

## STUDENTS' SATISFACTION ON ENGLISH LEARNING DURING COVID-19 PANDEMIC AT SMPN 1 WONGSOREJO

Mega Ayu Mayangsari<sup>1</sup>, Abdul Halim<sup>2</sup>, Arin Inayah<sup>3</sup>

<sup>1,2,3</sup>English Educational Department, PGRI University of Banyuwangi Banyuwangi  
arin.inayah90@gmail.com

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### ABSTRACT

*This study aimed to know the satisfaction of the third grade students in English online learning during pandemic at SMPN 1 Wongsorejo. This study used quantitative research. The subjects of the study are the 30 students of the third grade at SMPN 1 Wongsorejo. The instruments used to collect the data is a questionnaire. The researcher made questionnaire in the form of positive statements. There were 25 statements consist of: 5 statements in tangible (facilities), 5 statements in reliability, 5 statements in responsiveness (willingness to help), 5 statements in assurance (ability to convey trust and confidence), and 5 statements in empathy). The result of the study showed the satisfaction of the third grade students in English online learning during pandemic at SMPN 1 Wongsorejo is categorized as very high satisfaction with satisfaction score 86,27%.*

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**Keywords:** *Satisfying; English Learning; Covid-19 Pandemic*

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### A. Introduction

English is a compulsory subject in the Indonesian education system. Many people think that English is a difficult subject to be learnt. On the other hand English is an international language that is recognized for communication media with people around the world. And even in industry 4.0, some companies require employees to be able to master and communicate using one foreign language, especially English.

English teaching learning by online in pandemic era has many problems. One of the problem is related to the supporting aspects in the form of infrastructure such as internet. Some of place that cannot be reached by internet. Based on the Kemendikbud's letter, the teacher still deliver the material to the students. They provide teaching learning process by online using some applications such as Whatsapp, Zoom and etc. This study is aimed to know the students satisfaction in english learning during Covid-19 Pandemic at SMPN 1 Wongsorejo.

Online learning is a learning way that is carried out using accessibility, connectivity, and internet network flexibility for learning interactions (Moore, et al, in

Sadikin and Hamidah, 2020). It is teaching-learning activity which is using long distance platform which aim to provide a quality learning activity in a wider range and substitute face-to-face learning (Sofyana and Abdul in Handarini and Wulandari, 2020).

Online learning is a must for education providers to change learning in conventional class. Old learning strategies are starting to be abandoned. Educational institutions have started to adapt to the demands of the times. These are the media for teaching and learning by online. Supendi (2020) mentions some learning application which could be used as learning media in pandemic era:

WhatsApp Messenger or WhatsApp is an instant messaging application that allows users to send and receive messages such as SMS without using credit but with an internet connection. WhatsApp has several functions, one of them is as educational media. In pandemic situation, WhatsApp is the most used conversation application for online learning. Example: teachers use the WhatsApp group feature to be able to send various documents such as videos, photos and even presentation files used for teaching. So that group members in this case students can receive lessons or by creating group chats and then inviting participants to enter the group, class can be started.

Google suite is an education service which can be accessed online or offline. The teaching-learning feature which is used referring to google classroom. The teacher can made digital class that allow to share assignments.

Ruang Guru is an online learning platform that aims to support students learning and learning activities outside of school in the form of animated videos and can be used through Mobile Applications (Android & iOs). The example of using this application is that teachers often send links via WhatsApp to access online learning platforms so that students can see an explanation of what material to convey in the form of animated videos. For making easy in access Ruangguru application, the government provides free access of 30 GB / month.

Zenius provides free access to video material for various levels of education. It also provides a complete curriculum, such as the KTSP curriculum, the 2013 curriculum and the 2013 revised curriculum so that students can find suitable video material. The video material provided by Zenius also has a quota-saving in whiteboard format. This makes learning online easier and more enjoyable. Zenius claims that it is the first live and interactive online tutoring in Indonesia. Zenius is a new way of learning using

interactive animation that is not only focused on technology but also the methods and processes of delivering material. The delivery of material is in the form of instructional videos that contain the tutor's handwriting and voice, accompanied by animation and detailed explanation.

