

**THE STUDENTS' EXPECTATION AND SATISFACTION TOWARD THE  
IMPLEMENTATION OF ONLINE LEARNING FOR SPOKEN ENGLISH**

**THESIS**

*Submitted as a partial fulfillment of the requirements*

*to obtain a degree in Master of Education*



**Written by:**

**Ayunida Gustriani/ 19178005**

**Advisor :**

**Dr. Hamzah, MA, MM**

**196112211990031001**

**ENGLISH DEPARTMENT OF GRADUATE PROGRAM**

**FACULTY OF LANGUAGE AND ARTS**

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## ABSTRAK

**Ayunida Gustriani. 2022. The Students' Expectation and Satisfaction Toward the Implementation of Online Learning for Spoken English. Tesis. Universitas Negeri Padang.**

Pembelajaran online telah banyak digunakan di tingkat sekolah dasar hingga universitas untuk mengajar bahasa Inggris seperti bahasa Inggris lisan. Dalam pelaksanaan pembelajaran online untuk bahasa Inggris lisan, dosen perlu menggunakan gaya mengajar dan platform pembelajaran yang tepat agar dapat mencapai tujuan pembelajaran dan interaksi tetap dapat terjadi. Oleh karena itu, dosen perlu mengetahui harapan dan kepuasan mahasiswa terhadap dosen, interaksi, teknologi dan gaya mengajar untuk mencapai keberhasilan pembelajaran online dan menilainya. Penelitian ini bertujuan untuk mengetahui pelaksanaan pembelajaran online bahasa Inggris lisan, harapan mahasiswa dan kepuasan mahasiswa terhadap pembelajaran online bahasa Inggris lisan di Jurusan Bahasa Inggris Universitas Jambi. Penelitian ini menggunakan penelitian deskriptif dan menggunakan model Analisis Percakapan (*Conversation Model*) dalam menganalisis interaksi guru-siswa. Data dikumpulkan melalui transkrip rekaman empat pertemuan pembelajaran online dan memberikan e-kuesioner harapan dan kepuasan siswa kepada siswa. Hasil penelitian menemukan bahwa tiga kelas melakukan pertemuan asinkron melalui WhatsApp grup dan melanjutkan pertemuan sinkron melalui aplikasi Zoom. Sedangkan satu kelas lainnya hanya menggunakan grup WhatsApp. Keempat pertemuan tersebut menggunakan pendekatan berbasis genre (*Genre based approach*) tetapi beberapa tahapan tidak dilaksanakan seperti motivasi, apersepsi, independent-construction, refleksi dan menyimpulkan pembelajaran. Selain itu, total persentase harapan siswa terhadap pelaksanaan pembelajaran online untuk bahasa Inggris lisan adalah 89.9% yang berarti mereka memiliki harapan yang sangat tinggi dan persentase total kepuasan siswa adalah 80.92% yang berarti mereka puas. Dengan demikian, dapat disimpulkan bahwa kepuasan siswa tidak melebihi harapan mereka namun siswa tetap puas dengan pelaksanaan pembelajaran online untuk bahasa Inggris lisan.

## ABSTRACT

**Ayunida Gustriani. 2022. The Students' Expectation and Satisfaction Toward the Implementation of Online Learning for Spoken English. Thesis. Universitas Negeri Padang.**

Online learning has been widely used in elementary school until university level to teach English like spoken English. In the implementation of online learning for spoken English, the lecturer need to used appropriate teaching style and learning platform in order to achieve learning objective and interaction still can be occur. Thus, the lecturer need to know the students expectation and satisfaction toward lecturer, interaction, technology and teaching style factor to achieve successfull online learning and assess it. This research aimed to find out the implementation of online learning for spoken English, students expectation and students satisfasation of online learning for spoken English in English Department of Universitas Jambi. The research used descriptive research and used Conversation Analysis model in analyzing teacher-students' interaction. The data were collected through transcribing recording of four online learning meetings and distributing e-questionnaire of students' expectation and satisfaction to the students. The research found that two classess conduct asynchronous meeting toward WhatsApp group and continue to synchronous meeting in Zoom meeting. Meanwhile the rest one class only used WhatsApp group. All of four meeting used genre-based-approach but some stages did not implement like motivation, apperception, independent construction, reflection and conclusion. Moreover, the total percentage of students expectation toward the implementaion online learning for spoken English is 89.9% which mean they had very high expectation and the total percentage of students satisfaction is 80.92% which mean they satisfied. Thus, it can be concluded the students satisfaction did not exceed their expectation but they still satisfy.

