

# English Students' Satisfaction With Online Learning At Class

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## **ABSTRACT**

Students' satisfaction is a condition where students can achieve what students want and feel satisfied. This research was done to find out students satisfaction with online learning at class This research is a qualitative research. Researcher used questionnaire as the instruments in collecting data. They were distributed to 60 students at class. There are six types of satisfaction analyzed by researchers, namely: Language Learning Potential, Learner Fit, Meaning Focus, Authenticity, Positive Impact and practicality. After analyzing the indicators, the result of the study show that students' satisfaction with online learning is in satisfied classification with the highest options percentage (49%).

**Keywords:** *Students' Satisfaction, Online Learning*

## **A. INTRODUCTION**

In the pandemic era, teaching and learning process at class changed from offline to online. According to Allen & Seaman (2017) the current Covid-19 situation leaves no choice but to online learning for both educational institutions and students. This change makes all learning systems change from manual to automatic. It seems that students not ready because of sudden changes and students have not adapted because previously students carried out the learning process manually using manual tools and held face-to-face meetings on campus directly and now everything has changed to automatic where students and lecturers change learning activities through application media to continue learning as usual even at a distance.

In the online learning, lecturers and students hold meetings through applications that support learning such as the Zoom. The online meeting application is an option to be able to hold meetings directly via video in class discussions between lecturers and students without having to physically meet. The application can be used on a variety of mobile devices, desktops, to phones and room systems. WhatsApp groups are one of the features in online learning where all class activity notifications are usually delivered through groups that have been created for each course from each lecturer and are used to send, receive text messages, photos, files, images, and audio. Google classroom one of the web-based automated platforms used by lecturers and students in filling out absences and collecting assignments from lecturers who use deadlines from lecturers

to students so that there is no delay in filling out absences and collecting assignments if late there will be a statement that students are late, because the system that Google Classroom used is automatic.

In the online learning process, satisfaction can be measured from various students' perspectives, because the drastic changes that occurring makes lecturers and students unfamiliar with activities, usually everything is done online but this learning system can also make it easier for students to take lessons as usual supported by digital technology. Which can allow students and lecturers to carry out the learning process even though they are in different places. Chapelle in Gyamfi & Sukseemuang (2018), says that, students' satisfaction can be measured in various forms such as language learning potential, learner fit, meaning focus, authenticity, positive impact and practicality.

The teaching and learning process at class before the pandemic was carried out offline or face to face. Maryansyah, Nurcholis & Anggraini (2021) states that, the traditional classroom is an interaction in the classroom the learning methods used and the learning media. The teaching and learning process in the classroom implemented by lecturer using the direct method where lecturer explain the material to students in the front of the class and using the manual media as a projector, blackboard, markers and printed books. Based on the explanation above, it can be concluded that the offline teaching and learning, the role of process by teachers and students where the meetings are directly using the media and learning methods that have been determined by the teacher offline learning. And now the face to face or offline learning process has become online, due to the virus outbreak that has hit the whole world and students are required to online learning. According to Jacobs in Adam (2021), online learning is as effective as traditional classroom learning. Where online student classes use media as a connecting between lecturers and students in class, while traditional classes interact directly on campus. In teaching and learning process implemented by using with the daring method and using the computers, handphone, etc. The applications supported by available software, such as Zoom, Google Classroom and WhatsApp Group which is used in getting the material, sending assignments and meeting face to face online between teachers and students.

Students' satisfaction in online learning at English Education Program is where students can achieve what students want and feel satisfied. Chapelle in Gyamfi & Sukseemuang (2018) said that student satisfaction can be measured in various forms such as the language learning potential, learner fit, meaning focus, authenticity, positive impact and practicality. Student satisfaction with online learning can be measured from various angles, where students feel capable and can achieve what they want on each side during online learning. Students will be satisfied if everything they measure or design can be achieved in certain situations. There are several satisfactions that can be measured such as satisfaction with the application

used, satisfaction with the teaching style of educators towards students, satisfaction and motivation of students towards online learning, satisfaction with the material presented by the teacher to students, whether or not the material that the teacher delivers to students.