There are many factors that influence the students satisfaction. According to Sopiadin (in Hamidah 2019 :9) that factors can influence the students satisfaction in learning, they are : 1) Learning rewards, the rewards that is given as the achievement of the students, 2) Feeling safety in teaching learning process, 3) Adequate learning condition, learning in physical and social condition is good, 4) The students chance to improve their quality for getting the better future, example the chance goes to university and express their opinion, and 5) Personal relationship which can create the interpersonal relationship in the school environment.

The concept of students satisfaction refer to the positive respond of the students for teaching learning service that is given by the teacher which service that match the expectation of the students. So that's why the students satisfaction is a function of expectation and provided service. So the satisfaction is compared straight to the expectation and provided service, where expectation is the maximum score from the questionnaire and provided service is the questionnaire score which is gotten by the student.

According to Sopiadin (in Islamiyah, 2017:3) the indicators of students satisfaction consist of : 1) Tangible refers to important aspects in measuring services using the sense of sight to assess the quality of a school service, 2) Reliability refers to teacher ability in giving teaching learning service which is relevant with students needs and expectations, 3) Responsiveness refers to response of stakeholder in handling problem which influence teaching learning process, 4) Assurance refers to the real condition about school facility and service quality that can influence the students, and 5)Empathy refers to the school understanding about students need in order to provide excellent service.

Perception is the process of organize and interpret feelings in an effort to give certain meaning (Siagian in Praseptiyono, 2020:8). While according to Walgito (in Praseptiyono. 2020:8) perception is a process of receiving a stimulus by the individual through the receiver is the sense so that can provide certain meaning. Based on Slameto (in Hamidah, 2019:13) perception is a process that involves the entry of messages or

information into the human brain. Through perceptions, students continuously make contact with their environment which is done through their senses.

In teaching activity, there are some skill that must be mastered by the teacher which is means to teaching skills. Teaching skills refer to skills that must be possessed by a teacher in order to be able to carry out learning professionally efficiently and effectively (Adhy, 2020). Teaching skills are the most specific instructional behaviors that teachers must possess in order to carry out teaching tasks effectively, efficiently and professionally (Gicman in Rombot. 2020).

According Turney (in Rombot, 2020) there are 8 skills which can be the indicators of skilled teacher, they are :

a. Asking skill

By asking, a teacher asks for an explanation and to find out something. In the learning process, asking questions plays an important role because teacher questions can stimulate and encourage students to think. The questions asked by the teacher can also increase students participation and involvement in the teaching and learning process.

b. Reinforcement skill

Reinforcement is all forms of response, both verbal and nonverbal. Strengthening aims to provide feedback to students for their actions as encouragement or correction. Reinforcement is divided into positive reinforcement and negative reinforcement. Positive reinforcement aims to maintain and maintain positive students behavior while negative reinforcement aims to stop or reduce unpleasant students behavior.

c. Creating stimulus variation skill

Variation in the context of teaching and learning refers to the teacher's deliberate or spontaneous actions with the aim of engaging students' attention during learning. Variation of stimuli can reduce students boredom and draw attention back to learning. Forms of stimulus variations in learning include: voice variation (teacher voice), students focus (focusing), teacher silence, eye contact and movement, gusture, teacher facial expressions, the shift in the position of teachers in the classroom and also variations in the use of media and teaching tools.

d. Explaining skill

Explanation skills are the skills to present information organized systematically as a meaningful unit so that students can understand easily. The teacher needs to understand the principles of explaining such as: a) the explanation must be in accordance with the characteristics of students; b) explanations must be interspersed with questions and answers while still paying attention to the learning objectives; and c) the explanation must be accompanied by concrete examples, related to everyday life and meaningful.

e. Set induction and closure skill

Opening lessons (set induction) is an effort or activity carried out by the teacher to create procondition for students so that mental and attention are focused on what is going to be learned. The components of opening the class include: attracting attention, generating motivation, and perceptions. For example, the teacher opens the class by carrying a closed box whose contents are kept secret, by moving and while asking "Who knows what this box contains?". This condition will really attract the attention of students so that the teacher can easily continue to the core part of learning.

