STUDENTS SATISFACTION TOWARD GENERAL ENGLISH ONLINE CLASS

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Abstract

Covid-19 has caused major changes in teaching-and-learning practice, one of them is the change from a conservative face-to-face in-class teaching and learning practice into an online class. This change has caused disturbances in the practice. The unreadiness both from the human resources and the technology become the main problems in conducting an online teaching-and-learning practice, therefore, it is interesting to find out the students’ perception toward the online teaching-and-learning practice. This research tried to find out the students’ satisfaction toward the online class of English General subject. The respondents were the students of tourism faculty and business faculty of Triatma Mulya University who were taking the English General subject in total of 94 students. The survey results show that the main hindrances in taking an online class are the internet bandwidth, signal stability, and data plan (internet quota). When the Covid-19 pandemic has ended, most of the students prefer to have the regular offline class, 3 students suggest to combine online and offline classes, and only 2 students prefer to have an online class.

Keywords: Survey, online class, satisfaction, Covid-19.

INTRODUCTION

Covid-19 has caused drastic changes in education, the teaching and learning process is done through online class. Students and lecturers who are getting used to technology and good internet infrastructure might not experience any difficulty in following an online learning (Darojat, dkk, 2019; Amelia dan Rahmawati, 2020; Kusuma, D.A., 2020, Nugroho, 2021), however, unreadiness of infrastructure can cause students dissatisfaction in following an online class (Nilayani, 2020). It also causes major problems for some lecturers and students of Triatma Mulya University, Bali. The sudden change from the offline class into the online class, the internet connectivity and signal quality, and the unreadiness of the lecturers and students in conducting an online teaching and learning activity are the main problems which are experienced by the lecturers and the students of Triatma Mulya University.

Besides, as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication. English exists as a global language. Therefore, English is widely regarded as a global language (Anggayana, Nitiash & Budasi, 2016). It is even known as an international language (Asriyani, Suryawati & Anggayana, 2019). It is done to minimize errors in grammar or English grammar aspects, such as the use of tenses in sentences (Lindawati, Asriyani & Anggayana, 2018). Grammar is a set of rules contained in certain languages (Lindawati, Asriyani & Anggayana, 2019).

It is possible to develop their communicative competence in four language skills, namely listening, speaking, reading, and writing skills (Asriyani, Suryawati & Anggayana, 2019).
Even though Indonesia consists of various dialects, it is not an obstacle (Anggayana, Budasi & Suarnajaya, 2014). Speaking English has become a conversation that is often done by foreign tourists (Anggayana, Budasi, & Kusuma, 2019). In these services, facilities, and service quality spearhead in terms of giving a good impression of service (Anggayana & Sari, 2018).

In the cultural tourism industry is included (Redianis, Putra & Anggayana, 2019). The tourism sector can provide economic, social and cultural benefits for all stakeholders of tourism stakeholders (Osin, Plibriari & Anggayana, 2019). It is not surprising that the tourism industry is an important economic sector, where most people work in the tourism industry (Budasi & Anggayana, 2019). The progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2018). The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati, & Osin, 2019). The development of tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, & Suryawati, 2019).

English is one of the languages that must be mastered (Sudipa, Aryati, Susanta, & Anggayana, 2020). It is important to preserve language and culture in its variety (Anggayana, Suparwa, Dhanaawaty, & Budasi, 2020). Millennial residents have a role in national development in various sectors, one of which is the tourism sector (Osin, Purwaningsih, & Anggayana, 2021). Observing the growth and development of world tourism which continues to move dynamically and the tendency of tourists to travel in various different patterns is an opportunity as well as a challenge for all destinations (Suarthana, Osin, Anggayana, 2021).

General English is one of the compulsory subjects that must be taken by the students of business faculty and tourism faculty of Triatma Mulya University. For the General English lecturers of Triatma Mulya University specifically in business faculty and tourism faculty, teaching face-to-face in classroom is far easier and more effective than teaching online. Previous researches show that there are many learning difficulties faces by the students in face-to-face classroom such as the need of more effective ways in teaching preposition (Jokosaharjo, et al, 2020) and the difficulties in the use of proper restaurant expression (Jokosaharjo, et al, 2020). This condition might become worse if it is conducted through online teaching. The activity of online teaching at Triatma Mulya university was started in 2019 to avoid the spread of Covid-19 virus. However, the lack of skill and readiness to teach an online class and the average quality of internet connection become the main hindrances in conducting a good online class. For these reasons, this research aimed to find out the students’ perception toward the online class of General English subject. There were 3 classes with total of 94 students, they were two General English classes of business faculty and one class of tourism faculty.

