

**Students' Satisfaction towards Lecturers'  
Facilitation On English Discovery (Ed) In English  
Intensive Program At The State Islamic University  
Of Sunan Ampel Surabaya.**

**Thesis**

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



By

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## ABSTRACT

Fadilah, Nur. (2020). *Students' Satisfaction Towards Lecturers' Facilitation On English Discovery (Ed) In English Intensive Program At The State Islamic University Of Sunan Ampel Surabaya*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I : Rizka Safriyani, M.Pd , Advisor II: Rakhmawati, M.Pd

**Keyword: Satisfaction, English Discovery( ED), Challenges, University**

Increasing technological developments continue to make the education system in Indonesia better and more advanced to follow other countries. The research aims to give information about students' satisfaction to English Discovery in English Intensive Program at the State Islamic University of Sunan Ampel Surabaya and also too explored about what challenges students to face when using English Discovery (ED). To get the data, the researcher used a mix method by interviewed and spared the questionnaire to the students of English intensive program at the State Islamic University of Sunan Ampel Surabaya. The results of this research indicated that students are satisfied whit using English Discovery in English intensive program. The indicator that shows the most positive responses is reliability whit the number of respondents (98%). The second indicator is responsive, this indicator has a positive agreement with (94%) of the respondents. The third indicator is certainty/guarantee with a total number of respondents (86%). The fourth indicator is empathy with the number (80%) of respondents. The last indicator is tangible with the total number (31, 6%). The data showed that a lot of students are satisfying using ED (English Discovery). Although the ED (English Discovery) had a positive effect, there were also challenges. The challenging of the ED (English Discovery) is the internet connection and also the tools of ED (English Discovery) are confusing.

## ABSTRAK

Fadilah, Nur. (2020). *Students' Satisfaction Towards Lecturers' Facilitation On English Discovery (Ed) In English Intensive Program At The State Islamic University Of Sunan Ampel Surabaya*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I : Rizka Safriyani, M.Pd , Advisor II: Rakhmawati, M.Pd

*KataKunci:kepuasan siswa, English Dsiccovery, tantangan, univesitas*

Perkembangan teknologi yang semakin meningkat terus membuat sistem pendidikan di Indonesia semakin baik dan maju mengikuti negara lain. Penelitian ini bertujuan untuk memberikan informasi tentang kepuasan mahasiswa terhadap English Discovery in English Intensive Program di Universitas Islam Negeri Sunan Ampel Surabaya dan juga menggali tentang apa saja tantangan yang dihadapi mahasiswa saat menggunakan English Discovery (ED). Untuk memperoleh data, peneliti menggunakan metode campuran dengan cara wawancara dan penyebaran angket kepada mahasiswa program intensif Bahasa Inggris di Universitas Islam Negeri Sunan Ampel Surabaya. Hasil penelitian ini menunjukkan bahwa siswa puas dengan penggunaan English Discovery dalam program intensif Bahasa Inggris. Indikator yang menunjukkan respon paling positif adalah reliabilitas dengan jumlah responden (98%). Indikator kedua responsif, indikator ini setuju positif dengan (94%) responden. Indikator ketiga adalah kepastian / jaminan dengan jumlah responden (86%). Indikator keempat adalah empati dengan jumlah (80%) responden. Indikator terakhir berwujud dengan jumlah total (31, 6%). Data menunjukkan bahwa banyak siswa yang puas menggunakan ED (English Discovery). Walaupun ED (English Discovery) memiliki efek positif, ada juga tantangan. Tantangan dari ED (English Discovery) adalah koneksi internet dan juga ED (English Discovery) yang membingungkan.

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## **LIST OF ABBREVIATION**

- UINSA** : Univesitas Islam Negeri Sunan Ampel  
(State Islamic University of Sunan Ampel)
- ED** : English Discovery



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# CHAPTER I

## INTRODUCTION

This first chapter discusses some information that is related to students' satisfaction towards lecturers' facilitation on English Discovery and the challenges faced by students when using English Discovery which consists of research background, research objectives, and significance of study, scope and limitation and the last definition of key terms.

### **A. Research Background**

Increasing technological developments continue to create Indonesia's education system successful and more progressive, to follow other countries. Education system continues to change from using only traditional systems to digital systems. Initially, learning and teaching process just happened in the class, but now teaching-learning process can be

carried out everywhere and anytime.

The concept can be called as electronic-learning and blended learning. The use of the internet has produced learning materials including technology-based learning, teacher-learners, and even to manage organizational courses<sup>1</sup>. A general definition of the term e-learning has been extensively debated.

According to Dublin<sup>2</sup> the specialization and interest of researchers seem to be exposed. A variety of applications, learning methods and processes are part of e-learning as a concept<sup>3</sup>. E-learning requires

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<sup>1</sup> Fry, K. (2001). *E-learning markets and providers: some issues and prospects*. Education Training, 233-239.

<sup>2</sup> Dublin, L. (2003). If you only look under the street

<sup>3</sup> Rossi.P.G. (2009). *A Learning environment with artificial intelligence elements*. Journal of e-learning and knowledge society, 5(1), 67-75.

more than just the provision of a completely online course in some definitions. And additionally, the European Commission<sup>4</sup> describes, e-learning has become a means of modern multimedia technology to increase effective learning with easy access to facilities and resources as good as collaboration and remote change over. So it's concluded by using e-learning there will be savings in the use of time and resources in the achievement of teaching materials because there is no limited space and time in their use.

One of the widely used e-learning is ED (English Discovery). English Discovery is a tool for learning English that combines online learning with

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<sup>4</sup> European Commission (2001). *The eLearning Action Plan: Designing tomorrow's education*.  
<http://www.elearningeuropa.info>



face-to-face methods. It is very suitable for all levels in every profession such as students, teachers, employees, management of associations or companies and many more. English Discovery is one of platform that is applied blended learning. It means that English Discovery is the tool and blended learning is the method.

English Discovery has been used in more than 30 countries and is a top choice in several countries around the world. ED provides more than 1,000 hours of learning with an attractive and interactive look for 6 interesting skills consisting of listening, reading, speaking, writing, vocabulary and grammar. English Discovery provides not only learning features but also interactive training media and also facilities for instructors consisting of Courses, Actual Practices

and, Teacher Management Systems<sup>5</sup>.

Therefore, lecturers of Islamic universities in the state of Sunan Ampel Surabaya, who teach intensive programs choose ED as a means and infrastructure for teaching and learning English. This information got from article of international test center.

The use of English Discovery has also begun to be applied to several schools and universities in Indonesia. One of the universities that have recently implemented this learning is Islamic University of Sunan Ampel Surabaya or UINSA. UINSA has implemented ED in their intensive English program

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<sup>5</sup> International Test Center: 2018. <https://itc-indonesia.com/english-discoveries/?lang=en>.

for the students in the first and second semester since 2018. Formerly, the intensive English program at UINSA implemented the traditional methods with face to face meetings and used books as media in providing materials. However, this program has changed its strategy into blended learning.

The main purpose of replacing the previous strategy into Blended Learning is to prepare the students to take the Test of English for International Communication or TOEIC and to prepare the students' skilled of English in their future job latter, it is different from the previous strategy that only focused on prepare the students to get a high score in Test of English as a foreign language or TOEFL.

Furthermore, according to the coordinator of the English Program at UINSA Roudhatul Jannah the

implementation of Blended Learning is to create learning English process in the Intensive program more efficient for both students and teachers because face to face meeting is not too often and also make students accustom for using technology in the learning process<sup>6</sup>. In applying the Blended learning, UINSA is using English Discovery (ED) as the platform to provide the materials and assignments.

Although it has been realized that English Discovery will further increase the accuracy of knowledge and education. However, the level of satisfaction is one of the factors that must be considered in the application of information

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<sup>6</sup> [http://kominfo.jatimprov.go.id/read/umum/p2b-uinsa-siapkan-program-khusus-pembelajaran-bahasa-untuk- mahasiswa-baru-](http://kominfo.jatimprov.go.id/read/umum/p2b-uinsa-siapkan-program-khusus-pembelajaran-bahasa-untuk-mahasiswa-baru-)

technology, which according to Popi Sopiati<sup>7</sup> student satisfaction is an attitude that is shown by students, both positive attitudes and negative attitudes over the suitability between their hopes to the teaching and learning process what they are received. If what students get is in accordance with what is expected, then the student will be satisfied, and if what students get does not match, then the student will feel unsatisfied.

From the description above, it can be concluded that student satisfaction is a condition where the wishes, expectations and needs are met. Students' satisfaction assessment is an important factor in providing better, more effective and more

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<sup>7</sup> Sopiati, Popi. 2010. *Manajemen Belajar Berbasis Kepuasan Siswa*. Bogor: Ghalia Indonesia. Hal:34

efficient programs.

Several studies related to student satisfaction to e-learning: student satisfaction was carried out before this study, one of the previous research by Muhammad Zaheer<sup>8</sup>. The goals of this research is to assess the satisfaction of learners studying in the mode of electronic-learning. The research distributed standardized questionnaires used to assess the satisfaction of students in eight dimensions: Assessment, course and organization current, instructors, learning environment and teaching methods, learning resources, delivery quality, student contribution and tutorials.

The findings of Muhammad Zaheer's study

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<sup>8</sup> Zaheer, Muhammad (2015). "*E-learning and students satisfaction*": Virtual University of Pakistan

show that majority of the students are satisfied from the education received in electronic- learning mode which shows electronic-learning has a lot of potential in augmenting higher education in a country such as Pakistan where the capacity of higher education institutes is limited. The more previous study will explain briefly in previous study part.

The research is the same as the current research which both examines student satisfaction to e-learning, but the current research is more specific, which is about students' satisfaction toward lecturers' facilitation on English Discovery and also this study conducted about what challenges' students faced when using English Discovery in English Intensive Program at UINSA. The researcher thinks that this focus is important to investigate because ED (English

Discovery) is one of e-learning system that has already applied in English Intensive program at UINSA and some of the other researchers have not yet conducted it.

So, from this research, the researcher will give information about students' satisfaction to English Discovery in English Intensive Program at UINSA and also want to explore about what challenges students to when using English Discovery in English Intensive Program at UINSA.

## **B. Research questions**

Based on the background that has been presented above, the problem of this research are:

1. How is Students' Satisfaction towards Lecturers' Facilitation on English Discovery (Ed) In English Intensive Program at UINSA?



2. What are the challenges faced by students when using English Discovery in English Intensive Program at UINSA?

### **C. Objectives of the Study**

The objectives of this research are:

1. To investigate students' satisfaction towards Lecturers' Facilitation on English Discovery (Ed) In English Intensive Program at UINSA

2. To explore the challenges faced by students in the use English Discovery in English Intensive Program at UINSA

### **D. Significance of the Study**

Hopefully, this research will give several advantages for all people, especially for teachers,

students, and the other researchers they are:

1. For the English Teacher

It will give the important information in improving understanding, ability and the emergence of creativity in the importance of the use of English Discovery to assist the learning and teaching process.