Students' satisfaction with learning resources that help in the online language learning process. This statement is supported by Oliver in Akbarov (2018) mention that satisfaction is a pleasure that can be felt from achievement of a goal. According to Bailey & Pearson in Machmud (2018) Satisfaction can be said as a person's attitude or feeling related to several factors that influence a certain situation. Higher education institutions consider students satisfaction as one of the major elements in determining the quality of online programs in today's market (Yukselturk & Yildirim, 2008). Oliver in Dewi (2021) defined student satisfaction as the total individual subjective evaluation and experience of a service, and the gap between what was expected and what was received from the service provider.

Hence, in this study learner satisfaction was defined based on the principles developed by Chapelle in Gyamfi & Sukseemuang (2018). Its facilitation for self-study.

1. Language learning potential: student satisfaction with the application used. When lecturers teach to online and can simplify the teaching and learning system with applications used in the form of WhatsApp group, Google classroom and Zoom. WhatsApp Groups, this application is used by lecturers to start lectures and provide instructions in carrying out assignments. Google classroom, this application is used by lecturers to attend, give assignments and receive assignments from students. Zoom, this application is used by lecturers to meet face to face with students.
2. Learner fit: student satisfaction with the teaching style of the lecturer. Where the lecturer used to the learning methods such as the direct method, the grammar translation method etc. which can help students in learning languages. In the face-to-face teaching process used the teaching style application the lecturer includes 4 skills used methods such as the direct method where the lecturer explains the material directly using a foreign language, the grammar method where the language used is in accordance with the rules that are easy to understand in reading English text, the audio lingual method where lecturers emphasize students in improving 4 skills, the silent way method students play an active role in lecturers who provide material in the form of files students can describe the material through other sources and task based language learning method lecturers give an interesting and easy to understand assignments students are like vlog videos that make students more creative in making interesting vlogs.
3. Meaning focus: student satisfaction and motivation towards online learning. Students are satisfied with this online learning because it is easier for students to access the material through videos, files, and audio that

are sent through the application used and the lecturer also provides motivation before starting class learning. The lecturer was a carry out an interesting learning system such as collecting assignments made in the form of files and students sending the files through the WhatsApp Group or Google Classroom application. Online learning is also carried out through a zoom application that makes it easier for lecturers and students to meet face to face

4. Authenticity: student satisfaction with the teaching material used. Where students are satisfied because the material provided by the teacher is in the form of journals, pdf and explanations directly to help students understand the material even though with distance learning students can understand material that can be discussed by teachers and students through Zoom. Submission of the use of material by the lecturer that is easy for students to understand in the form of files and videos and sent before learning so that students can understand it first and explain directly via Zoom.
5. Positive impact: student satisfaction with online learning may improve 4 skills. students can develop their skills through video learning materials can improve listening skills, make videos can improve student speaking, read journals and pdf can improve students reading and write summaries that can improve students' writing skills. Activities carried out by students to improve the 4 skills needed in English, namely by listening to English conversations explained by native speakers to hone listening skills, on reading skills, students read journals or English pdf. In the speaking skill, the students made a video recording of the explanation of the material given by the lecturer which the students understood without using the text. And writing skills students write an essay in English.
6. Practicality: student satisfaction with the availability of resources may help learn language. Students are satisfied with the learning resources provided by the lecturer such as videos, pdf journals and ppt. Because students can repeat reading material to understand by storing material files in learning applications that can make it easier for students to repeat and understand the material provided by the teacher. Activities carried out by students regarding the adequacy of teaching material sources, namely by searching for scientific journals that will help students in online language learning.

Online learning is an educational concept that utilizes technology to obtain learning information from a distance and is supported by learning applications. According to Singh & Thurman (2019) online learning can be referred to as a tool that can make the teaching and learning process more student-centered, more innovative, and even more flexible. Online learning is defined as "a learning experience in a synchronous or asynchronous environment using to different devices such as mobile phones, laptops, and other electronic devices with internet access.

In this environment, students can be anywhere independently to learn and interact with the lecturers and other students". In this learning,

students can be more active because students are looking for more information on their own through the internet to develop the material provided by the lecturer to students. Students use electronic devices that support applications that support online lectures that are used by lecturers and students in communicating during the learning process. In online learning, students are supported to find more information on their own in developing materials and supported by applications that are connected to the internet network.