Closing the lesson (closure) is an activity carried out by the teacher to end the teaching and learning process. Like landing an airplane, the cover also needs to be well prepared, not rushed or closed suddenly. The components in closing the class such as: summarizing the class, conveying the next lesson plan, asking questions that arouse curiosity to learn the next material, and ending with a prayer. The teacher must close the lesson with enthusiasm and be able to provide the batik as something that students are looking forward to learning.

f. Guiding small group discussion skill

Group discussions are a variety of learning activities that can be used in the teaching and learning process. Good discussions can improve HOTS's creativity and thinking skills. Discussion is a strategy that allows students to master a concept or solve a problem through a process that provides opportunities to think, interact socially, and practice being positive about differences of opinion and building group cooperation.

g. Class management skill

Class management skills are important for teachers to have so that the teaching and learning atmosphere can support the effectiveness of achieving learning objectives.

In carrying out classroom management skills, teachers need to pay attention to the components of skills related to the creation and maintenance of optimal learning conditions (preferential in nature, such as: the ability of teachers to take initiative and control lessons) and repressive skills, namely skills related to teacher responses to disturbances. sustainable students with the intention that teachers can take remedial actions to restore optimal learning conditions.

h. Teaching small group and individual skill.

Teaching skills in small groups in elementary schools are often done because of the need for scaffolding and learning assistance. This is usually experienced by students with special needs or because of difficulties in learning. Small groups usually range from 3 to 8 people and 1 person for individuals. What is important in this small group learning, teachers must improve social competence and personality competence. Because in this group learning situation, communication and close relationships are needed so that students are comfortable learning.

Facilities are useful things that serve to facilitate certain activities. School facilities are synonymous with facilities and infrastructure that support teaching and learning activities. Educational facilities are all devices, equipment, materials and furniture that are directly used in the learning process in schools and educational infrastructure are all basic equipment that indirectly support the implementation of the educational process in schools (Barnawi and Arifin in Latifah, 2018). So, Learning facilities are a means of supporting teaching and learning activities carried out by students and teachers so that the learning process can be carried out smoothly.

According to Sanjaya (in Latifah, 2018) learning facilities consist of facilities and infrastructure. According to Idris and Jamal (1992) Facilities refer to everything that is directly related to students and supports the success of the learning process of students. Facilities include learning media, learning tools, school supplies and others. Besides that, educational facilities are anything that is used by teachers in the implementation of education. As for educational infrastructure, Mulyasa in (Latifah, 2018) said that it is a facility that supports the course of the educational or teaching process indirectly. It is like the yard, garden, school garden, the road to the school.

## B. Research Method

This research is a quantitative research which is aimed to know how the satisfaction of the third grade students in English online learning and the media used in English online learning during pandemic at SMPN 1 Wongsorejo. The research area of this research at SMPN 1 Wongsorejo. This school is located at Jl Pb Sudirman 13, Wongsorejo, Wongsorejo, Banyuwangi. There are 30 students in total with consist of 20 males and 10 females. Respondents are selected by using purposive sampling with consideration in accordance with the research objectives.

The data collection method uses a questionnaire distributed online by google form to respondents. This method did by giving a set of questions or a written statement to the respondent to answer. In this research, the researcher made questionnaire in the form of positive statements for each stage and there were 25 statements (5 statements in tangible (facilities), 5 statements in reliability, 5 statements in responsiveness (willingness to help), 5 statements in assurance (ability to convey trust and confidence), and 5 statements in empathy). And then, the questionnaire will be given to the students through google. The questionnaire model took by using a modified Likert scale formula which was presented with 4 alternatives answers: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). By using descriptive analysis, which aims to determine the level of students satisfaction in learning English of the third students at SMPN 1 Wongsorejo. Quantitative data in the form of measurement results were processed by adding and comparing with the expected amount to obtain a percentage. After all, the data would be collected, then the students' satisfaction would be calculated based on descriptive data analysis percentages and benchmarks from Suharsimi Arikunto (1995), the researcher used the formula to measure students' satisfaction.