2. For the Students

It will allow the students to improve their skills in integrating the use of the online class to develop their ability to use English Discovery facilities found on campus and develop the technological system.

3. For other researchers

It is hoped that the result of this study can give a piece of evidence that ED (English Discovery) can be used in online or offline teaching-learning English.

## **E. Scope and Limits of the Study**

Scope and limitations of this study focus on students' satisfaction towards lecturers' facilitation on English Discovery and also the challenges that faced by students when using the English Discovery in the English Intensive Program. Students' satisfaction in this research, means students' response of service quality that focus on 5 indicators of student satisfaction those are included reliability, responsiveness, certainty, empathy, and certainly.

While students' challenges in this study, the researcher focuses on students challenges in using technology when implementing English Discovery, poor internet connections, and students who have experienced issues with accepting responsibility of personal learning.

This research only investigates students in the

academic period of 2019-2020 who have completed an English intensive Program at the Teacher and Education Department Faculty at UINSA.

#### F. **Definition of Key Terms**

In this session the researcher provides key terms in order to avoid misunderstandings and gain the same perceptions, the key terms are as follows:

##### 1. E-Learning

According to Bermejo, S<sup>9</sup>. E-learning is learning that utilizes a system that uses computerization as a tool in the learning environment as communication, knowledge sharing and interaction between learners and teachers. Additionally, Guri- Rosenblit<sup>10</sup> E-

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<sup>9</sup> Guri-Rosenblit, S. (2005). 'Distance education and e-learning': *Not the same thing. Higher Education*, 49(4), 467-

493.

<sup>10</sup> Bermejo, S. (2005). *Cooperative electronic learning in virtual*

learning is categorized as a learning medium that uses electronic systems with various learning objectives. From add-on functions in traditional classrooms to a complete replacement of online meetings for face-to-face meetings. In this study, E- Learning means an education system or concept that utilizes information technology in studying and teaching. The researcher will use English Discovery as e-learning in this study.

## 2. Blended Learning

According to Singgih Prihadi Blended Learning is collaboration between online learning and face to face learning, through e-learning portals, websites and social networks<sup>11</sup>. Meanwhile, according to Ida

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*laboratories through forums. IEEE Transactions on Education, 48(1), 140-149.*

<sup>11</sup> Singgih Prihadi, *Model Blended Learning Teori dan Praktek dalam Pembelajaran Geografi*, (Surakarta: Yuma Pustaka, 2013),

Safitri, said Blended learning is learning that mixes classroom learning <sup>12</sup>. In this research, blended learning is a style of learning that incorporates face-to-face and online learning through English Discovery as a medium that has an important role in the learning stage.

### 3. Satisfaction

According to Sheldon Satisfaction is when there is nothing a person has to worry about. Someone's feeling satisfied when they hit goals and someone feels satisfied when they fulfill a difficult goal<sup>13</sup>.

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h.153.

<sup>12</sup> Ida Safitri, Nathan Hindarto, dan Ellianawati, "*Penerapan Blended Learning Pada Teori Heat Transfer untuk Meningkatkan Creative Thinking*", Jurnal Pendidikan, vol.1, 2012, h.9.

<sup>13</sup> Sheldon, K.M.; Elliot, A.J (1999). "Goal Striving, Need Satisfaction, and Longitudinal Well-Being:The Self-Concordance Model". *Journal Of Personality and Social Psychology* **76**: 482–497.

Additionally, Kaibara<sup>14</sup> defined Satisfaction the process of overcoming life. In this study, satisfaction means a condition in which students' wants, needs, and expectations can be fulfilled.

#### 4. Challenge

According to Muhaimin<sup>15</sup> Challenge, something is difficult to achieve better results in line with goals, requiring great effort and determination. In the meantime, according to Tonybee<sup>16</sup>, the challenge is something that takes a great deal of actions, and also commitment, things that measures power or

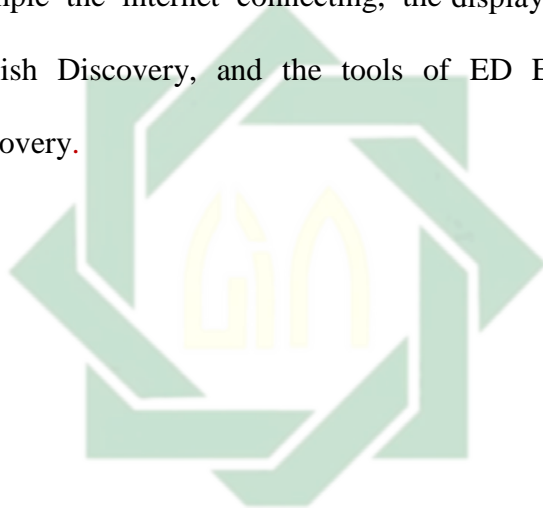
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<sup>14</sup> Kaibara, E.: *Der Weg zur Zufriedenheit*, Frankfurt 2002.

<sup>15</sup> Muhaimin. 2015. *Manajemen Pendidikan: Aplikasi Dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah*. PT Kharisma Putra Utama Jakarta. Hal 342

<sup>16</sup> Arnold Tonybee, *A Study of History*, (London: Oxford University Press, 1987). 125

capability. In this study, the challenge means something difficult and hinders the learning process of students when using English Discovery. For example the internet connecting, the display of the English Discovery, and the tools of ED English Discovery.



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## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The theoretical structure for describing e-learning is discussed in the second chapter, which are the Functions of e-learning, kinds of e-learning, positives and negatives of e-learning,, challenges facing blended learning, the description of satisfaction, the definition of students' satisfaction, and student satisfaction indicator.

#### **A. Review of Related Literature**

##### **1. E-learning**

###### **a. Definition of E-learning**

Richard E. Mayer and Ruth asserted that E-learning is described as delivery of instructions on a computer by means of a CD-ROM and internet with the criteria that the content delivered is applicable to the object being studied. Meanwhile, according to Allan J. Henderson, e-learning is

defined<sup>17</sup>.

Meanwhile, according to Allan J. Henderson, e-learning defines that electronic-learning uses computer technology for distance learning (usually on the Internet), e-learning helps students to learn without needing to go out to the classroom, and e-learning can be scheduled or students can decide on their own learning time they want, according to the agreement between the instructor and students<sup>18</sup>.

From these two definitions, it can be seen that there is a commonality, namely that both of them reveal that e-learning is e-learning carried

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<sup>17</sup> Clark dan Mayer, *E-learning and the Science of Instruction*, (USA: Pfiffer, 2003), h. 13.

<sup>18</sup> Allan J. Henderson, *The E-learning Question and Answer Book*, (USA: Amacom, 2003), h. 2

out using computer facilities. It is true, starting from using CD-ROM using the internet or intranet network, each of the still uses computer facilities to access it. Ace Suryadi complements the definition of electronic-learning which states that e-learning is a idea of distance learning using telecommunications and information technology, like the internet, radio broadcast, television, video or audio conferences, and CD- ROM<sup>19</sup>.

There are separate similarities from the definition put forward by Ace Suryadi with the definition of Allan J. Hendorsen, the similarity is

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<sup>19</sup> Ace Suryadi, *Pemanfaatan ICT Dalam Pembelajaran*, Jurnal Pendidikan Terbuka dan Jarak Jauh, (Februari, 2007), h. 85.

that the both define e-learning as distance learning.

From the above statement, it is able to be inferred that electronic-learning is a method of electronic learning that is generally abbreviated as the letter “e”. Learning is carried out using computers, as well as telecommunications and information technology, such as the internet, radio broadcasts, television, video or audio conferences, and CD-ROMs.

b. The Function of E-learning

According to Siahaan<sup>20</sup>, there are 3 (three) electronic learning functions to learning activities in the class (classroom instruction):

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<sup>20</sup> Siahaan, Sudirman. 2002. *E-Learning (Pembelajaran Elektronik) Sebagai Salah Satu Alternatif Kegiatan Pembelajaran*. <http://www.balitbang.org>. 20 januari 2020

### 1) Supplement

Learners can choose whether or not to use digitized learning materials, it is said to function as a supplement. In this case, students are not required to access electronic learning materials. Students, who use it, even though it is optional, will definitely have additional details or experience.

### 2) Complement

When electronic learning materials received by students in the class when electronic learning materials are programmed, it is said to act as a compliment. It means that digital learning materials are designed to replace improvement or remedial materials as a compliment. If students are able to easily understand the topic received

during face-to-face sessions, they are given the chance to access electronic learning materials designed specifically for them, which is said to be improvement.

The aim is indeed to increase the level of proficiency of the subject material acquired in the classroom. If the learners who have difficulty understanding the subject face-to-face are offered the option of using digital teaching material specifically tailored to students, a remedial program is provided. The objective is to make it relatively easy for students to understand the topic discussed in the classroom.

### 3) Substitution

E-learning is carried out as some kind of preparation for classroom process, e.g. using

models of learning process, is said to be a substitute, is claimed to be a substitute. There are 3 (three) alternative approaches to choose from, such as: (1) completely face-to-face, (2) partly through internet-based and some face to face, or even (3) entirely over the Internet.

#### c. Type of E-learning

There are different ways to categorize the forms of electronic-learning. Algahtani stressed that there are classifications the level of their participation in education. The timing of contact is also the basis of certain classifications. Algahtani<sup>21</sup> E-learning, compose

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<sup>21</sup> Algahtani, A.F. (2011). *Evaluating the Effectiveness of the E-learning Experience in Some Universities in Saudi Arabia from Male Students' Perceptions*, Durham theses, Durham University

of computer-based and web-based e-learning, is divided into two main forms.

According to Wena<sup>22</sup>, Computer-based learning is learning that uses computers as an aid. Teaching material is presented by computer media via this learning, so the teaching and learning process more exciting and engaging for students. Meanwhile, Warsita argued that computer-based learning becomes one of the most exciting learning media and can increase the motivation of students to learn<sup>23</sup>. So, based according to the above expert analysis, It could be reported that computer- based learning is a

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<sup>22</sup> Wena, Mde. (2011). *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional*. Jakarts: Bumi Aksara. Hlm:34

<sup>23</sup> Warsita, Bambang. (2008) *Teknologi Pembelajaran: Landasan & Aplikasinya*, Jakarta: Rineka. Hlm: 137



learning and teaching activity carried out by a computer-based teacher to help deliver teaching materials so that students are not bored and encouraged by teaching strategies that attempting to take place in the classroom.

According to Almosa<sup>24</sup>, Web-based teaching method seems to be another expansion to computer-based teaching methods and the accessibility of information on the Internet, with links to relevant knowledge sources, such as e-mail facilities and references that students can use at ant where and any time, and even the accessibility or lack of teachers or educators.

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<sup>24</sup> Almosa, A. (2002). *Use of Computer in Education, (2nd ed)*, Riyadh: Future Education Library

Zeitoun<sup>25</sup> classified the level of use of these features in schooling, more blended or combined, associate mode, and entirely online mode.