**B. RESEARCH METHODOLOGY**

This research used qualitative approach in form of descriptive. to Maxwell in Atkinson (2019) qualitative research conducting research involves defining a research problem, specifying the research question, designing the research methods, collecting, analyzing and interpreting data and reporting result. The aim of the researcher is to describe student satisfaction with online learning at class. They were chosen as research subjects because they had been involved in online learning during the COVID-19 pandemic for two semesters. So, they are considered suitable to be the subject of this study.

**C. FINDING AND DISCUSSION**

➤ **Findings**

The first indicators is *language learning potential*. In this section the questionnaire asked about applications in online learning. The result can be seen on the table 1 below:

**Table 1. Language Learning Potential**

NO	Student satisfaction with the application used	VS	S	N	U	VU
1	I am satisfied with the <i>WhatsApp group, google classroom and zoom</i> applications used by lecturers in the teaching and learning process in the English study program	25%	47%	23%	3%	2%
2	I am satisfied with the application used because it makes it easier for me to get lecture information sources and start lectures through <i>WhatsApp Groups</i>	18%	53%	23%	4%	2%
3	I am satisfied with the application used because it helps in filling out absences,	18%	46%	32%	2%	2%

	getting syllabus, and uploading assignments through Google Classroom					
4	I am satisfied with the application used because it helps me get the material explained by the lecturer directly via Zoom	22%	40%	28%	8%	2%
5	I am satisfied with the application used because it makes it easier for me to make presentations and question and answer sessions via Zoom	23%	47%	25%	3%	2%
	<b>TOTAL</b>	21%	47%	26%	4%	2%

In the first indicator, *language learning potential*, there are five questionnaire items. In general, these items asked about applications used in learning. The first item is a statement of student satisfaction about the specific application used in online learning. This item got 25% for *Very Satisfied*, 47% for *Satisfied*, 23% for *Neutral*, 3% for *Unsatisfied* and 2% for *Very Unsatisfied*. The second item is a statement item about the ease of students in getting information in using the *WhatsApp Group*. This item got 18% for *Very Satisfied*, 53% for *Satisfied*, 23% for *Neutral*, 4% for *Unsatisfied* and 2% for *Very Unsatisfied*. The third item is a statement item about the ease of using *Google Classroom* to submit assignments, timesheets, and access for syllabus. This item got 18% for *Very Satisfied*, 46% for *Satisfied*, 32% for *Neutral*, 2% for *Satisfied* and 2% for *Very Unsatisfied*. The fourth item is an item stating the ease for students in using *Zoom* in understanding the material explanation from the lecturer directly in the online class. This item gets 22% for *Very Satisfied*, 40% for *Satisfied*, 28% for *Neutral*, 8% for *Very Unsatisfied* and 2% *Unsatisfied*. Finally, the fifth item is an item stating the ease of using *Zoom* when presenting in online class. This item got 23% for *Very Satisfied*, 47% for *Satisfied*, 25% for *Neutral*, 3% for *Unsatisfied* and 2% for *Very Unsatisfied*. It can be seen that the highest percentage is in the options of *Satisfied*.

The second indicators is *learner fit*. In this section the questionnaire asked about lecturer teaching style. The result can be seen on the table 4.2 below:

**Table 4.2 Learner fit**

NO	Student satisfaction with lecturers teaching style	VS	S	N	U	VU
1	I am satisfied with the teaching style of the lecturer explaining the material in English through <i>the direct method</i>	18%	52%	23%	5%	2%
2	I am satisfied with the teaching style of the lecturer in understanding English with <i>the grammar translation method</i>	15%	43%	35%	5%	2%
3	I am satisfied with the teaching style of the lecturer who helps emphasize the 4 skills of learning English with <i>the audiolingual method</i>	17%	46%	23%	12%	2%
4	I am satisfied with the teaching style of the lecturer where students are more active and the teacher only acts as a facilitator with <i>the silent way method</i>	20%	38%	33%	7%	2%
5	I am satisfied with the teaching style of the lecturer in completing the tasks given as attractively as possible with <i>the Task based language learning method</i>	13%	35%	38%	12%	2%
	<b>TOTAL</b>	17%	43%	30%	8%	2%

