the most answer of the question from the respondents were chosen 'dissatisfaction' for their answer that shown by 17 students as 40,5% of respondents. Afterward, the second percentage which displayed as 38,1% taken from 16 respondents of 42 students chose 'neutral' for their answer. While, 5 students as 11,9% respondents said that they were satisfied with the Internet access requirement, electronic research availability of the lecture. Meanwhile, 3

of students as 7,1% respondents answered that they were very satisfied. Therefore, 1 of students as 2,4% from the remaining data were informed that only one student who chooses 'veri dissatisfied' as their anwer which talking about Internet access requirement, electronic research availability.

## b. The website used in e-learning process

The second responses were taken for collecting the data about the website used in e-learning process. The results of the data were presented below:

No.	Satisfaction Scale	frequency	Percentage (%)
2.	Very Satisfi <mark>ed</mark>	4	9,5
	Satisfied	20	47,6
	Neutral	14	33,3
	Dissatisfied	4	9,5
	Very Dissatisfied	0	0
	Total (N)	42	100

This result of data gained the students' feeling about the website used in e- learning process. From the data above, the lowest percentage was shown by 'very dissatisfied' feeling which is no one of students chose that multiple choice. It means that 'very dissatisfied' has 0% respondent. Otherwise, the highest percentage was shown by 'satisfied' choice. 20 of 42 students as 47,6% respondents chose 'satisfied' for their answer. Followed by 'neutral' choice which has 14 students as 33,3% elected for

their answer. Afterward, there were 4 students as 9,5% respondents who chose 'very satisfied'. This percentage has the same result for 'dissatisfied' response.

## c. Flexibility (cost, time and place)

The last responses were taken for collecting the data about the cost, time and place during the process of the online class from the students. The results of the data were presented in the table below:

No.	Satisfaction Scale	Frequency	Percentage (%)
3.	Very Satisfied	8	19
	Satisfied	11	26,2
	Neutral	14	33,3
	Dissatisfied	9	21,4
	Very Dissatisfied	0	0
	Total (N)	42	100

From the data above, it could be seen that no one of students chose 'very dissatisfied' to show their feeling about Flexibility (cost, time and place). Most of students chose 'neutral' for their answer proved with 14 students as 33,3% respondents. Followed by 'satisfied' choice, 11 students as 26,2% respondents chose as their second majority choice. Afterward, 9 of 42 students as 21,4 respondents chose 'dissatisfied' for their answer. Then, the balance of the respondents chose 'very satisfied' for their

answer which shown by 8 students as 19% respondents of the questionnaire.

### **B.** Discussions

The presented data followed by the short explanation above draw the general information about students' satisfaction of online learning class in the department. As explained in the section about research method, the researcher collects the data using form of quantitative or numeric description. Furthermore, to determine the percentage of satisfaction scale in each factor towards the online learning, it is needed to determine the expected value (*EV*). This value can be determined by multiplying the number of question items with the highest score; calculate a score value (*SV*). This value is the average of real acquired value derived from the research. Finally, in determining the category based on the percentage of interest and expectation is rooted to this following formula:

$$\mathbf{P} = \frac{SV}{EV} \times 100\%$$

Which the symbol P stands for percentage of interest and expectation; it shows the total of students' satisfaction in form of percentage, SV has the meaning as 'score value', and 'EV' means 'expected value.

Based on the formula above, the researcher uses table to interpret data that is taken from respondents' answer. The guidelines for the interpretation of the data to provide interpretation of the data on the average of the acquired value as follows: (1) Very satisfied, if the total value is in the interval of 84.1% —100%;

(2) Satisfied, if the total value is in the interval 84,00% - 68.01%; (3) Neutral, if the total value is in the interval 68,00% - 52.01%; (4) Not Satisfied, if the total value is in the interval 52,00% - 36.01%; (5) Very Dissatisfied, if the total value is in the interval 20.00% - 36%.