## PERSETUJUAN AKHIR TESIS

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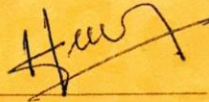
Mahasiswa : Ayunida Gustriani  
NIM : 19178009/2019  
Program Studi : Pendidikan Bahasa Inggris (S2)

Nama

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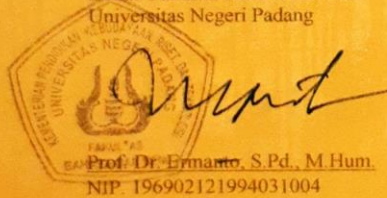
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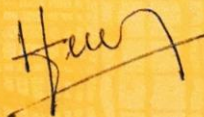
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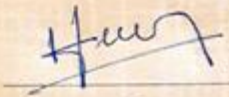




Prof. Dr. Ermanto, S.Pd., M.Hum.  
NIP. 196902121994031004



Dr. Hamzah, M.A., M.M.  
NIP. 196112211990031001

## PERSETUJUAN KOMISI UJIAN TESIS MAGISTER KEPENDIDIKAN

No.	Nama	Tanda Tangan
1.	<u>Dr. Hamzah, M.A., M.M.</u> (Ketua)	
2.	<u>Dr. Havid Ardi, S.Pd., M.Hum.</u> (Sekretaris)	
3.	<u>Dr. Yuli Tiarina, M.Pd.</u> (Anggota)	

Mahasiswa

Mahasiswa : **Ayunida Gustriani**  
NIM : 19178005/2019  
Program Studi : Pendidikan Bahasa Inggris (S2)  
Tanggal Ujian : 15 – 02 – 2022

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Ayunida Gustriani  
NIM. 19178005

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Padang, April 2022

The writer



## **DEDICATION**

*This thesis I dedicated to my beloved parents Agus Salim and Aida, my lovely sister Wiwit Andriani and Pipin Dalora for their support, love, motivation, patience and prayer during my sleepless night and busy day during finishing the study. Also, I thanked to the all of my family and relatives for always supporting and loving me everyday.*



## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>PERSETUJUAN AKHIR TESIS.....</b>	<b>iii</b>
<b>PERSETUJUAN KOMISI UJIAN TESIS MAGISTER KEPENDIDIKAN .....</b>	<b>iv</b>
<b>SURAT PERNYATAAN .....</b>	<b>v</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF GRAPHS .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>LIST OF PICTURES.....</b>	<b>xiv</b>
<b>LIST OF APPENDICES .....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Problem .....	1
B. Identification of the Research Problems .....	10
C. Limitation of the Problem .....	11
D. Formulation of the Problem .....	11
E. Research Question.....	11
F. Purpose of the Research .....	12
G. Significance of the Research.....	12
H. Definition of the Key terms .....	13
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>14</b>

A. Review of Related Theories .....	14
1. Online learning .....	14
a. Online Learning Platform for Teaching and Learning Spoken English ...	15
2. The Implementation of Online Learning for Spoken English .....	23
a. Teacher and Students Interaction .....	24
3. Students Expectation of Online Learning .....	34
4. Students Satisfaction of Online Learning .....	42
5. Spoken English .....	48
5.1 The Nature of Speaking .....	48
5.2 Teaching Speaking .....	49
B. Review Relevant Studies.....	51
C. Conceptual Framework .....	53
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>55</b>
A. Type of Research.....	55
B. Data and Source of Data .....	55
C. Research Setting .....	56
D. Instrumentation .....	56
E. Technique of Data Collection .....	59
F. Technique of Data Analysis .....	61
<b>CHAPTER 1V RESULT AND DISCUSSION .....</b>	<b>67</b>
A. Result .....	67
1. Data Description and Data Analysis.....	67
a. The Implementation of Online Learning for Spoken English .....	67
a. The Students' Expectation toward the Implementation of Online Learning for Spoken English.....	109
b. The Students' Satisfaction toward the Implementation of Online Learning for Spoken English.....	114
2. Findings .....	119
a. The Implementation of Online Learning for Spoken English .....	119
c. The Students' Satisfaction toward the Implementation of Online Learning for Spoken English.....	130
B. Discussion .....	133
a. The Implementation of Online Learning for Spoken English .....	133
b. The Students' Expectation toward the Implementation of Online Learning	141

c. The Students' Satisfaction Toward the Implementation of Online Learning for Spoken English .....	146
C. Limitation of the Research .....	151
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>153</b>
A. Conclusions .....	153
B. Implications.....	154
C. Suggestions .....	155
<b>References .....</b>	<b>157</b>