In the second indicator, *learner fit*, there are five questionnaire items. In general, these items asked about lecturers' style in online learning. The first item is a statement of lecturer style in explaining material. This item got 18% for *Very Satisfied*, 52% for *Satisfied*, 23% for *Neutral*, 5% for *Unsatisfied* and 2% for *Very Unsatisfied*. The second item is a statement of lecturers' style in English understanding. This item got 15% for *Very Satisfied*, 43% for *Satisfied*, 35% for *Neutral*, 5% for *Unsatisfied* and 2% for *Very Unsatisfied*. The third item is a statement item about lecturers helps to understand English skills. This item got 17% for *Very Satisfied*, 46% for *Satisfied*, 23% for *Neutral*, 12% for *Satisfied* and 2% for *Very Unsatisfied*. The fourth item is a statement item about lecturers as facilitators. This item got 20% for *Very Satisfied*, 38% for *Satisfied*, 33% for *Neutral*, 7% for *Very Unsatisfied* and 2% *Unsatisfied*. Finally, the fifth item is an item lecturers to help to do task. This item got 13% for *Very Satisfied*, 35% for *Satisfied*, 38% for *Neutral*, 12% for *Unsatisfied* and

2% for *Very Unsatisfied*. It can be seen that the highest percentage is in the options of *Satisfied*.

The third indicators is *meaning focus*, In this section the questionnaire asked about satisfaction and motivation. The result can be seen on the table 4.3 below:

**Table 3. Meaning Focus**

No.	Student satisfaction and motivation towards online learning	VS	S	N	U	VU
1	I am satisfied with online learning activities because it is easier to discuss between students and teachers, student groups 1 and others via Zoom	27%	38%	27%	3%	5%
2	I am satisfied with online learning activities because it is easier to collect assignments such as videos, summaries and others through Google Classroom	20%	48%	17%	10%	5%
3	I am satisfied with online learning activities because it is easier to get material from videos, pdfs and others through Google Classroom	23%	45%	20%	9%	3%
4	I am satisfied with online learning activities because it can make students more creative and active in the tasks given	15%	52%	22%	8%	3%
5	I am satisfied with online learning activities because the lecturer motivates and starts the class with enthusiasm through the WhatsApp Group	17%	41%	27%	13%	2%
	<b>TOTAL</b>	20%	45%	23%	8%	4%

In the third indicator, *meaning focus*, there are five questionnaire items. In general, these items asked about satisfaction and motivation in



online learning. The first item is a statement about ease of discussions. This item got 27% for *Very Satisfied*, 38% for *Satisfied*, 27% for *Neutral*, 5% for *Unsatisfied* and 2% for *Very Unsatisfied*. The second item is a statement about ease in submitting assignment. This item got 20% for *Very Satisfied*, 48% for *Satisfied*, 20% for *Neutral*, 9% for *Unsatisfied* and 3% for *Very Unsatisfied*. The third item is a statement item about ease in gaining material. This item got 23% for *Very Satisfied*, 45% for *Satisfied*, 22% for *Neutral*, 8% for *Satisfied* and 3% for *Very Unsatisfied*. The fourth item is a statement item about ease in creativities and activities. This item got 15% for *Very Satisfied*, 52% for *Satisfied*, 22% for *Neutral*, 8% for *Very Unsatisfied* and 3% *Unsatisfied*. Finally, the fifth item is an item about lecturers in giving motivation for students. This item got 17% for *Very Satisfied*, 41% for *Satisfied*, 27% for *Neutral*, 13% for *Unsatisfied* and 2% for *Very Unsatisfied*. It can be seen that the highest percentage is in the options of *Satisfied*.

The fourth indicators is *authenticity*, In this section the questionnaire asked about teaching material used. The result can be seen on the table 4.4 below:

**Table 4. Authenticity**

<b>NO</b>	<b>Student satisfaction with the teaching materials used</b>	<b>VS</b>	<b>S</b>	<b>N</b>	<b>U</b>	<b>VU</b>
1	I am satisfied with the teaching material given in the form of a pdf given because it makes it easier for me to understand it before starting the lecture which is discussed on Zoom	25%	50%	17%	8%	0%
2	I am satisfied with the teaching material provided in the form of videos because it helps me listen to explanations from teaching sources through Google Classroom	22%	48%	23%	5%	2%
3	I am satisfied with the teaching material provided in the form of a journal because it helps me understand the material briefly and easily through the WhatsApp Group	20%	45%	25%	8%	2%