Based on the theory about students' satisfaction in e-learning, there are 5 factors to be examined, those are: Student-Instructor Interaction, Instructor's Performance, Course Evaluation, Administration, and Functionality. In addition, there are 25 items in total to be measured with different points in each factor, based on the speculation explained in Chapter 2. Regarding to the presented data in the previous section, the formula explained above is applied to find the score, expected value, scale value, percentage of interest and expectation which lead to the satisfaction scale in general for each factor, it can be seen in the table below:

		Expected	_ /		
Factor	Score	Value	Score	$\frac{SV}{EV} \times 100 \%$	Satisfaction
		(EV)	Value (SV)		Scale
Student-				16,2 v 100%	
Instructor	680	5 x 5 = 25	$\frac{680}{42} = 16,2$	25 x 100%	Neutral
Interaction				= 64,8%	
Instructor's			1255	$\frac{29,9}{45}$ x 100%	
Performance	1255	$5 \times 9 = 45$	$\frac{1233}{42} = 29,9$	= 66,4%	Neutral

Course Evaluation	718	5 x 5 = 25	$\frac{718}{42} = 17,1$	$\frac{17,1}{25} \times 100\%$ = 68,4%	Satisfied
Administration	437	5 x 3 = 15	$\frac{437}{42} = 10,4$	$\frac{10,4}{15} \times 100\%$ = 69,4%	Satisfied
Functionality	412	5 x 3 = 15	$\frac{412}{42} = 9,8$	$\frac{9.8}{15} \times 100\%$ = 65,4%	Neutral
Total	3502	125	$\frac{3502}{42} = 83,4$	$\frac{83,4}{125} \times 100\%$ $= 66,7\%$	Neutral

Basically, it is clearly shown in the table above that it interprets every item in different factors of students' satisfaction in online learning and including the total counted result for the students' satisfaction scale. As shown in the first column, also explained in chapter 2, the factors affecting students' satisfaction in online learning can be highlighted as student-instructor interaction, instructor's performance, course evaluation, administration, functionality.

The first factor, student-instructor interaction has 5 items. The score of this factor is 680; it is the result of summing the scores for each scale in each item. 'Very satisfied' is valued 5 points, 4 points for 'satisfied', 'neutral' has 3 points, 'dissatisfied' is valued 2 points and 1 point for 'very dissatisfied'. The scores

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 times100% 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

expectation which leads to the satisfaction scale. In general from the whole factors, percentage of interest and expectation is 66,7%. This leads us to conclude that the students feel neutral for the e-learning process of this course in general.



# **CHAPTER V**

# CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this research counting students' satisfaction during joining online class in CALL 2 program. Furthermore, this chapter also contains the suggestion regarding the research for students, lecturers, also the next researchers.

### A. Conclusion

In purpose to answer the research question, how students' satisfaction of Computer Assistant Language Learning (CALL) online class at State Islamic University Sunan Ampel Surabaya, the researcher concludes the results of the findings and the discussions in the previous chapter. As stated by Ali and Ahmad students' satisfaction levels in online learning course are very dissatisfy, dissatisfy, neutral, satisfy, and very satisfy. Basically, all of the levels are appeared in different items of each factor; however, as explained above, to generalize the responds, set of formulas are used. The general percentages of students' satisfaction in each factor are: student-instructor interaction factor gets 64,8% means neutral, instructor's performance factor gets 66,4% means neutral as well, course evaluation gets 68,4% means satisfied, administration factor gets

<sup>&</sup>lt;sup>1</sup> Afzaal Ali, Israr Ahmad. Investigating students' acceptance of online learning in hospitality programs Key Factors for Determining Students' Satisfaction in Distanc Learning Courses: A Study of Allama Iqbal Open University. (2011). P 63

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69,4% means satisfied as well, and functionality factor gets 65,4% means neutral. So, there are 3 factors are neutral and 2 factors are satisfying.

From the result stated above, as 'neutral' dominates the result of the students' responds; we can simply conclude that the answer is, indeed, 'neutral'. To make it sure, the same formula used in finding the satisfaction level of each factor is also used for the whole numbers of the factors. In general, it is founded that percentage of interest and expectation is 66,7%. In conclusion, as the final result is less than 68,00%, this means that the students' satisfaction level in the elearning process of the course is neutral.

# **B.** Suggestion

The researcher proposes some suggestions to university that use technology in teaching and learning process, lecturers that teach CALL with online class, and further researchers. They are as these following points:

- 1. To university that use technology in teaching and learning process
  - a. It is essential to develop the official guidelines in online learning class of the university based on the students' need and the purpose of the course.
  - It is considerable to facilitate students to access computer or online to make them easier in running the online class.

## 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 Assistant 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.

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