## LIST OF TABLES

Table	Page
1. Questionnaire item.....	59
2. The Percentage Types of Exchange units Produced by Lecturer.....	69
3. Transaction and Interaction units produced by Lecturer in Online Class A.....	76
4. Transaction and Interaction units produced by Lecturer in Online Class B.....	94
5. Transaction and Interaction units produced by Lecturer in Online Class C.....	101
6. The Overall Percentage Types of Exchange units Produced by Lecturer.....	120
7. Implementation of Online Learning for Students' Spoken English.....	123
8. Students' expectation toward the implementation of online learning for spoken English.....	128
9. Students' satisfaction toward the implementation of online learning for Spoken English.....	131

## LIST OF GRAPHS

<b>Graph</b>	<b>Page</b>
1. Students' Expectation Toward Lecturer in Online Learning for spoken English.....	110
2. Students' Expectation Toward Interaction in Online Learning for spoken English.....	111
3. Students' Expectation Toward Technology in Online Learning for spoken English.....	112
4. Students' Expectation Toward Teaching Styles in Online Learning for spoken English.....	113
5. Students' Satisfaction Toward Lecturer in Online Learning for spoken English.....	115
6. Students' Satisfaction Toward Interaction in Online Learning for spoken English.....	116
7. Students' Satisfaction Toward Technology in Online Learning for Spoken English.....	117
8. Students' Satisfaction Toward Teaching Styles in Online Learning for Spoken English.....	118

## LIST OF FIGURES

Figure	Page
1. Conceptual Framework.....	53

## LIST OF PICTURES

<b>Picture</b>	<b>Page</b>
1. Interaction of the first meeting in class A in WhatsApp group.....	79
2. Interaction of the second meeting in class A in WhatsApp group.....	80
3. Interaction of the second meeting in class A in WhatsApp group.....	81
4. Interaction of the second meeting in class A in WhatsApp group.....	82
5. Interaction of the meeting in class B in WhatsApp group.....	97
6. Interaction of the meeting in class C in WhatsApp group.....	103



## LIST OF APPENDICES

Appendix	Page
1. Transcription of Interaction in Online Class.....	169
2. Students' Response on the Expectation of Implementation of Online Learning for Spoken English.....	179
3. Students' Response on the Satisfaction of Implementation of Online Learning for Spoken English.....	184
4. Instrument Validation.....	211
5. Letter of Research.....	217

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Technology development affect many aspects in our life such as for education, communication, business, health, economy, etc. In education, the growth of technology support the trend of online learning (Bates, 2019). The trend that changing traditional learning or face-to-face learning to online learning that conducting virtually (Bates, 2015; Dahalan, et al, 2013). Technology advance has expedited the learning by reducing the limitation of time and space for knowledge acquisition or learning.

During the implementation of online learning, all of the teaching and learning activity are conducted through online application and learning platform. Cavanaugh and Clark (2005) define online learning as kind of distance education which both of the teacher and students are aparted by time and location. Thus, both of the teacher and students do not need to be in the same clasroom like traditional clasroom for conducting the learning. They can conduct the learning anytime and anywhere with the support of technology.

Online learning can be conducted fully online or blended online with face-to-face classroom. Gilbert (2015) categorized online learning into three main group of online learning environments. First, fully webbased courses which all of the teaching and learning activities are conducted fully online through internet. Both of teacher and students do not meet face-to-face in classroom setting.

Second, blended or hybrid format is mix of face-to-face learning and online learning which various amount of time for online learning and for classroom setting. The learning time is depend on the classroom nature and instructor regulation. Last, programming format which the learning material are presented through online technology in traditional classroom setting. So, online learning can be done both fully virtual or mix of virtual and face-to-face classroom. The teacher can easily providing the material through teaching video or online reading materia. The student also can freely access and learn supporting material multiple times.