**METODE**

The survey was in form of an online survey using google form to collect the data. The gathered numerical data would then be served in form of table and be explained descriptively based on each item of question. There were two types of question used in the survey: closed-ended and open-ended questions. The open-ended questions were used to obtain as much information as it can, therefore, there would be various and rich answers for each question. This research aimed to be used as an initial study, in which, it would only analyze the general idea of the proposed topic, which then, the findings of the research would be used as a basic to conduct a further analysis. The survey was distributed to 94 students. It consisted of 7 item of questions which were structured from general into specific questions. The item of questions are as follow: (Q1) Have you ever joined an online class previously (before July-December 2020)?, (Q2)...
Based on your opinion, what are the weaknesses of an online class?, (Q3) based on your opinion, what are the advantages of an online class?, (Q4) how satisfied are you toward the General English subject online class? give your reason, (Q5) What are the main hindrances in following the General English online class?, (Q6) what kind of suggestion can you give to increase the quality of General English online class?, (Q7) When the teaching and learning activity has become normal again and the pandemic has ended, which teaching and learning activity do you prefer: online or offline? And what are your reasons? The purpose of each question is as follows. (Q1) was used to identified whether the students had already experienced an online class in the previous semesters or not. If the students already had it, it means that their input on this survey will be more detail. (Q2 and Q3) were used to identify the students’ general perception toward an online class. These questions were not directly specified to General English class, but in general for all online classes. Going more specific, the weakness and advantages of the General English online class could be deduced from (Q4 to Q7). The questions (Q4-Q7) would seem to be redundant, however, it was expected that the previous answer which is obtained from the previous question (for example Q4) might be described deeper and more detail on the next question’s answer (Q5).

RESULT AND DISCUSSION

To adjust the layout and space of the article format, therefore, the table would only show some of the major answers of each question, while the detail explanation would cover all of the obtained answers. The detail findings of the survey results are described as follows.

(Q1) Previous experience of having an online class

Note: (Q1) was a closed-ended question.

Related to the weaknesses of an online class, the most dominant one was on the signal or the network (62 answers), followed by unclear materials (29 answers), internet quota / data plans (26 answers), learning process cannot be well-
absorbed (17), cannot hear the lecturer’s voice (15), lack of interaction (14), ineffective time and place (10), online class is for difficult topics (9), cannot focus (3), easily get bored (3), computer system (2), lazy to think (2), assignment in form of video (1), lack of experience (1), the lecturer is late in giving the assignment (1), the lecturer does not master the materials (1), too many assignments (1), having cylindrical eyes and have to look at the computer for long duration (1), a short deadline to submit the assignment (1), the students do not practice the materials (1), too long facing the monitor/phone (1), lack of lecturer role (1).

Q3 Online class advantages
Note: (Q3) was an open-ended question, in which each student could give more than one answer, therefore, the maximum score of each answer would be the total of the respondents or 94.

Based on the survey, the main advantage of an online class was the short duration (24) which was mostly described by the students as to the point and no waste of time. The second advantage was that the student can study anywhere (21), followed by more relax in studying (14), and saving cost (13). Saving cost in this term referred to those who commute daily to campus, thus, by having online classes, they do not have to spend money for transport and food. Other advantages of online class were flexible time (9), simple and practical (9), reducing the spread of the virus (6), training the students to master IT (6), mastering the materials (5), do not have to go to campus (5), enable the students to join the class even though they feel unwell (3), having more time at home (3), can study while doing other activities (3), more independent in studying (2), not afraid of joining the class late (2), the materials are well-organized (2), wider scope in obtaining materials (1), there is a deadline tolerance in submitting an assignment (1), does not burden the students (1), having more time to hang out with friends (1), minimum supervision (1). What was meant by minimum supervision as an advantage here was related to test supervision, because it was an online class, therefore, the lecturer could not supervise fully. Surprisingly, there were 5 students described that an online class does not have any advantage at all. Unfortunately, there was no further information related to the answer that they gave.

Q4 Satisfaction toward General English online class
Note: (Q4) was a closed-ended question.