4	I am satisfied with the teaching materials provided in the form of direct lecturer explanations because they help me better understand the material through Zoom	18%	49%	23%	5%	5%
5	I am satisfied with the teaching materials provided in the form of puzzles because I can learn while playing which makes lectures more fun through the WhatsApp Group	20%	52%	22%	5%	2%
<b>TOTAL</b>		21%	49%	22%	6%	25

In the fourth indicator, *Authenticity*, there are five questionnaire items. In general, these items asked about teaching materials used in online learning. The first item is a statement about writing material authenticity. This item got 25% for *Very Satisfied*, 50% for *Satisfied*, 17% for *Neutral*, 8% for *Unsatisfied* and 0% for *Very Unsatisfied*. The second item is a statement about video material authenticity. This item got 22% for *Very Satisfied*, 48% for *Satisfied*, 23% for *Neutral*, 5% for *Unsatisfied* and 2% for *Very Unsatisfied*. The third item is a statement item about scientific journal authenticity. This item got 20% for *Very Satisfied*, 45% for *Satisfied*, 25% for *Neutral*, 8% for *Satisfied* and 2% for *Very Unsatisfied*. The fourth item is a statement item about teaching material authenticity. This item got 18% for *Very Satisfied*, 49% for *Satisfied*, 23% for *Neutral*, 5% for *Very Unsatisfied* and 5% *Unsatisfied*. Finally, the fifth item is an item about learning activities authenticity. This item got 20% for *Very Satisfied*, 52% for *Satisfied*, 22% for *Neutral*, 5% for *Unsatisfied* and 2% for *Very Unsatisfied*. It can be seen that the highest percentage is in the options of *Satisfied*.

The fifth indicators is *positive impact*, in this section the questionnaire asked about students may improve 4 skills in online learning. The result can be seen on the table 4.5 below:

**Positive impact**

NO	Student satisfaction with online learning may improve 4 skills	VS	S	N	U	VU
1	I am satisfied with the improvement of my	15%	59%	13%	10%	3%

	listening skills because of the material videos					
2	I am satisfied with the improvement of my speaking skills because I was given the task of making a video summary of understanding the material	13%	58%	22%	5%	2%
3	I am satisfied with the improvement of my reading skills because by reading material from pdf and journals	21%	52%	20%	5%	2%
4	I am satisfied with the improvement of my writing skills because by summarizing a material in the form of writing	22%	58%	20%	8%	0%
5	I am satisfied with the improvement of my language style because it is helped by the 4 skills that I have learned	13%	59%	20%	8%	0%
	<b>TOTAL</b>	17%	56%	19%	7%	1%

In the fifth indicator, *positive impact*, there are five questionnaire items. In general, these items asked about students may improve 4 skills in online learning. The first item is a statement about listening skills improvement. This item got 15% for *Very Satisfied*, 59% for *Satisfied*, 13% for *Neutral*, 10% for *Unsatisfied* and 3% for *Very Unsatisfied*. The second item is a statement about speaking skills improvement. This item got 13% for *Very Satisfied*, 58% for *Satisfied*, 22% for *Neutral*, 5% for *Unsatisfied* and 2% for *Very Unsatisfied*. The third item is a about reading skills improvement. This item got 21% for *Very Satisfied*, 52% for *Satisfied*, 20% for *Neutral*, 5% for *Satisfied* and 2% for *Very Unsatisfied*. The fourth item is about writing skills improvement. This item got 22% for *Very Satisfied*, 58% for *Satisfied*, 20% for *Neutral*, 8% for *Very Unsatisfied* and 0% *Unsatisfied*. Finally, the fifth item is an item about language style improvement. This item got 13% for *Very Satisfied*, 59% for *Satisfied*, 20% for *Neutral*, 8% for *Unsatisfied* and 0% for *Very Unsatisfied*. It can be seen that the highest percentage is in the options of *Satisfied*.