As required, the associate mode adds to the conventional form. A short-term degree for a partially conventional approach is given by a mixed or blended mode. Full online mode, that is the most proper enhancement, requires the exclusive use of learning process.

#### d. The Advantages of E-learning

Several other studies offer e-learning the value of its skill to concentrate on needs of personal students. For example, Marc's review of electronic-learning methods for the

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<sup>25</sup> Zeitoun, H. (2008). *E-learning: Concept, Issues, Application, Evaluation*, Riyadh: Dar Alsolateah publication.

implementation of information in the digital age, He mentioned that one of the advantages of e-learning in learning is that it concentrates on the needs of the students instead of on the needs of teachers or academic institutions as a significant element in the process of education<sup>26</sup>. Some of the benefits of e- learning adaptation in education based on literature review include the following:

When period and destination concerns are taken into consideration, they are versatile. Every learner has the privilege of choosing the right period and destination. Pursuant to Smedley, the introduction of electronic-learning gives the

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<sup>26</sup> Marc, J. R. (2002). *Book review: e-learning strategies for delivering knowledge in the digital age*. *Internet and Higher Education*, 5, 185-188.

possibility of period and destination of delivery or reception to institutions and their students or learners<sup>27</sup>. Electronic-learning increases the efficiency of expertise and qualifications by facilitating access to a vast amount of content.

It is beneficial through the use of discussion platforms for the relationship between learners. Through this, electronic-learning helps to remove obstacle, such as the fear of talking to other students that may hinder participation. Electronic-learning enables learners to be engaged with others as good as to convey and appreciate diverse perspectives. E-learning

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<sup>27</sup> Smedley, J.K. (2010). *Modelling the impact of knowledge management using technology*. OR Insight (2010) 23, 233–250.

makes collaboration simpler and also enhances the linkages that support the learning process. According to Wagner et al., electronic-learning supply additional opportunities for interaction between learners and educators during convey of content<sup>28</sup>.

E-learning seems to be cost-effective because there is no required for learners to get out of their home. However it is cost-effective in that it creates learning chance for the optimum number of students without the use of a number of buildings. Electronic-learning often takes into account the differences between distinct learners.

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<sup>28</sup> Wagner, N., Hassanein, K. & Head, M. (2008). *Who is responsible for E-learning in Higher Education? A Stakeholders' Analysis*. *Educational Technology & Society*, 11 (3), 26-36.

A few students, for example, tend to focus on those types of courses, whereas others are interested in studying the entire course.

E-learning needs to be compensated for the shortage of university staff, which include experienced teachers, facilitators, medical technologists, etc. Personally pacing allows enables the use of electronic-learning. For example, the asynchronous way allows each student, whether slow or fast, to study at his or her own pace and level. (Codone<sup>29</sup>, Amer<sup>30</sup>, Urdan

UIN SUNAN AMPEL  
S U R A B A Y A

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<sup>29</sup> Codone, S. (2001) *An E-Learning Primer, Raytheon Interactive*. Available from: <http://faculty.mercer.edu>

<sup>30</sup> Amer, T. (2007). *E-learning and Education*, Cairo: Dar Alshehab publication

and Weggen<sup>31</sup> and Klein and Ware<sup>32</sup>). Holmes and Gardner<sup>33</sup> described the following advantages of electronic- learning, stating that

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electronic-learning is qualified to access students as they learn and, at the same time, to enhance their educational experience by interacting in a way that is appropriate for group education, culturally diverse and globalization and combating time and location limits. For them, the much more important aspects, and even the

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<sup>31</sup> Ur T.A. & Weggen C.C. (2000). *Corporate E-Learning: Exploring a New Frontier*, San Francisco, CA: WR Hambrecht and Co. Available from:<http://www.spectrainteractive.com>

<sup>32</sup> Klein, D. & Ware, M. (2003). *E-learning: new opportunities in continuing professional development*. Learned publishing, 16 (1) 34-46.

<sup>33</sup> Holmes, B. & Gardner, J. (2006). *E-Learning: Concepts and Practice*, London: SAGE Publications.

benefit of electronic-learning in education, are that it focuses on learners or students.

e. The Disadvantages of E-learning

E-learning, still has several limitations, given the advantages it has when implemented in education. Based on statement from Almosa<sup>34</sup>, there are many advantages that motivate for use and also motivate the search for actions to avoid disadvantages, regardless of all the disadvantages of e-learning. The students identify the limitations of e-learning such as: e-learning as an education tool requires learner to be considered, disconnected, as well as lack of interaction or connection.

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<sup>34</sup> Almosa, A. (2002). *Use of Computer in Education, (2nd ed)*, Riyadh: Future Education Library



Therefore, in order to minimize such impact, it needs very strong creativity and time management skills. Cybercrime and plagiarism, predisposed to poor selection skills, and even some ease of copying and pasting, can also be misled by e-learning. Electronic-learning may also undermine the role of socializing institutions and also the role of teachers as directors of the learning process. Electronic-learning may also result in some websites being overcrowded or heavily used. This can result in unexpected charges, both both in terms of time and money difficulties. (Collins et al.<sup>35</sup> and Hameed et al.<sup>36</sup>)

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<sup>35</sup> Collins, J., Hammond, M. & Wellington, J. (1997). *Teaching and Learning with Multimedia*, London: Routledge.

<sup>36</sup> Hameed, S. Badii, A. & Cullen, A. J. (2008). *Effective e-learning integration with traditional learning in a*

From the above statement, it is able to be concluded that the disadvantages of electronic-learning are that students will undergo contemplation, high motivation to learn is not owned by students tend to fail Piracy and plagiarism, and lack of contact or relationships between teachers and students, also between students themselves, could also be misled, and would also spend a lot of costs.

## 2. **Blended Learning**

### a) The Definition of Blended Learning

There is several definition of blended learning from some literature. In general, blended learning

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*blended learning environment*.European and Mediterranean conference on the information system, (25-26).

is a learning method that incorporates the classical methods that called as face-to-face learning with learning methods that use online media (e-learning). The University of Western Sydney<sup>37</sup> defines blended learning as follows: “Blended learning refers to a strategic and structured approach to merging learning times and styles, incorporating for each discipline the best aspects of face-to-face and online experiences, using suitable ICTs”. According to Singgih Prihadi, Blended Learning is collaboration between face-to-face learning in the classroom and online learning, through e-learning portals, websites and

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<sup>37</sup> The University of Western Sydney. 2013. “*Fundamentals of Blended Learning*”.

social networks<sup>38</sup>.

Meanwhile, according to Ida Safitri, said Blended Learning is a mix learning method of face-to-face learning with a technology-based learning approach<sup>39</sup>. According to the above explanation, it can be reached the conclusion that blended learning is learning that is a teaching and learning strategy that aims to achieve learning objectives by combining classroom or face-to-face learning with web-based electronics (e-learning) (e-learning). Jared M Carman <sup>40</sup>

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<sup>38</sup> Singgih Prihadi, *Model Blended Learning Teori dan Praktek dalam Pembelajaran Geografi*, (Surakarta: Yuma Pustaka, 2013), h.153.

<sup>39</sup> Ida Safitri, Nathan Hindarto, dan Ellianawati, “*Penerapan Blended Learning Pada Teori Heat Transfer untuk Meningkatkan Creative Thingking*”, *Jurnal Pendidikan*, vol.1, 2012, h.9.

<sup>40</sup> Carman, Jared M. 2009. *Blended Learning Design: Five Key*

revealed that in implementing learning using blended learning, there are five keys, such as:

1) Live Event: The teacher will succeed in enhancing learning with blended learning if the teacher can do between face-to-face learning and virtual learning at the same time and place directly in the classroom or at the same time a different place designed with good for achieving learning goals.

2) Self-paced learning: the teacher will succeed in improving learning with blended learning If the teacher is able to combine face-to-face learning and self-

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Ingredients, Director, Product Development  
Knowledge Net, October 2002

learning, both in the form of text-based and multimedia learning (movie, animation, visualization, photos, sound, or a mixture of media) that could be accessed online through the web or via the smart phone of the application: audio streaming, video streaming, e-books that can be accessed by students anytime, anywhere, to be accessed through the application.

- 3) Assessment: the teacher will be successful in improving learning with blended learning if the teacher can combine several kinds of assessments that are test or non-test, or authentic tests or assessment in the form of products or

projects that can be carried out either online or offline so that the assessment that students participate in becomes more flexible.

- 4) Collaboration: teachers will succeed in improving learning with blended learning if the teacher can build a good dialogue between teachers and students in one school or between teachers and students from various other schools through communication tools built in the form of chat rooms, discussion forums, email, websites/web blog, mobile phone, or WhatsApp, for deepening material, problem-solving or project assignments. With this collaboration, students'

scientific insights will be wider because it involves various parties with a variety of learning resources.

- 5) Performance Support Materials: the teacher will succeed in improving learning with blended learning if the teacher can arrange to learn digitally, both offline models (in the form of CDs, MP3s, and DVDs) and online through the website) and all learning tools are properly installed.

The five keys above can give an idea of how the teacher can successfully use blended learning in order to improve the quality of learning.

- b) The Advantages and disadvantages of



## Blended Learning

According to Husamah<sup>41</sup>, that there are many advantages of blended learning.

As for some of benefits of blended learning, such as the free use of online materials for students to study the subject independently, students can engage in face-to-face conversations with teachers or other students, teachers can handle and control learning activities outside the face to face carried out by students, and teachers is be able to add improvement. From the statement , the researcher can conclude

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<sup>41</sup> Husamah. 2014. *Pembelajaran Bauran (Blended Learning)*. Jakarta: Prestasi Pustaka Jaya. Hlm 35

that the benefits of blended learning are that students can study the material independently, can share with other students anytime and anywhere, and students can take available material online, and also students can develop their knowledge independently.

Behind the advantages there are definitely deficiencies, as well as learning blended learning in addition to some of the advantages described above, according to Husamah<sup>42</sup> who points out that there are a few limitations to blended learning, such as very diverse media,

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<sup>42</sup> Husamah.2014. Pembelajaran Bauran (*Blended Learning*). Jakarta: Prestasu Pustaka Jaya. Hlm 36

which are so difficult to establish if infrastructure and facilities do not help them, inequitable student facilities, which including technology and the internet access, and a lack of knowledge of the use of technology in learning services (students, teachers and parents).The researcher inferred from this statement that the weaknesses of blended learning, including the absence of facilities and infrastructure and a bad internet connection, could impede and not operate effectively in learning and teaching process.

### **3. Satisfaction**

Satisfaction is the sense of satisfaction that

comes when a people who made his or her needs and interests<sup>43</sup>. It is a condition felt by a person with an achievement or a result that meets his or her standards<sup>44</sup>. Accordingly Hon<sup>45</sup> Satisfaction is able to be characterized as the feeling of achieving anticipated results. When he/she meets the goals, an individual will be satisfied; therefore, it is a deliberate achievement that results in one's satisfaction<sup>46</sup>.

