CHAPTER I

INTRODUCTION

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

A. Background of the Study

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

\(^1\) William Clyde and Andrew Delohery, The guide to classroom technology for mainstream faculty (New Haven: Yale University Press, 2004). 78
much time to chatting, reading status and replaying comments that has no advantage for them.

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

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

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

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2 Meidasari, Venny Eka., Teaching English through New Digital Media (University of Indraprasta PGRI and a postgraduate student in State Universitiy of Jakarta).
some lectures such as classroom management with *Peerwise* in fifth semester, writing four with *Edmodo* in fourth semester and CALL with *YouTube* and *BlogSpot*. Based on the writer’s experience, during learning process of classroom management and writing four, the lecturers used online media no more than fifty percents. There is still offline interaction in the class. The lecture gave explanation and students still had the opportunity to make a group discussion in the class. The function of WBL used in those lectures was mostly for giving assignments and taking score.

CALL is one of the lectures in English education department that use WBL as the teaching method. In CALL 1, there was still teaching and learning process in the class and the intensity was more than 50 percent. But, in CALL 2, there was no teaching process that handled by lecturer in the class, and there is no discussion in the class among students in the class. The class meeting was only for introduction. Base on the fact above, the writer consider that CALL2 is an online class. It is based on the statement of Allen and Seaman told that online class is an education that is handled only through web. The class doesn’t have any physical learning given to the students or face-to-face interaction. Pure online learning is essentially the use of the tools in a distance education mode using web-base as the only media for all the students to have learning contact. For this
study, online learning is defined by course work that has minimally 80 percent of the content and the interaction online.  

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

Related to the technology, online learning and satisfactions problem as explained above, a research done by Afzaal Ali and Israr Ahmad found that majority of the students showed high levels of satisfaction regarding student-instructor interaction, instructor’s performance and course evaluation. This reveals that just like in traditional education, in distance learning education at AIOU, enough interaction takes place between students and their instructors, courses are up to date and well designed, instructors are devoted, motivated and

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

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

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B. Research Question

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

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

C. Objective of the Study

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

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

D. Scope and Limit of the Study

1. The scope of this research is just limited in students’ satisfaction of Computer-Assisted Language Learning (CALL 2) online class in English Teacher Education Department at seventh semester in academic year 2014/2015 State Islamic University of Sunan Ampel Surabaya that already passed the class.

2. The respondents answered all survey questions honestly and to the best of their ability.
3. The questionnaire provides the attributes needed to determine students’ behavioral intention towards, perception of, and their satisfaction with, the online learning courses.

E. Significance of the Study

This research is expected to give some contributions:

1. To university that use technology in teaching and learning process. This result of this research is expected to be source for university to develop guidelines in online learning class.

2. For the lecturers that teach CALL with online class, the result of the research can be the tool to evaluate the learning process that has been held. Online learning class that will be held in the future will be better than before.

3. To other researcher who are interested in conducting further research. This research is also hoped will be useful as a literature review for any further research which focuses on the similar topic with this research.

F. Definition of Key Terms

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

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

2. Online Learning Class:

According to Govindasamy online learning is an interaction delivered via all electronic medias such as internet, intranet, extranet and hypertext documents. The class doesn’t have any physical learning given to the students or face-to-face interaction. Pure online learning is essentially the use of the tools in a distance education mode using the web-base as the only media for the all the students to have learning contact. For this study, the researcher refers to Allen and seaman statement that online learning is defined by course work that has minimally 80 percent of the content and the interaction online.

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8 Govindasamy, *Successful implementation of e-learning pedagogical consideration. The Internet and Higher Education, 4* (2002), 287-299