Many education level started from primary until tertiary education conducting synchronous learning or fully online learning which all of the learning process conducting through the use of video conferencing application, chat application, board, etc. English subject is one of subjects that is being learned in university and school level during online learning. Specifying to learning spoken English, speaking is the most basic part of communication. Good speaker or communicator have to speak competently and fluently and to use appropriate grammar and vocabulary (Liu, 2014). There are many learning sources can be used for teaching and learning English skills. Learning listening, speaking, reading and writing can be done through various learning sources or material such as songs, audio news, online TV, video clips, websites, social media, e-books, voice messages, language learning apps, text chatting, automatic writing evaluation software and video chatting can develop students' skill and motivate students to learn (Wu, 2019). Thus, learning spoken English during synchronous learning or

fully online learning can utilize the use of technology like online learning platform that provided the tools to display or show these kind of material.

In order to know how the implementation of online learning for English subject and other subject, some previous research have been investigated the implementation of blended learning and fully online learning. For, blended learning, Rashid et al (2020) found the use of V-Buddy in university level can develop students speaking skill. Similarly, Alqahtani et al (2018) revealed English students perceived WhatsApp can support integration technology for accessing material with a set of objectives and outcomes explicitly focused on learning language to create meaningful experiences for students. Thus, the utilize of technology and internet in the use of online application and platform are really helpful for teacher and student in online learning or blended learning.

Moreover, Thompson and Ku (2005) found the the learning English used Blackboard to check assignment, the announcement and discussion board. They perceived online learning easier than to sharing resources, keeping the recording and giving convenience of the discussion board. On the other hand, Adnan and Anwar (2020) found English undergraduate and postgraduate students were unable to access the internet due to technical and monetary issues during online learning. They had lack of face-to-face interaction with the instructor, response time and the absence of traditional classroom socialization. Thus, online learning is not always running well. The learning should be supported with appropriate internet and platform for conducted online learning successfully.

In Indonesia, blended-learning is the type of e-learning that become more popular as an integral part of classroom-based courses (Rahayu, 2020). In blended learning, less technology used than face-to-face classroom based meeting or other learning method. Teacher can use Learning Management Systems (LMS) that enable them to give online assignments and exchange chat in discussion forum. Hudha et al (2018) observed the lecturing which use MOODLE as LMS. The learning process uses a synchronous learning and asynchronous learning model. The constraints found that the students still confused with this particular lecture model and weak of internet connection. Similarly, Vitoria et al (2018) found the students perceived the e-learning web-based module was useful in improving their understanding, independence, self-discipline, motivation to learn and interactions with each other.

For the implementation of fully online learning in Indonesia, here are several researcher have been conducted the research to know it. In school level, Fauzi and Kusuma (2020) found the teachers understand the context of online learning but they face several problems such as the availability of facilities, network and internet usage, planning, implementation and evaluation of learning. On the other hand, Fansury (2020) found the process of teaching and learning English online in the level of senior high school become easier because several applications can be used integrated such as WhatsApp groups, Zoom, Google Meet, etc. These applications were flexible and can be accessed easily without any constraints.

For university level, Rahayu (2020) found university student learning English subject virtually through the use of Zoom application which begin the class with communication activities such as the students doing small talk before the lesson, question and answer with the lecturer and among students then group discussion in breakout rooms, etc. After that, sharing the material and downloading or uploading exercise in the chat feature. Then, the activities continue to presentation of material by the lecturer through slideshare, question and answer, classroom practice through whiteboard share and discussion in breakout rooms. Similarly, Marlina (2020) also found Zoom application used in teaching English that enables two-way interaction with the support of combination features. On the other hand, Mardiah (2020) revealed English students showed lack of motivations during online learning through like WhatsApp group chat with Zoom application, or only WhatsApp group chat or only Google Classroom. It is because they can not interact or face-to-face directly with their lecturers that giving motivation, guidance and clear instructions. Thus, online learning is not always running well. The learning should be supported with appropriate learning platform and good internet connection. The teacher also need to be competent in integrating several platform to achieve successfull online learning.

Concerning of the implementation from previous studies above, there are several problems that can not be avoided such as lack of internet connection, lack of ability in using online platform, lack of competence in using technology, lack of interaction, etc. So, the factor like student, the lecturer or the facilitaties given by department and the universities contributed to the successfull and effective

online learning. Shaw et al (2015) found both university factors like curriculum and interaction between teacher and student and personal factors like desire and motivation have a role in determining students' success in online learning. These findings supported by Dawley (2007) that argued the characteristics of effective online courses include teachers' feedback, interaction between teacher and student and between student, course content, promote self-learning and an understanding of learning styles. Thus, both of university and student hold significant role in creating successful and effective online learning.