In order to find out the students’ satisfaction level, they were asked to choose one of the available options (strongly not satisfied, not satisfied, partly satisfied, satisfied, and very satisfied). Based on the survey, there were 43 students satisfied, 35 students partly satisfied, 13 students very satisfied, 2 students not satisfied, and 1 student strongly not satisfied. Therefore, in general, the students were satisfied with how the General English online class was conducted.

Q5 Main hindrances of an online class
Note: (Q5) was an open-ended question, in which each student could give more than one answer, therefore, the
maximum score of each answer would be the total of the respondents or 94.

![Figure 5. Online Class Barriers](image)

The survey showed that the main hindrances of having an online class were error, signal, and network (50), followed by unclear voice (16), internet quota / data plans (12), and explanation cannot be fully absorbed (11). Some minor hindrances were lack of interaction (4), difficult to conduct a discussion (2), shy to ask/unconfident (2), teaching too fast (2), no book references (1), to slow (loading time) to join the google meet (1), friends are too noisy when the speaker is on (1), lack of teaching material mastery (1), do not have a computer (1), language problem (1), miscommunication (1), technical problem (1), get bored (1), cannot meet face-to-face (1), and class timetable clash.

Q6 Suggestions for General English online class

Note: (Q6) was an open-ended question, in which each student could give more than one answer, therefore, the maximum score of each answer would be the total of the respondents or 94.

![Figure 6. Suggestions](image)

Related to suggestions toward the General English online class, surprisingly, some of the students did not give any suggestion (21 students). However, there were 11 suggestions to increase the quality of the teaching materials, 10 suggestions to improve the sound quality, 9 suggestions to teach slower, 7 suggestions to avoid signal interference/disruption, and 6 suggestions to review the previous materials/topics. Other minor suggestions covered maintaining the teaching method (3), more speaking practice (3), giving more quizzes, games and points (3), using Microsoft Power Points (3), longer teaching time (3), be more patient in teaching (2), giving an offline class if possible (2), more materials and fewer assignments (2), creating an enjoyable environment (2), giving a free data plan / internet quota (2), more fun and easy quizzes (1), giving a longer deadline date for the assignment (1), teaching the students until they understand (1), not neglecting the standard English (1), not be fierce (1), be more familiar with the students (1), more listening practice (1), maintaining the class schedule (1), making an offline speaking class (1), using video (1), starting the class on time (1), be able to teach in the provided condition (1), fewer assignments (1), drilling each student (1), giving an explanation before giving an assignment (1), giving more assignment (1), giving more reading, speaking, and listening practices (1). Based on the suggestions above, it can be seen that there were different students' interests, such as there was a student who preferred to have more assignments while there was another who asked for fewer assignments.

Q7 Online class vs offline class preferences

Note: (Q7) was a closed-ended question.
Based on the survey result, it can be seen that there were 89 students preferred to have offline classes, 2 students preferred online classes, and 3 students preferred combination of online and offline classes. The main reasons for choosing offline classes were easier to study and understand the materials, able to interact with friends and teachers, more fun, and tired of online classes. The main reasons for having online classes were efficient time and money, and do not have to go to campus. The main reasons for having combination (online and offline) classes were online class is useful when a student cannot come to the class because of a certain matter, which then, he/she can follow it by online. Online class is also for easy material / topic, for tests and assignments, while offline class is for difficult material / topic and for regular learning activity.

CLOSING

By the description of the survey’s results, it can be concluded that the majority of the students prefer to have the offline class than the online class. It cannot be denied that the students and the teachers are more accustomed to the traditional teaching and learning practice (meeting face to face in the class) because it is still the best practice in teaching and learning process in Indonesia. In general, online class is still not widely used by public schools in Indonesia because there are still many hindrances in conducting an online class such as from the readiness of technology and human aspects as they can be seen from the survey’s descriptions above. A combination between online and offline classes might become a good solution to ensure that the process of teaching and learning can work well. The combined offline-online class as suggested by the survey’s result can be conducted when a student feels unwell and unable to come to the class, thus, joining an online class might become a good solution to help the student to be able to study without needing to come to campus. However, there are still significant hindrances in conducting an online class as hinted from the survey results such as the internet bandwidth and signal. Based on the survey, Indonesia is still considered to have a slow internet speed (Okezone, 2021) in which the signal often becomes weak or lost if it is used for a live conference. Uncomfortable environment can also cause less interest to study; therefore, it can be understood that most of the students who participated in the survey preferred to choose offline classes.

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