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<sup>43</sup> Saif, N. I., 2014. *The Effect of Service Quality on Student Satisfaction: A Field Study for Health Services Administration Students*. International Journal of Humanities and Social Science, pp. 172-181.

<sup>44</sup> Ilyas, M. & Arif, S., 2013. *Quality of work-life model for teachers of private universities in*. *Quality Assurance in Education*, pp. 282-298.

<sup>45</sup> Hon, w., 2002. *Applying customer satisfaction theory to community college planning of student services*. *Insight in Student Services*, p. Vol. 2.

<sup>46</sup> Rad, A. & Yarmohammadian, M., 2006. *A study of relationship between managers' leadership style and employees' job satisfaction*. *Leadership in Health Services*, pp. 11-26.

Satisfaction refers to a desire of satisfaction or dissatisfaction arising from the contrast of perceived outcomes in relation to expectations Kotler & Keller<sup>47</sup>. When services meet their needs, consumers will be happy<sup>48</sup>. Hence, it is a measure of the level of the characteristics of expectation that contributes to people's perceptions<sup>49</sup>. In the other hand, if someone thinks that the service performance is great, he will be pleased. On the contrary, if his perception

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<sup>47</sup> Kotler, P. & Keller, K., 2012. Marketing Management. NJ: Prentice Hall.

<sup>48</sup> Petruzzellis, L., D'Ugento, A. M. & Romanazzi, S., 2006. *Student satisfaction and quality of service in Italian universities*. Managing Service Quality, pp. 349-364.

<sup>49</sup> Mukhtar, U., Anwar, S., Ahmed, U. & Baloch, M. A., 2015. *Factors effecting the service quality of public and private sector universities comparatively: an empirical investigation*. Arts, Science & Commerce, pp. 132-142.

is contrary to expectations, someone will be disappointed. Satisfaction is therefore a sense of the pleasant results of a service<sup>50</sup>.

#### **a) Students' Satisfaction**

Student satisfaction is a student's positive attitude towards service of higher education institutions because of there is the suitability between expectations from service compared with the accepted reality<sup>51</sup>. According to Srinadi<sup>52</sup>, student satisfaction is a condition fulfilment of desires, hopes, and needs of

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<sup>50</sup> Oliver, R., 1997. *Satisfaction: A Behavioral Perspective on the Consumer*. New York: McGraw-Hill.

<sup>51</sup> Sopiati, Popi. 2010. *Manajemen Belajar Berbasis Kepuasan Siswa*. Bogor: Ghalia Indonesia.

<sup>52</sup> Srinadi dan Nilakusmawati. 2008. "Faktor-Faktor Penentu Kepuasan Mahasiswa Terhadap Pelayanan Fakultas Sebagai Lembaga Pendidikan (Studi Kasus di FMIP, Universitas Udayana)" *Jurnal Cakrawala Pendidikan*. November.

students.

While according to Sarjono<sup>53</sup> student satisfaction is a comparison between expectations students want about employee services, lecturer competencies supported by infrastructure and leadership to what students feel after getting service. From the definitions above, it can be concluded that students' satisfaction means a condition in which students' wants, needs, and expectations can be met during the teaching and learning process.

#### **b) Students Satisfaction Indicator**

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<sup>53</sup> Sarjono, Yetty, 2007, *Faktor- Faktor Strategik Pelayanan Dosendan Dampaknya Terhadap Kepuasan Mahasiswa FKIP Universitas Muhammadiyah Surakarta Tahun Akademik 2005- 2006*, Varidika, Vol. 19, No. 1, 2007.

According to Popi Sopiati<sup>54</sup> explains that the factors that can determine the quality of service in the service sector that can be used as indicators of student satisfaction in this study include reliability, responsiveness, certainty, empathy, and tangible. Five factors in the world of education can be explained as follows:

1) Reliability

Reliability is related to the ability of schools to provide quality teaching and learning services in accordance with what is promised, consistent, and curriculum development that suits the needs and

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<sup>54</sup> Sopiati, Popi. 2010. *Manajemen Belajar Berbasis Kepuasan Siswa*. Bogor: Ghalia Indonesia. hl:40



expectations of students.

## 2) Responsiveness

Responsiveness is the willingness of school personnel to listen to and deal with student complaints related to school issues involving teaching and learning issues and personal problems. In an effort to provide student satisfaction, each school personnel who is the closest and directly related to students can make time to be able to hear students' complaints and provide the best solutions for students.

## 3) Certainty

Certainty can be interpreted as a definite state. Students choose the school as a place to learn and develop their

potential based on information. Thus, students' satisfaction with the services provided by schools can be determined by whether the services provided by schools to students are in accordance with the information that has been received student.

#### 4) Empathy

According to Popi Sopiati<sup>55</sup>, empathy can lead to student satisfaction with services given by the school are: School personnel (teachers, principals, and administrative staff), Service-oriented, including anticipating and

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<sup>55</sup> Sopiati, Popi. 2010. *Manajemen Belajar Berbasis Kepuasan Siswa*. Bogor: Ghalia Indonesia. hlm:42

meeting needs. Activities that can develop students' potential and abilities. Thus, the manifestation from school empathy for students, one of them is the sharp sensitivity that school personnel has.

#### 5) Tangible

Services cannot be seen and touched so the tangible aspect as a very important thing in measuring services because students will use the sense of sight to measure the quality of school service.

Tangible in the world of education related to the physical aspects of the school needed to help learning and teaching stage, which includes: buildings, clean environment, parks,

laboratories, libraries, and other school facilities. Meanwhile, according to Popi Sopiati<sup>56</sup>, the factors that affect student satisfaction in learning are as follows: The rewards of learning outcomes, which is something that students get as the consequences of learning behavior that are formally stated in the form of values from the evaluation of learning outcomes. A sense of security in learning.

Learning conditions are adequate, namely learning in physical and social conditions the good one. Opportunities to expand, namely opportunities for students

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<sup>56</sup> Sopiati, Popi. 2010. *Manajemen Belajar Berbasis Kepuasan Siswa*. Bogor: Ghalia Indonesia. hal: 55

to be able to develop themselves for a better future.

Personal relationships, namely the atmosphere in which interpersonal relationships are created school environment. From the several descriptions above, it is able be concluded that the most important of student satisfaction is the impact of achievement i.e. satisfaction achievement of student expectations for the services provided by schools so that can improve student learning performance so that it will be able to achieve high achievement learning.

#### **4. Challenges**

### a. The Definition of Challenges

According to Muhaimin<sup>57</sup> Challenge, effort and determination. In the meantime according to Tonybee<sup>58</sup>, The challenge requires tremendous try and determination, something that measures the power. From the above statement it can be inferred that the challenge is something that needs great effort, something difficult, commitment and the ability of individuals or students to solve problem.

### b. Challenges of Blended Learning

There are several difficulties faced by

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<sup>57</sup> Muhaimin. 2015. *Manajemen Pendidikan: Aplikasi Dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah*. PT Kharisma Putra Utama Jakarta. Hal 342

<sup>58</sup> Arnold Tonybee, *A Study of History*, (London: Oxford University Press, 1987). 125

students when implementing blended learning<sup>59</sup>.

Here are the challenges of blended learning:

- a) Research has shown that students participated in blended courses may sometimes have unreal expectations. Learners in the blended learning teaching methods believed that fewer classes meant less tasks, that insufficient organizational skills were inadequate, and that they had difficulty of accepting responsibility for personal learning.
- b) Lack of opportunities to interact in a social environment or a lack of face-to-face

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<sup>59</sup> Ekemini T. Akpan. 2015. Blended learning opportunities and challenges in mathematics education: perspective in higher education. *South American Journal of Academic Research*, Volume-2, Issue-1, 2015

learning makes students in these courses have often reported feeling alienated.

c) When integrating blended learning, having trouble with more advanced technology is another obstacle. Students can have to rely on sluggish internet connections, for example. Poor access to the internet has been reported to hinder the ability of students to participate in online discussions, which could lead to substantial dissatisfaction and have a negative effect on learning.

d) A time commitment is a challenge for the implementation of blended learning in higher institutions.

e) Support service for the design of the course



may be concerning. This is the result of failed interrelationships between ICT experts and faculty members who offering blended learning courses.

University funding for the redesign of courses should be provided to ensure a well-integrated learning experience for students, which could include determining which course objectives can be achieved through online learning experiences, which sections of the course can be better achieved in the classroom, and how to combine these two classroom environment.

#### **5. English Discovery**

English Discovery is a platform to learn English that combines online learning and face to

face method<sup>60</sup>. From this definitions it can be concluded that English Discovery is a complete solution for learning English using the blended method.

**a. The Advantages of English Discovery**

Effective: with e-learning method, it can adjust the learning speed of language assimilation such as vocabulary, grammar and others. Combining e-learning and classroom learning will help to stay motivated to complete the learning process. Supervision and testing by the teacher will guarantee the effectiveness of blended learning. Fast: Faster, by combining perfect learning methods so it can be done

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<sup>60</sup> International Test Center: 2020. <https://itc-indonesia.com/english-discoveries/?lang=en>

anytime and anywhere because these methods can accelerate the learning process. E- learning can be done individually without having to be done in groups.

Flexible: the program can be customized with the needs and purpose of learning. With blended learning, obstacles that occur in the face to face learning process can be avoided.

#### **b. English Discovery System**

English Discovery provides more than 1.000-hour materials to be learnt online that can help students improve their six language main skills which are writing, reading, speaking, grammar, vocabulary, listening and web literacy. Material that is on English Discovery combines several of questions format to prepare students

whit global environment. Placement test that is provided and evaluate during the learning process can help monitor learning development continuously. ED can be done by online learning and face to face.

1. Online learning.

The learning process is adjusted to your level of English. In order to find out the appropriate level, students' English skills will be tested using the TOEIC (Test of English for International Communication).

There are 3 steps of learning in English Discovery such as Explore: in this part students will learn about a topic that is given. Practice: students will practice applying the topic that they have learned before. Test:

the last part where students conduct tests to measure understanding of the topics that have been studied

## 2. Face to face

Other than online learning, there is also face to face session with teachers. Face to face session will focus on practice and question-answer session directly with the teacher based on what has been learned in online learning.

### **c. English Discovery Features**

#### 1) Teacher Management System (TMS)

TMS is a special feature for teachers to manage learning and to monitor the students' development progress. The material can be adjusted with the

institutions' program, curriculum, school's handbook, corporate training program. With TMS teachers can monitor their students' development like what activities they are doing that relates to English Discovery, test scores and learning development.

## 2) Authoring Tool

The teachers can adjust the material that students will use by uploading additional material using the authoring tool.

## 3) Automated Writing Evaluation (AWE)

Automated writing evaluation provides an assessment of the result of writing practices from basic to advanced level.

AWE can analyze the writing

#### 4) English Discovery advanced Speech Recognition

Speech recognition can help increase English speaking ability which indirectly will boost their confidence when communicating using English. With the latest technology, speech recognition comes with a better level of accuracy so it can see the development of its capabilities over time. and make detailed score about writing, language styles, word, grammar, and sentence usage. Teachers can also assess their students.