## C. Research Discussion

In Cambridge Dictionary, the word *satisfaction* refers to the feeling of pleasure someone feels when something is desired is achieved, or when he succeeds in doing something that is desired. In learning activities, satisfaction is obtained when students get the learning service they want. Therefore, learning satisfaction can be defined as a condition of feeling satisfied because students expectation are successfully obtained that students want.

Customer satisfaction is very important to retain customers. The concept of customer satisfaction in educational institution is not easy to be formulated, because the concept of customer satisfaction for services provided by educational institutions is quite complicated. Services in the majority of educational institutions are related to services. Customer satisfaction is related to one's heart, because one's satisfaction with the services provided is certainly not easy to measure. Especially if the services provided are not related with objects (products). Therefore customer satisfaction is closely related to the quality of the institution.

The definition of customer satisfaction according to experts, including formulating that customer satisfaction is a customer response to evaluating perceptions of the difference between initial expectations before purchase and actual product performance (after using or consuming them). There are also those who say, customer satisfaction is the level of a person's feelings after comparing the performance (results) he perceives compared to his expectations. According to Supranto (In There are also those who define customer satisfaction by analogizing school as a company, the subject of school (service) as a job (a job). must be done by students and teachers as regulators or managers. If the work he does can provide what students want and expect, they will be satisfied.

The concept of students satisfaction refer to the positive respond of the students for teaching learning service that is given by the teacher which service that match the expectation of the students. So that's why the students satisfaction is a function of expectation and provided service. So the satisfaction is compared straight to the expectation and provided service, where expectation is the maximum score from the questionnaire and provided service is the questionnaire score which is gotten by the student.

In this research, the researcher used five indicators of students satisfaction by Sopiadin (in Islamiyah, 2017), those are: 1.) Tangible refers to important aspects in measuring services using the sense of sight to assess the quality of a school service, 2) Reliability refers to teacher ability in giving teaching learning service which is relevant with students needs and expectations, 3) Responsiveness refers to response of stakeholder in handling problem which influence teaching learning process, 4) Assurance refers to the real condition about school facility and service quality that can influence the



students, and 5) Empathy refers to the school understanding about students need in order to provide excellent service.

Then, in ategorize the students satisfaction level, the researcher adapted the likers scale by Narimawati (In Muldyagin 2018) where the score 20 % - 36 % is categorized as very low satisfaction, 36.01 % - 52 % as low satisfaction, 52.01 % - 68 % as highly sufficient satisfaction, 69.01 % - 84 % as high satisfaction and 84.01 % - 100% is categorized as very high satisfaction.

The researcher divided the questionnaire based on five indicators, those are tangible, reliability, responsiveness, assurance and empathy. The level of respondent to participate in filling the questions in google form is 100%, it means 30 students join in filling the questions in google form. Based on the findings, It shows that student the highest indicator score of students satisfaction is empathy with score 90%, and then responsiveness (willingness to help) with score 88%, and the third is reliability with score 86,17%. They are categorized as very high satisfaction. The fourth is assurance (ability to convey trust and confidence) with score 84,67%, and the last is tangible (facilities) with score 82,5%. Both of assurance (ability to convey trust and confidence) and tangible (facilities) are categorized as high satisfaction. Therefore, The satisfaction of the students of SMPN 1 Wongsorejo is categorized as **very high satisfaction** with satisfaction score 86,27%.

#### **D. Conclusion**

Based on the findings, it can be concluded that the satisfaction of the third grade students in English online learning during pandemic at SMPN 1 Wongsorejo is categorized as very high satisfaction with satisfaction score 86,27%. It is represented by tangible (facilities) with score 82,5%, then reliability with score 86,17%, responsiveness (willingness to help) with score 88%, assurance (ability to convey trust and confidence) with score 84,67%, and empathy with score 90%.

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