The sixth indicators is *practicality*, In this section the questionnaire asked about resources can help language learning. The result can be seen on the table 4.6 below:

**Practicality**

<b>NO</b>	<b>Student satisfaction with the adequacy of learning resources that can help language learning</b>	<b>VS</b>	<b>S</b>	<b>N</b>	<b>U</b>	<b>VU</b>
1	I am satisfied with learning resources such as journals because they are easier to understand	17%	56%	18%	7%	2%
2	I am satisfied with learning resources such as the latest published books because they help me in getting the latest materials	13%	42%	35%	10%	0%
3	I am satisfied with learning resources such as material videos because they explain the material in detail	15%	48%	27%	7%	3%
4	I am satisfied with learning resources such as power point because it will be explained when presenting an explanation of material that has not been understood or studied	10%	57%	28%	5%	0%
5	I am satisfied with learning resources such as pdf because the explanation material provided is shorter and easier to understand	8%	59%	28%	5%	0%
<b>TOTAL</b>		13%	52%	27%	7%	1%

In the sixth indicator, *practicality*, there are five questionnaire items. In general, these items asked about resources may help language learning. The first item is a statement about learning resources. This item got 17% for *Very Satisfied*, 56% for *Satisfied*, 18% for *Neutral*, 7% for *Unsatisfied* and 2% for *Very Unsatisfied*. The second item is a statement about published book resources. This item got 13% for *Very Satisfied*, 42% for *Satisfied*, 35% for *Neutral*, 10% for *Unsatisfied* and 0% for *Very Unsatisfied*. The third item is a statement item about video resources. This item got 15% for *Very Satisfied*, 48% for *Satisfied*, 27% for *Neutral*, 7% for *Satisfied* and 3% for *Very Unsatisfied*. The fourth item is a statement item about power point resources. This item got 10% for *Very Satisfied*, 57% for *Satisfied*, 28% for *Neutral*, 5% for *Very Unsatisfied* and 0% *Unsatisfied*. Finally, the fifth item is an item about pdf document resources. This item got 8% for *Very Satisfied*, 59% for *Satisfied*, 28% for *Neutral*, 5% for *Unsatisfied* and 0% for *Very Unsatisfied*. It can be seen that the highest percentage is in the options of *Satisfied*

In this section, the researchers are displaying subjects' responses on questionnaire items for all indicators discussed in this study which can be seen in the following table (table. 4.7).

**Types of students' satisfaction with online learning:**

No	Indicators of satisfaction	VS		S		N		U		VU	
		F	%	F	%	F	%	F	%	F	%
1	Language learning potential	64	21%	140	47%	79	26%	12	4%	5	2%
2	Learner fit	50	17%	129	43%	92	30%	24	8%	5	2%
3	Meaning focus	61	20%	135	45%	67	23%	26	8%	11	4%
4	Authenticity	63	21%	146	49%	66	22%	19	6%	6	2%
5	Positive impact	43	17%	171	56%	62	19%	19	7%	5	1%
6	Practicality	38	13%	157	52%	82	27%	20	7%	3	1%
Total Frequency of All Indicators		319	18%	878	49%	448	24%	120	7%	35	2%

The table above is a table of conclusions on frequency of responses for 5 items on the questionnaire in each indicator. The calculated frequency has been converted in form of percentages. In the first indicator, of the five questionnaire items, there are 64 frequencies (21%) for *Very Satisfied* option, 140 frequencies (47%) for *Satisfied* option, 79 frequencies

(26%) for *Neutral* option, 12 frequencies (4%) for *Unsatisfied* option and 5 frequencies (2%) for *Very Unsatisfied* option. In the second indicator, of the five questionnaire items there are 50 frequencies (17%) for *Very Satisfied* option, 129 frequencies (43%) for *Satisfied* option, 92 frequencies (30%) for *Neutral* option, 24 frequencies (8%) for *Unsatisfied* option, and 5 frequencies (2%) for *Very Unsatisfied* option. In the third indicator there are 61 frequencies (20%) for *Very Satisfied* option, 135 frequencies (45%) for *Satisfied* option, 67 frequencies (23%) for *Neutral* option, 26 frequencies (8%) for *Unsatisfied* option, and 11 frequencies (4 %) for *Very Unsatisfied* option. In the fourth indicator, of the five questionnaire items there are 63 frequencies (21%) for *Very Satisfied* option, 146 frequencies (49%) for *Satisfied* option, 66 frequencies (22%) for *Neutral* option, 19 frequencies (6%) for *Unsatisfied* option, and 6 frequencies (2%) for *Very Unsatisfied* option. In the fifth indicator, of the five questionnaire items there are 43 frequencies (17%) for *Very Satisfied* option, 171 frequencies (56%) for *Satisfied* option, 62 frequencies (19%) for *Neutral* option, 19 frequencies (7%) for *Unsatisfied* option, and 5 frequencies (1%) for *Very Unsatisfied* option. In the sixth indicator, of the five questionnaire items there are 38 frequencies (13%) for *Very Satisfied* option, 157 frequencies (52%) for *Satisfied* option, 82 frequencies (27%) for *Neutral* option, 20 frequencies (7%) for *Unsatisfied* option, and 3 frequencies (1%) for *Very Unsatisfied* option. From the table above, it can be seen the final results of the analysis of the responses of the research subjects. Of all the indicators, from the total frequency (1800=100%), there are 319 (18%) frequencies for *Very Satisfied* option, 878 (49%) frequencies for *Satisfied* option, 448 (24%) frequencies for *Neutral* option, 120 (7%) frequencies for *Unsatisfied* option, and 35 (2%) frequencies for *Very Unsatisfied* option. Based on the results of this calculation, it can be concluded that the majority of respondents stated that they were *Satisfied* by choosing *Satisfied* option with a percentage of 49%.