#### **d. Exercises Media**

Discussion Time Forum: Discussion forums such as the mailing list where all ED

users around the world can interact and choose discussion themes of interest. This forum can help train writing skills.

**Games:** It is a zone where ED user can add to their vocabulary list by planning fun games.

**Online Magazine:** Provides that latest news and articles from various fields. Available articles are in accordance with the ability level of ED users, so they can practice their reading skill without significant difficulties.

**Talking Idioms:** A unique way to learn English idiom and the meaning as well as examples of using it on daily conversation.

**Grammar Book:** learning about grammar, including how to use it in everyday life, grammar book can be accessed via English



Discovery online.

## B. Review of Previous Studies

Several studies related to student satisfaction to e-learning: student satisfaction was carried out before this study, the first previous research was "E-learning and student satisfaction" by Muhammad Zaheer.<sup>61</sup> The goal of this study is to quantify students' satisfaction who learn in e-learning mode. The study distributed structured questionnaires across eight dimensions to assess students' satisfaction namely: Assessment, Course and Organization Content, Instructors, Learning Environment and

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<sup>61</sup> Zaheer, Muhammad (2015). "*E-learning and students satisfaction*": Virtual University of Pakistan

Teaching Methods, Learning Resources, Delivery Quality, Student Contribution and Tutorials.

The findings of Muhammad Zaheer's study show that majority of the students are satisfied from the education received in e-Learning mode that e-learning has a lot of demonstrated potential in augmenting higher education in a country like Pakistan where the capacity of higher education institutes is limited.

The research is the same as the current research which both examines student satisfaction to e-learning, but the current research is more specific, which is about student satisfaction with the use of ED (English Discovery).

The second previous study was a study

conducted by Much.Fuad Saifuddin<sup>62</sup>. Entitled E-Learning in students' perception. This research purposes to decide the perception of the learners of e-learning and as an aspect of what students necessary when using e-learning. Previous study was conducted using a questionnaire and descriptive techniques used as the analysis.

The third previous study related to students' satisfaction to e-learning is "Students' perceptions in the application of electronic-learning as an application to improve education quality: a case study at the Islamic University of

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<sup>62</sup> Saifuddi,Fuad M.2017. *E-Learning dalam persepsi mahasiswa. Pendidikan Biologi FKIP, Universitas Ahmad Dahlan*.102

Indonesia" researched by Syafiul Muzid<sup>63</sup>. The aims of this research is to analyze the students' understanding and readiness, the readiness of the institution, the things needed, and the capacity of the function in implementing e-learning as a whole. The method used is polling (distribution of questionnaires) and literature. Then, the finding from research conducted by Syafiul Muzid shows that in general, UII students have understood the concept of e-learning as a learning method that uses internet and computers online.

The findings in the research conducted by Fuad S. Showed that students knew electronic-

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<sup>63</sup> Muzid, Syafiul.2005. *Persepsi Mahasiswa dalam penerapan e-learning sebagai aplikasi peningkatan kualitas pendidikan: study kasus pada UII.*

learning 98% students, 86.3% of students supported the implementation of lectronice-learning, and 77% of students expressed satisfaction with learning with e-learning. This previous study has similarities with current research, relating to e-learning, but current research only focuses on student satisfaction to e-learning. Previous research is almost the same as current research where current study focus on the application of e-learning.

The next previous study is from Tri Akhmad Efendi<sup>64</sup>. Their research is about the understanding of students of the application of

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<sup>64</sup> Efendi Akhmad Tri, *The Students' Perception Of The Implementation Of ICT- Supported Project-based Learning In English Teaching*. 2017. Journal. Volume 6, Issue 2. December 2017. Catholic Widya Madala Surabaya University.

project-based learning assisted by ICT in the English language. This analysis was conducted in an intrinsic case study to try to gain a deep understanding of the knowledge of learners of the introduction of ICT-supported project-based learning at the understudy of the school. This research shows that the students considered self-development and language skills and aspect enhancement except for the perceptions of grammar learning of the students, the data collected through the questionnaire and the reflective report of the students.

The sixth study is from Asni Syafitri<sup>65</sup>.

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<sup>65</sup> Asni Syafitri\*; Abdul Asib; Sumardi Sumardi, *An Application of Powtoon as a Digital Medium: Enhancing Students' Pronunciation in Speaking*, 2018. Volume 5, Issue 2 April, 2018 Pages: 295-317, Universitas Sebelas Maret, Indonesia

This research is about using Powtoon as a multimedia tool to enhance the pronunciation of the students in the speaking class. Researchers used quantitative and qualitative data collected from a test, observation, questionnaire, interview, and diary to obtain the information. This study demonstrates that powtoon as a digital medium could enhance the pronunciation of students in speaking class. The next previous study is from Suparto<sup>66</sup>. To gather the data the researcher used qualitative.

The investigator used interviews with

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<sup>66</sup> Suparto, Oplivia Indah Purwanti, Mawadah Insyaa Sakinah, Nur Anisah, 2019. Journal, *The Implementation Of Blended Learning Using English Discoveries For English Intensive Program At UINSA: Teachers' And Students' Perspective*, Education And Humanities Research, Volume 434,

students and teachers at each faculty at UINSA to support the data. This research shows that English Discovery is able to support the English learning process more practical and efficient in English Intensive program.

The next study is from Mohammad Reza<sup>67</sup>. In learning English as a second language or a foreign language, this research focuses on the role to use new technology. The researcher dealt with the term technology and technology integration in this report, clarified the use of technology in a language classroom, analyzing previous research on the use of

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<sup>67</sup> Mohammad Reza Ahmad, The Use Of Technology In English Language Learning: Literature Review, Journal, 2018. Guilan University, Guilan, Iran, Ahmadi International Journal Of Research In English Education (2018) 3:2,



technology to increase the ability to learn languages, and made some suggestions for better use of these technologies to help learners improve their abilities to learn. The literature review found that the productive use of emerging technology increases the language learning skills of learners.

Based on the eight previous studies described above, it is able to be concluded that they all have the same topic in the application of e-learning, but the focus areas are different, and the methods used vary. However, previous studies can be used as a basis and reference for conducting current research.

## CHAPTER III

### RESEARCH METHOD

In this session the researchers discussed how this research was conducted in examining students' satisfaction towards lecturers' facilitation on English Discovery and the challenges faced by students when using English Discovery which included research design, subject and setting, data and sources data, data collection techniques, research instruments, data analysis technique and the last the truthiness of data

#### **A. Research Design**

Research design is needed to determine the quality of the process and the results of the research. This research is a mix of methods research, which is step research by combining two forms of approach in research, namely qualitative and

quantitative. Creswell<sup>68</sup> states that the mixed research is a research approach which combines qualitative research with quantitative research. Meanwhile, according to sugiyono<sup>69</sup> mix methods are research methods by combining the two research methods at once, qualitative and quantitative in research activity, so it will obtained data that is more comprehensive, valid, reliable, and objective. The mix methods approach is needed to answer the problem formulation which has been summarized in chapter I, the first problem formulation can be answered through a quantitative

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<sup>68</sup> Creswell, J. W. (2010). *Research design: pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta: PT Pustaka Pelajar. P. 5

<sup>69</sup> Sugiyono (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Bandung: Alfabeta. P. 18

approach and formulation of the second problem can be answered through a qualitative approach.

### **B. Research Subject and Setting**

Research can interview less than 10 people, but in this study the researcher took 10 students to be interviewed. In every research needs the setting and subject of research. The subject of the research is participant or individual to be a sample in research<sup>70</sup>. This research is conducted at the UINSA. The subject of this research is the students who have already used English Discovery in the Intensive English Program in the 2019-2020 academic year. The researcher used purposeful sampling when choosing the study participant.

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<sup>70</sup> Wikipedia. Subjek Penelitian, (online), ([https://id.wikipedia.org/wiki/Subjek\\_penelitian](https://id.wikipedia.org/wiki/Subjek_penelitian), 2020)

Creswell states the goal of the purpose of the sampling is to understand and clarify the main phenomenon. By selecting the study participant<sup>71</sup>. Particularly, researchers focused on 30 students who had used ED to answer questionnaires, and researchers also focused on 10 students English Intensive program to answer interview guidelines. Based on Dr. Bonnie Nastasi said that data collection on phenomenology

### **C. Data and Source of Data**

Based on research questions, the data that collected in this research is the satisfaction of student to the function and quality of English

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<sup>71</sup> Creswell W J. *“Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research.”* Fourth Edition, (Boston: Pearson Education, Inc., 2012), page: 206

Discovery (ED) and also the challenges students face when using English Discovery. The data were gotten from the faculty of *Tarbiyah* and teacher training students who had used ED (English Discovery) in the 2019-2020 academic year. In particular, the researcher took the data from 30 students to answer questionnaires, and the researcher took ten students to be interviewed. Then, to support the results, researchers also used sources of data such as books, article and several theories in terms of using E-learning and blended learning

#### **D. Data Collection Technique**

Some steps are taken to collect data or to develop the process. The researcher follow Ronald and Lynn's theory of qualitative method research.

The questionnaire and the interview provide data sources.<sup>72</sup>

### 1) Questioner

Researchers used a questionnaire to collect data from participants in this study to know about students' satisfaction on English Discovery and also the challenges when using English Discovery in English Intensive Program at UINSA. The researcher distributed questionnaires to students who had used the English Discovery in English Intensive Program in the 2019-2020 academic year. The

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<sup>72</sup> Creswell W John. *Research Design: "Qualitative, Quantitative, and mixed Method Approaches"* Second Edition.( California: Sage Publications, Inc., 2013) page. 17

questionnaire distributed to 30 students using Google Form. It takes approximately 10 to 15 minutes to answer the questionnaire. The questionnaire contains about twenty questions, and the contents are about students' satisfaction to English Discovery in English Intensive program at UINSA.

## 2) Interview

The interview is used as research to describe the meaning of understanding each other between interviewer and interviewee by using several questions that are applied as well as material to respond to it. From this interview, the researcher conducts to take note of it to



gain the source of data and information. Therefore, it needs to be applied to the study of research to collect data accurately.

The researcher took ten students to be interviewed in this study. The interview took place three days after the researcher obtained the questionnaire results. The researcher interviewed the students by using voice notes and directly with a video call which using a WhatsApp application.

#### **E. Research instrument**

Measuring instruments are generally referred to in the study as research tools. A method used to quantify natural and social

phenomena that were observed is a research tool. Two research questions were provided by the researcher first issue is to describe the satisfaction of students' satisfaction towards lecturers' facilitation on English Discovery, while the second topic is to identify the challenge facing students when using English Discovery. To answer the first question researcher used closed ended while using the interview to answer the second question.

#### 1. Questionnaire

In this study, the questionnaire used by the researcher gathered data. The questionnaire that was used in this study, the researcher took the theory of Popi

Shopiatin<sup>73</sup> which explains the indicators of student satisfaction, including reliability, responsiveness, certainty, empathy, and tangible. In this study, researchers used a closed-ended questionnaire which consisting of 20 statements.

While in the closed- ended questionnaire here, a rating scale questionnaire was used. To obtain the data researchers used a Likert Scale from the participants. The Likert Scale is to measure the subjects' depth of

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<sup>73</sup> Popi, Sopiati. 2010. *Manajemen Belajar Berbasis Kepuasan Siswa*. Bogor: Ghalia Indonesia. hl:40

agreement with 2 favorable and unfavorable items. The questionnaire contains 5 aspects such as Reliability, responsiveness, certainty, empathy, and tangible. The following table Likert scale scores on favorable and unfavorable items.

**Table 3.1**  
**Questionnaire assessment score**

Statement	Score	
	Favorable	Unfavorable
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

## 2. . Interview

The interview is a method of collecting the experience of participants

based on valuable in-depth information stories. Interviews are also used to collect relevant information from each students. This tool focuses on the challenge of students when using English Discovery.

To answer the second question researcher used interview and the researcher also took care of the guidelines for interviews when using English Discovery about the challenge of the students.

#### **F. Data Analysis Technique**

The researcher analyzed the data after gathering the data. Sugiyono states data analysis is the most important part of research because this research will be obtained findings involving

substantive or formal findings<sup>74</sup>. In short, data analysis is systematically processes to analyze data which have been collected.

1) Data from the questionnaire

The researcher applied multiple measures to the data from the students' satisfaction towards lecturers' facilitation on English Discovery. These stages are as follows: Identify the data on the basis of the problem statement that is students' satisfaction towards lecturers' facilitation on English Discovery.

Then, classifying the data for each answer on the basis of each questionnaire object. The researcher used a qualitative approach to how

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<sup>74</sup> Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. P: 244

many learners respond to an item in the questionnaire in order to know about students' satisfaction towards lecturers' facilitation on English Discovery. After that, trying to arrange data taken from the questionnaire in the form of tables. The format for the questionnaire answers to be summarized.

The questionnaire data were analyzed using a simple percentage in each aspect using the following formula:

$$P = F/N \times 100\%$$

Where P: students' percentage of satisfaction. F: the number of frequencies within the response of the respondent N: the number of people responding. Verification and also analysis of the results of questionnaires. In order to find the

results of both positive and negative responses, the researcher, adds scores of strongly agreed and agrees to the category of positive responses. While add disagree and strongly disagree scores to the negative responses.

In conclusion, a summary is given to clarify the outcome of the discussion. And also, the researcher linked to the theories in the discussion made argumentation writing.

## 2) The data of the interview

The data of the interview was analyzed using the following steps: In this stage, ten students were gathered by the researcher to be interviewed about the challenges of students while using English Discovery. The researcher determined which



information was suitable for a answering the question. The researcher presented notes on the results of the interview while reading the data.

The researcher began evaluating the details or information contained in the interview in this section. This segment also used to decide which data is necessary or can be reduced. The researcher combined the outcome of the interview with the outcome of the questionnaire, which is the challenges of students. The outcome of the interview are used to support the questionnaire data obtained by the researcher to be presented together on the research results.

### **G. The Truthiness of Data**

The truthiness of data includes data validity and reliability tests. In this study,

researcher used several techniques. Triangulation is an examination technique the validity of the data by checking or comparison of the data obtained with the source or other criteria beyond that data to improve data validity<sup>75</sup>.

In this study, the triangulation is used such as: Triangulation of sources, it is means by compare what is said by the subject with the informant said with the intention is that the data obtained can be trusted because not only obtained from one source is research subjects, but also data obtained from several other sources. Triangulation method, it is means by comparing the questionnaire result data with the data of the

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<sup>75</sup> Lexy.2014. *Metode Penelitian Kualitatif*, Edisi Revisi. PT Remaja Rosdakarya, Bandung. Pg. 330

interview. The researcher tried to double-check the data obtained through interviews in this case.

The second ways is using reference materials. This reference material is a support tool for proving the data found by the researcher. Like data, the results of interviews need to be supported by recordings interview.

In this study, researchers used tools recorder to record the results of interviews with informants. Meanwhile, in the external validity test in this study, the researcher in making reports provide a detailed, clear, systematic, and reliable description. Thus the reader becomes clear on the research results.

## **CHAPTER IV RESEARCH FINDING AND DISCUSSION**

This section there are two points that will discussed the first research finding and the second research discussion, which focuses on answering two research questions about the satisfaction of students towards lecturers' facilitation on English Discovery and students' challenges while using English Discovery in English Intensive program at UINSA.

### **1. Research Findings**

The interpretation of the results in this research is based on the data from the two research questions: (1) how is students' satisfaction towards lecturers' facilitation on English Discovery in English Intensive Program at UINSA? And (2) what are students' challenges when using English Discovery in English

Intensive Program at UINSA? To find out about students' satisfaction towards lecturers' facilitation on English Discovery, this study distributed questionnaires to 30 students. The questionnaire that use close-ended questions and questions in the questionnaire are 21 kind questions. The research collected ten students for the students' challenges.

#### **A. Students' satisfaction towards lecturers' facilitation on English Discovery in English Intensive Program at UINSA**

This research was conducted on Thursday, 22 September 2020. The questionnaire was chosen to deeply understand the student's satisfaction towards lecturers' facilitation on English Discovery. Thirty students were given the questionnaire. The questionnaire comprises about 21 questions and

consists of 5 satisfaction indicator for students based on the theory of Popi Sopiati<sup>76</sup>. Popi Sopiati Stated that can determine the quality of service in the service sector that can be used as indicators of student satisfaction in this study includes reliability, responsiveness, certainty, empathy, and certainly<sup>77</sup>. The first is an indicator that is Reliability. There are 5 points that related to reliability.



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<sup>76</sup> Sopiati, Popi. 2010. *Manajemen Belajar Berbasis Kepuasan Siswa*. Bogor: Ghalia Indonesia. hl:40

<sup>77</sup> Ibid

**Table 4.1 Students' satisfaction towards lecturers' facilitation on English Discovery in the reliability aspect.**

NO	Statement	Strongly Agree	Agree	Disagree	Strongly disagree
	Reliability (reliability of lecturers)	Agree			
1	Lecturers have knowledge in the IT field	53.3%	46.7%		
2	Lecturers are able to operate English Discovery well.	56.7%	43.3%		
3	Lecturers are able to take advantage of the English Discovery function for lectures.	46.7%	53.3%		
4	Lecturers are able to develop students' interest & enthusiasm for learning through English Discovery.	50%	43.3%	6.7%	
5	Lecturers provide an online learning system according to student needs.	33.3%	63.3%	3.3%	

Related to students' satisfaction towards lecturers facilitation on English Discovery in table 4.1 shows that the first indicator of student satisfaction is Reliability (reliability of lecturers) consisting of 5 statements. This is indicated by the first statement "Lecturers have knowledge in the IT field" which consists of 30

students giving a positive response. 16 students (53.3%) strongly agreed, while 14 students (46.7%) agreed. The data explains that students are very satisfied with the knowledge of lecturers in the IT field.

The second statement in the indicator of Reliability (reliability of lectures), this was shown by students' responses to the statement which contained "Lecturers are able to operate English Discovery wells". 17 students (56.7%) strongly agreed, and 13 students (43.3%) agreed. The data shows that students are very satisfied with the lecturer's ability to operate English Discovery.

The third statement is in the indicator of reliability (reliability of lectures). This was



shown by students' responses to the statement which contained "Lecturers are able to take advantage of the English Discovery function for lectures". 14 (46.7%) students chose strongly to agree and 16 (53.3%) other students chose to agree. So in this statement the students were both satisfied.

For the fourth statement in the reliability indicator, student responses to the statement "Lecturers are able to develop students' interest & enthusiasm for learning through English Discovery". 15 students (50%) chose strongly to agree, 13 students (4.3%) chose to agree, and 2 other students (6.7%) chose to disagree. Data explains that students are very interested and enthusiastic in learning English through English Discovery. The

last statement in the reliability indicator is "Lecturers provide an online learning system

**Table 4.2 Students' satisfaction towards lecturers' facilitation on English Discovery in responsiveness aspect**

NO	Statement	Strongly	Agree	Disagree	Strongly
	Responsive (responsive attitude of lecturers)	Agree			disagree
1	Lecturers always monitor the activeness of their students through English Discovery.	50%	46.7%	3.3%	
2	Lecturers are always ready to respond well to any question and comment on English Discovery.	43.3%	50%	6.7%	
3	Lecturers always provide assistance to students who have difficulty accessing English Discovery.	40%	60%		

according to student needs" The data shows that 10 (33.3%) strongly agree, 19 (63.3%) other students choose to agree and 2 (6.7%) other students choose to disagree. The data explains that the students' needs in learning English are fulfilled when using

## English Discovery.

Based on the data found in table 4.2. Researcher concentrate on Responsive (responsive attitude of lecturers). Researcher finds that the first statement of student satisfaction in using English Discovery is "Lecturers always monitor the activeness of their students through English Discovery". The data shows that 15 students (50%) chose the strongly agree option, and 14 students (46.7%) also had the same option that is agreed, while 1 student (3.3%) chose the disagree option.

In the second statement in the table of 4.2 "Lecturers are always ready to respond well to any questions and comments on English Discovery".

4	Lecturers provide feedback on each student assignment contained in English Discovery.	36.7%	60%	3.3%	
5	Lecturers ensure students do not cheat in doing assignments.	16.7%	70%	13.3%	

This shows that 13 students (43.3%) strongly agree, 15 students (50%) agree and 2 students (6.7%) others choose to disagree. The data shows more students agree than students who disagree.

Furthermore, the third statement in table 4.3 is "Lecturers always provide assistance to students who have difficulty accessing English Discovery". The results of the analysis showed that students consisting of 30 students gave a positive response. 12 students (40%) chose the option strongly agree, and 18 students (60%) chose the same thing that is agreed.

The fourth statement in table 4.3 is "Lecturers provide feedback on each student assignment contained in English Discovery". The data reveals that 11 students (36.7%) chose to strongly agree, 18

students (60%) decided to agree, and 1 student (3.3%) chose disagree. The data shows more students choose to agree than those who disagree.

The last statement, based on the table 4.3 above is "Lecturers ensure students do not cheat in doing assignments." The data shows that 5 students (16.7%) strongly agree, 21 students (70%) choose to agree, and 4 students (13.3%) others disagree. The data explained that students were satisfied with the lecturer's assignment in ensuring that students did not cheat while working on assignments.

There are 4 statements where in the table 4.3 above, the researcher focuses on the Assurance (guarantee/treatment of students) indicator. The first statement is "The online learning system provides a sense of comfort/closeness to lecturers

and students" data shows that 10 (33.3%) students choose to be very satisfied, 11 students (36.7%) choose satisfied while 9 other students or (30 %) voted disagree. The data explains that the choice of students who agree is more even though there are 9 students choose to disagree. That means there are still 21 students who agree.