### ➤ **Discussion**

In this part, researchers discuss about the result of this study. From the overall results of the students' responses on the questionnaire, it can be seen that the percentage of student satisfaction level in online learning is at satisfied level.

The results of all the satisfaction indicators above, the researcher found that the level of student satisfaction was at the level of satisfaction, where the level of student satisfaction was seen from the highest frequency. Researchers found differences from the results of several previous studies, the results of previous studies found that the level of student satisfaction was at the medium level. Gyamfi & Sukseemuang (2018) stated that the level of student satisfaction with the TMM program to improve their language skills was at the medium level. Because the program uses many limitations for students while studying. According to Buana (2020) the level of student satisfaction with online learning compared to offline is at the medium level. Where the learning system that is carried out online or offline has no effect on students.

Types of students satisfaction with online learning first, language learning potential where student satisfied with applications used by lecturers when online learning process, this application used has certain features that support the online learning system. Such as, WhatsApp Group is used by lecturers in starting online classes and giving instructions to students, Google Classroom which is used by lecturers to send assignments and perform attendance and Zoom used by lecturers and students face to face online in explaining materials and presentations.

The second, learner fit where students satisfied with the teaching style of the lecturer, the method used by lecturers in teaching is the direct method, the grammar translation method etc. which can improve students' skills in language learning such as reading skill, writing, listening and speaking.

The third, meaning focus where students satisfied to satisfaction and motivation towards online learning. student satisfaction with online learning because it makes it easier for students to access lessons in the form of pdf, journals and videos that are supported by learning applications and motivates students to better understand online learning systems that are different from offline.

The fourth, authenticity where students satisfied with the teaching material used. Student satisfaction with the material provided by the lecturer, an explanation that is easy for students to understand briefly or in its entirety, which is conveyed through certain applications such as videos sent via Google Classroom, short materials sent via WhatsApp Groups and lecturer explanations directly via Zoom.

The fifth, positive impact where students satisfied with online learning can improve 4 skills. Students' satisfaction when students can to develop reading, writing, listening and speaking skills in English with the materials that have been given directly or in written form. Such as videos that explain the material directly and in the form of a pdf where students can read the material as a whole for a clearer explanation.

The sixth, where students satisfied with the teaching material used. Students' satisfaction with new materials that are can to help students in learning languages and are able to increase students' knowledge in learning languages in depth from the latest references about languages.

Based on the explanation above, it can be concluded that the results of this study the researchers found that the level of student satisfaction was at the Satisfied level which could be seen from the results of the highest indicator of online learning.

#### **D. CONCLUSION**

After conducting studies and analysis, the results show that the level of student satisfaction with online learning at class was at the level of Satisfied with percentage of 49%. This percentage value is the highest percentage compared to other classifications. Respectively, the other classification percentage values are; Very Satisfied 18%, Neutral classification 24%, Unsatisfied classification 7%, and Very Unsatisfied

classification 2%. Considering the result of this study, researchers suggest to authorized sides in learning and teaching process improve their services for students to accommodate students' need in learning online. Furthermore, the researchers would like to give suggestions to further researchers to measure level student satisfaction on learning assessment, because the researcher not research about the student satisfaction with the assessment.

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