Furthermore, the second statement in table 4.3 is "Online learning system makes students more confident to convey arguments." The data shows that 13 students (43.3%) choosing strongly agree, 14 other students, or (46.7%) choosing to agree, and 3 students (10%) choosing disagree. The data explain that in this second statement students very satisfied or strongly agree.

Related to table 4.3 the third statement is "The

ability of the lecturer in delivering lecture material" students consisting of 30 feel very satisfied, this is shown in the data results in 15 (50%) students choose very satisfied, 12 students or (40%) choose satisfied and 3 (10%) other students chose dissatisfied. So, it is clear most of the students are very satisfied.

And the last statement in table 4.3 is "The ability of lecturers to use learning media", the data shows that most of the students gave a positive response, this is shown in data 13 (43.3%) students responded strongly agree, 16 (53.3%) students choosing agree and 1 (3.3%) students choosing to disagree. It is very clear that almost all answered agree, it means that students are very satisfied with the ability of the lecturer in using learning media.

**Table 4.3 Students' satisfaction towards lecturers' facilitation on English Discovery in certainty/Assurance aspect**

NO	Statement	Strongly	Agree	Disagree	Strongly
	Assurance (guarantee/treatment of students)	Agree			disagree
1	The online learning system provides a sense of comfort/closeness to lecturers and students.	33.3%	36.7%	30%	
2	Online learning system makes students more confident to convey arguments.	43.3%	46.7%	10%	
3	The ability of the lecturer in delivering lecture material	50%	40%	10%	
4	The ability of lecturers to use learning	43.3%	53.3%	3.3%	

**Table 4.4 Students' satisfaction towards lecturers' facilitation on English Discovery in the empathy aspect**

NO	Statement	Strongly	agree	disagree	Strongly
	Empathy (understanding of student interests)	agree			disagree
1	The willingness of lecturers to help students who face problems in the academic field.	16.7%	80%	3.3%	
2	Ease for lecturers to be contacted by telephone, email, and so on	10%	73.3%	16.7%	
3	Openness and cooperation between lecturers and students.	23.3%	73.3%	3.3%	



Based on table 4.5 the researcher focus on tangibles aspects (educational facilities and infrastructure). There are 4 statements in this table, including "Provide a reliable E-learning server" the second statement is "Has an internet network that is easily accessible from long distances", and the third statement is "The operation of the online learning system is stable and smooth".

And the last statement is "The University provides a data package for students operating English Discovery". For the first statement, the results of data analysis showed that 13 students (43.3%) choose to agree strongly, 15 students (50%) choosing to agree, and 1 student (3.3%) choosing disagree.

For the second statement in table 4.5 is "Has an

internet network that is easily accessible from long distances" the data shows that 7 students (23.3%) chose to agree, and 21 students (70%) chose not to agree, while 2 (6.7%) other students strongly disagree. This is very different from the previous statements, because in the previous statement almost all students chose to agree or strongly agree.

However, in this statement, the number of students who chose to disagree was quite a lot. The data explains that students are less satisfied with the internet network. Furthermore, the last statement in table 4.5 is "The operation of the online learning system is stable and smooth", the data explains that the same thing also happens in this statement. In this statement, the number of students who chose to disagree was very large. This is shown in the data 3

students (10%) chose to agree, 26 students (86.7%) chose to disagree, while 1 student (3.3%) chose to strongly disagree.

On the basis of the questionnaire's results, in 5 indicators such as reliability, responsiveness, certainty, empathy, and tangible, the researcher found student satisfaction. The most positive response factor is reliability with the number of respondents (98%) as seen in the statement.

*“Lecturers have knowledge in the IT field, lecturers are able to operate English Discovery well, lecturers are able to take advantage of the English Discovery function for lectures, Lecturers are able to develop students' interest & enthusiasm for learning through English Discovery, and Lecturers provide*

*an online learning system according to student needs”.*

After reliability, the second is responsive and these indicators have a positive agreement with respondents (94%). It provided by the statement *“Lectures always monitor the activeness of their students through English Discovery, lectures are always ready to respond well to any question and comment on English Discovery, lecture always provide assistance to students who have difficulty accessing English Discovery, lecture provide feedback on each student assignment contained in English Discovery, and lectures ensure students do not cheat in doing assignments”.*

The third indicator is certainty/assurance with

the total number (86%) with the statement “*The online learning system provides a sense of comfort/closeness to lectures and students, online learning system makes students more confident to convey arguments, the ability of the lecturer in delivering lecture material, and the ability of lecturers to use learning media*”.

Furthermore, the fourth indicator is empathy; this has a favorable agreement with (80%) respondents. It showed by the statement “*the willingness of lectures to help students who face problems in the academic field, ease for lectures to be contacted by telephone, email, and so on, and openness and cooperation between lectures and students*”.

The last indicator is tangible, with the total number (31.6%). It showed by the statements “

*provide a reliable E-learning server, the operation of the online learning system is stable and smooth, the university provides a data package for students operating English Discovery”*

**Table 4.5 Students' satisfaction towards lecturers' facilitation on English Discovery in the tangible**

NO	Statement	Strongly	Agree	Disagree	Strongly
		Agree			disagree
	<b>Tangibles aspect (educational facilities and infrastructure)</b>				
1	Provide a reliable E-learning server.	43.3%	50%	3.3%	3.3%
2	Has an internet network that is easily accessible from long distances.		23.3%	70%	6.7%
3	The operation of the online learning system is stable and smooth.		10%	86.7%	3.3%

S U R A B A Y A

## **B. Students' Challenges when using English Discovery in English Intensive Program at UINSA.**

In this section, the researcher describes the students' challenges when using English Discovery in an English Intensive program by interviewing ten students. Depend on the results of the interview, most students are interested in the Intensive English Program using ED (English Discovery).

They think that ED (English Discovery is one application that can help their English skill: speaking, listening, writing, grammar, and vocabulary in the Intensive English program. Based on the interview, there are four students that their grammar is raising after using ED (English Discovery).

*“.....My grammar is bad, but after learning*

*English and doing the exercise of English in ED (English Discovery) my grammar skill is up...” (Student 1)*

*“...After I used English Discovery I can make sentence organize and easy to understand....” (Student 2)*

*“....Yes, of course, it has improved, before using ED my Grammar was still a mess. But after using it, my Grammar is good enough and more organized. Not bad, because I feel there is an improvement in my Grammar.*

*Yes, Grammar has become more organized. Not messy like before...” (Student 3 &5)*

*“...I think after using English Discovery I have made progress, such as being more confident when speaking in English and also*



*knowing more about grammar” (Student 6)*

*“Yes, I feel there is progress than before ... because in the beginning, when I answered writing questions, there would have been many mistakes but now it's not too bad...”*

(Student 8)

Although their grammar is up, there are also five students that their English vocabulary skill is influence after using ED (English Discovery).

*“.....Good, as technological development, we must use this technology for education. That's why I think ED is a good way because ED (English Discovery) has a lot of simple sentences that can help the user to learn*

*English vocabulary easily.” (Student 4).*

*“.....After using English Discovery, I saw that my vocabulary was very much improved than before. Not only that, but I also memorized a lot of new vocabulary, so the skill that improving is memorize vocabulary....” (Student 7)*

*“.....I think my English skills have improved a lot, especially in vocabulary and grammar.... I got many new words after using English Discovery because one of the ED features is a game that makes me fun....” (Student 9&10)*

Anyway, although the ED (English Discovery) has a positive impact on learning, ED (English Discovery), also has challenging for the

user. The one of challenging of ED (English Discovery) is the signal. To access the ED (English Discovery) the user needs a good quality of the signal, 4G for example. From that statement, it can say that ED ((*English Discovery*)) cannot access in a bad connection.

*“In my opinion, the challenges faced when using ED are only the signal, sometimes it is bad, and if you don't understand it, you can't ask in detail...”* (Student 1)

*“In my opinion, the challenge is only a signal or a bad connection. The connection is the main enemy. For example, while listening to it, the sound suddenly stops because the connection is bad.....”* (Student 3&4)

*“.....One of the most influential ways to use*

*English discovery is the signal. A bad signal can hinder student learning activities. So, in my opinion, the challenge of using ED is the bad signal...Digitalization capabilities and the state of the internet network.....” (Student 4 & 6).*

*“.....The challenge of using ED is the internet problem that is not good. Besides that, the challenge I face when using ED is when working on questions that have almost the same answer (deceptive) about grammar because I think grammar is very difficult....” (Student 7)*

*“...There is no other challenge when using English Discovery is that bad internet networks cannot access the material on English Discovery....” (Student 8)*

In other challenging, while using ED

(English Discovery) is the tools of the application is complicated. The results of the interview indicated that one of the challenges students faced when using English Discovery was too much part in ED.

*“.....Too much part in ED (English Discovery) sometimes makes me tired but it still good for learning...”* (Student 9)

In addition, the challenging of the using ED (English Discovery) is not able to access in mobile phone. It means that this application only accessed on a laptop.

*“In my opinion, the challenges when using ED include a bad signal because this signal is very influential when using ED to do a task. If the signal is not good, it can't, and especially when it is entered in Listening material, I can't do it. The second*

*challenge is because I don't have a laptop, so the challenge is too here ED cannot be accessed via mobile phone...*” (Student 5)

*“...I think that the challenge of using ED is that the material cannot be accessed on a laptop and the internet connection must be good because as I know is that ED cannot be accessed if the internet connection is bad...”* (Student 10)

To complete these challenging, some of the students go to places that have a good connection and some of the students look for Wi-Fi to access this application.

## **2. Research Discussions**

This session presents the research results that are represented in the theory and previous research mentioned in chapter 2. In this opportunity, the

researcher analyzes research results on students' satisfaction toward lecturers' facilitation on English Discovery and students' challenges when using English Discovery. To answer two research questions by connecting with some theories and previous studies.

**A. Students' satisfaction towards lecturers' facilitation on English Discovery in English Intensive Program at UINSA**

Depend on the results of the questionnaire, in 5 factors such as reliability, responsiveness, certainty, empathy, and tangible, the researcher found the satisfaction of students. Reliability with the number of respondents is the most aspect that indicates positive response (98 %) reliability is related to the ability of the lecturer in providing quality teaching and learning services. The second after reliability is responsive, and

these indicators have a positive (94%) agreement with respondents, responsive describes the willingness of university personnel to listen to and resolve student complaints related to teaching and learning problems. The third indicator is certainty/assurance with the total number (86%) Certainty can be interpreted as a certain condition in students' need is fulfilled.

Furthermore, the fourth indicator is empathy; this has a positive agreement with (80%) respondents, empathy can be interpreted as the sensitivity possessed university personnel against student complaints and give the solution. And the last indicator is tangible with the total number (31.6%) respondents, tangible in the world of education related to aspects the physical university needed to help learning and teaching stage.



Based on the findings of this thesis research, the researcher found that most of the students who used the English Discovery in English Intensive Program at UINSA were satisfied with English Discovery. The finding of the questionnaire showed that most students were satisfied with the first indicator is reliability. Reliability includes the ability of lecturers in the field of IT, operating ED, reliability of lecturers to foster student interest in learning English using ED, and the reliability of lecturers in providing online learning systems that meet student needs. For most of the answers to the questionnaire are students said that they were very satisfied.

The results of the next questionnaire show the responsive aspect. Responsive describes the responsiveness of lecturers to students such as

monitoring the activeness of their students, ready to respond well to any questions and comments, provide assistance to students who have difficulty accessing, provide feedback on each student assignment and ensure students do not cheat in doing assignments. The students agreed to this aspect, they were satisfied with the responsibility of the lecturer who always gave feedback on student assignments, did not leave students confused, and always monitored student activities during teaching hours.

Then from all the questionnaire items, it shows that most students agree that the responsiveness of the lecturer should indeed be present in every educator, this can make the students feel satisfactory and the desire of students to learn English can increase in turn.

The furthermore result of the questionnaire is certainty/assurance. Certainly can be interpreted as a certain condition in students' need is fulfilled. The results of this questionnaire show that most students give a positive agreement, it means that students feel satisfied, the needs of students during English lessons are fulfilled through English Discovery because the ability of the lecturer to provide learning media, delivery of material and students also feel more confident when conveying arguments, it is mean that students really feel comfortable when using English Discovery.

The result of the next questionnaire is Empathy. The meaning of empathy is more about the understanding of student interests, as well as the ability of lecturers to help students when they face

problems in operating English Discovery during the course of teaching and learning .Many of them agree and give a positive response; it's mean that students feel satisfied with this indicator, because the lecturer as an educator and facilitator is properly applied in him so that it fosters interest in learning in students, and students are interested in learning English using English Discovery.

The result of the last questionnaire is Tangibles. The purpose of tangible is educational facilities and infrastructure, such as the provision of Wi-Fi at universities when operating English Discovery and having a good data or signal package. The results of the questionnaire in this aspect are very different from the results of the questionnaire on the previous indicators because the number who disagree

or even students who choose to strongly disagree is quite a lot more than those who choose to agree, meaning that in the questionnaire on this indicator students feel very dissatisfied because of the signal does not support to access the material or assignments that have been provided by the lecturer on English Discovery.

The findings of this research are supported by Muhammad Zaheer<sup>78</sup>. The results of the research stated that most students are satisfied with e-learning. In this study, it was also explained that e-learning has a lot of potential in education. It then suggests that the experience of students proposing online computer-based evaluation software as an evaluation tool was

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<sup>78</sup> Zaheer, Muhammad (2015). “*E-learning and students satisfaction*”: Virtual University of Pakistan

good for students. Then it was shown that the students' satisfaction was higher than the dissatisfied ones. This research also found that most of them gave a positive response to the use of English Discovery in English intensive program. An important aspect that contributes to the success of the learning process is student satisfaction. Because students' satisfaction is an attitude shown by students, both positive and negative attitudes on the conformity between their expectation of the teaching and learning services they receive<sup>79</sup>.

Student satisfaction will affect the way they see an object. More positive student satisfaction with

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<sup>79</sup> Popi Shopiatin, *Managemen Belajar Berbasis Kepuasan Peserta didik*. Bogor: Graha Indonesia, 2010), hal 33

learning using the blended learning method will have a good impact on student enthusiasm. Besides that, student dissatisfaction with learning using the blended learning method will reduce students' enthusiasm for learning English. The research results of this study are also related to the previous study; it is the analysis of students' satisfaction researched by Hanna<sup>80</sup>.

The results of her research state that the selection of a learning platform that has attractive indicators, simplicity of use, easy to understand and suitable use and the role of the lecturer when online learning takes place affects the level of satisfaction.

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<sup>80</sup> Hanna Dewi. 2020. *Analisis Tingkat Kepuasan Mahasiswa Universitas Negeri Medan Terhadap Proses Pembelajaran Berani Ditinjau Dari Model Regresinya*. Jurnal.unimed.ac.id  
<https://jurnal.unimed.ac.id/2012/index.php/JFi/article/view/18821>

While the results in this study students are very satisfied with the role of the lecturer, the ability of lecturers in the IT field, and easy to use, and also the features provided in English Discovery are very suitable for student needs, so that students do not feel bored. The subjects in this study were the same as the subjects selected by the previous researcher is students. However, this study used a descriptive qualitative approach, while the previous study used a quantitative approach comparative descriptive type.

#### **B. Students' Challenges when using English Discovery in English Intensive Program at UINSA**

In this section, the researcher reveals that the English intensive students of UINSA have a lot of advantages after using English Discovery. For example, before using English Discovery they did not understand about how to create right sentences in



English and sometimes they are dizzy in grammar, but after joining English intensive program by using ED English Discovery, their grammatical is raising. It is a positive result that the other teacher should apply this application in their learning and teaching because it can help the skill of students for learning English. Their vocabulary skill is also has good progress. It is a positive advantage that the other students who do not try this application yet should try to use English Discovery to upgrade their English skill, especially in grammar and vocabulary.

By using English Discovery, the students can upgrade their English skill and also they will be an enthusiast to learn English by using blended learning. This result is supported by the previous

study. The previous study came from Suparto<sup>81</sup>. This study used qualitative to collected the data. To support the data, the researcher used interview to the students and the teachers in every faculty at UINSA.

This research shows that English Discovery be able to support the English learning process in the Intensive Program more practical and efficient. Based on the argument above, it can conclude that English Discovery in English intensive program is a useful application for increasing English skills.

Based on the finding above, the challenges faced by students in using English Discovery in the

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<sup>81</sup> Suparto, Oplivia Indah Purwanti, MawadahInsyaaSakinah, NurAnisah, 2019. Journal, *The Implementation Of Blended Learning Using English Discoveries For English Intensive Program At UINSA: Teachers' And Students' Perspective*, Education And Humanities Research, Volume 434,

English Intensive Program were the problem of technology support. Based on the literature review, English Discovery is one of application that needs internet connecting to access it. It means that to access it, the students should have a good internet network and the internet connection is one of challenging in learn by using e-learning.

Based on the interview result,  $\frac{3}{4}$  students said that English Discovery is one of application that needs a good the signal. If the quality of signal is bad, the ED (English Discovery) cannot access. Almosa<sup>82</sup> says that the weaknesses of e-learning caused by the studies include the following: e-learning as a method of education causes the learners to experience

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<sup>82</sup>Almosa, A. (2002). *Use of Computer in Education, (2nd ed)*, Riyadh: Future Education Library

contemplation, remoteness and lack of interaction or relationship.

Besides the internet connecting, the other challenging while using ED (English Discovery) is about the media tool for accessing the application. Based on the interview result, some of the students complain that to access this application, and they should use a laptop. It is rather made difficult for students because not all of the students have a laptop and the students need a large place to operate the laptop or computer.

This problem will worry about their study, and sometimes the objective of the lesson is not reached. Husamah<sup>83</sup> says that one of the

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<sup>83</sup> Husamah. 2014. *Pembelajaran Bauran (Blended Learning)*. Jakarta: Prestasi Pustaka Jaya. Page 36

disadvantages of blended learning if the facilities and infrastructure do not support it, blended learning is difficult to implement

The findings of this study are also related to the previous study researched by Arnita<sup>84</sup> is “teachers' perceptions of using blended learning in an English intensive program”. One of the challenges faced by teachers in using blended learning is technology support, such as bad connections and unsupported infrastructure.

While the informants in this study were students who used blended learning in an English intensive program. The finding of this research are the challenges faced by the students are almost the same

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<sup>84</sup> Arnita. 2020. *Teachers' perceptions of blended learning in English Intensive Program at UINSA*. Surabaya

as the results of the previous study, those are bad internet connection and also unsupported infrastructure.

Related to that discussion above, the previous study by sorbie<sup>85</sup>, which investigated the teacher perceptions of blended learning, confirmed that teachers are feeling frustrated with the building's Wi-Fi infrastructure<sup>71</sup>. However, that study focus on blended learning implementation using Moodle as the platform in teaching high school students.

This was differently with this research which used English Discoveries as the platform for teaching university students, but, those researches revealed the same finding in term of the challenge in using blended learning.

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<sup>85</sup> Husamah. 2014. *Pembelajaran Bauran (Blended Learning)*. Jakarta: PrestasiPustaka Jaya. Page 36

## CHAPTER V

### CONCLUSION AND SUGGESTION

The conclusion of this research is provided in this chapter about students' satisfaction towards lecturers' facilitation on English Discovery and students' challenges when using English Discovery in English Intensive Program at UINSA. A suggestion for this research for English lectures and future researchers is also presented in this chapter

#### **A. Conclusion**

Several aspects can be inferred in the following conclusion, based on the research findings and discussion in the previous chapter, such as: The results of this research indicate that students are satisfied towards lecturers' facilitation on English Discovery in English intensive program. The indicator that shows the

most positive responses is reliability with the number of respondents (98%). Students feel satisfied with the ability of the lecturer to provide quality teaching and learning service.

The second indicator is responsive; this indicator has a positive (94%) responses of the respondents. These results indicate students feel comfortable with the willingness of university personnel to listen to and resolve student complaints related to teaching learning problems. The third indicator is certainty/guarantee with a total number of respondents (86%). These results indicate that students' needs are fulfilled. The fourth indicator is empathy with the number (80%) of respondents this result states that students are satisfied with the sensitivity possessed by university personnel against students' complaints and provide solutions, and



the last indicator is tangible with the total number (31, 6%). This result is very different from the result of the previous indicator.

The next results show that most students say that challenge of using English Discovery is a matter of technology support. This means that to access it students must have a good internet network, and based on the results of the interview students complained that to access it, they had to use a laptop, because after all the problems of facilities and infrastructure are one of the components that support the success or achievement of educational goals, network.

Based on the results of the interview students complained that to access it, they had to use a laptop, because after all the problems of facilities and infrastructure are one of the components that support

the success or achievement of educational goals.

## **B. Suggestion**

Based on the above conclusion, a range of recommendations are made to stakeholders and other researchers who do in the same field.

### 1) For Stakeholders

Based on the finding of this research, most students stated that lecturers' facilitation on English Discovery in an English Intensive program still faced several obstacles. The students experience problems related to technology support such as laptop and internet connections. Facilities and infrastructure problems will hinder the lecture process which consequently affects educational goals. Therefore, it would be better if the class is facilitated according to the needs of the teaching

and learning process in order to create an atmosphere of efficient and smooth teaching and learning process.

2) For further Researchers

Future researchers are expected to be able to develop this research for the better. This study only discusses students' satisfaction towards lecturers' facilitation on English Discovery and the challenges when using English Discovery in an English Intensive Program. For further researchers, it is hoped that they will be able to examine the relationship between students satisfaction using English Discovery and students motivation in English Learning.



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