One of ways to know the successful and effectiveness of online learning is through knowing the students' expectation and satisfaction. Students satisfaction become significant issue and indicator for course evaluation and determine the effectiveness of online learning program (Bolliger & Halupa, 2012; Shao, 2019). Satisfaction refers to attitudes and expectation of learners toward certain learning mode (Wu et. al, 2010). It means the students attitude about online teaching and learning process, whether they are satisfied or dissatisfied toward the online teaching and learning process. The teacher need to find out the students expectation of online learning firstly to assess students satisfaction (Pinto & Anderson, 2013). Thus, students expectation of online learning need to be known firstly to determine their satisfaction of online learning later. So at the end of the semester, the teacher can evaluate the online teaching and learning process through comparing students' expectation and satisfaction.

There are several factor become the student expectation and affect students satisfaction toward online learning. These factor involves students itself, the



teacher or instructor, interaction, technology, teaching style, resources, curriculum, etc. These factors are important issue in online learning because they can be used as regulatory indicators of the adequacy of the course design and the fitness of the online learning environment (Lemos, 2012). So, the lecturer or teacher can provide and use appropriate learning sources, learning platform, teaching style, etc.

Several researchers have been investigated the factor that contributed to the students' expectation and students' satisfaction of online learning. For students factor, Wei and Chou (2020) conducting a research toward university students in Taiwan to know whether online learning perceptions and online learning readiness affect students' online learning performance and course satisfaction. It was found that students' computer/ internet self-efficacy for online learning readiness had a mediated effect not only on online learning perceptions and online discussion score but also on online learning perceptions and course satisfaction.

For teacher or instructor factor, Cole et al (2014) revealed convenience factor had greatest impact on students' satisfaction toward business online course. Other factor that influence the satisfaction are course structure involve clarity, the instructor's facility with online instruction, interaction and communication with the instructor, compatibility with the student's learning style and satisfaction with the learning platform. Moreover, Paechter, Maier, and Macher (2010) found that the aspect that influence university students' expectation and satisfaction of the course in e-learning were students' achievement goals and the instructor. The

students also satisfied with the instructor skill, knowlegde, facilitation, support and advice given to them. Meanwhile the students learning goal is the aspect that having highest expectation for the online learning.

For the technology factor, there were several researchers found technology aspects like the ease of use learning platform, platform load, mobile terminal equipment, etc had strongest influence on the students' satisfaction of online learning. Wart et al (2020) revealed the aspect that influence students' satisfaction of online learning involves basic online functionality, experience with online classes, technology reliability and students' communication preferences. Shao (2019) found that the easier use of learning platform, the students willingness to use online platform is improved. It is influence to the students' satisfaction to the online learning. Similarly, Chen et al (2020) also found learning platform availability such as mobile terminal equipment, platform load, technology competency had the strongest influence on the students' satisfaction of online learning.

Furthermore, faculty and university factor also impact students expectation and satisfaction. Shaw et. al (2015) revealed the students were satisfied with learning curriculum and inctructor interaction. Huang & Wang (2012) found the students tend to satisfy if their expectations of the learning environment, design of a course, teaching practices and learner achievement are met. Meanwhile Lemos (2012) found resources dimension hold higher expectation that lead to satisfaction of online learning. The students showed mostly satisfied with the curricular program, faculty and tutors.

Based on the previous studies above, the students expectation and satisfaction are influenced by many factors such as the students, the teacher or instructor, course design, interaction, technology, etc that support the online learning. Therefore, it is important for the university, faculty and department to give services like the easiness and convenience of using course website or learning management sytem that supported the online learning. Meanwhile the teacher or instructor need to have competence in implementing online learning and ability in integrating learning platforms. Thus, the teacher or instructor and faculty could provide appropriate learning management system, course design, learning material, assignment and use appropriate teaching style and learning platform for online teaching and learning.

Furthermore, several research that have been explained above showed that online learning still become important issue for research topic especially in this era where technology are developed rapidly and used widely for learning. These previous research have been investigated several topics such as student experiences of online learning, students attitude and pereception toward the implementation of online learning, the effect of students readiness of online learning toward course satisfaction, the students expectation and satisfaction toward the learning achievement, learning environment, course design, teaching practices, the satisfaction toward the instructor, interaction, technology, resources, online platform and learning curriculum. From these topics, the research about the implementation of online learning still rarely conducted especially about the online learning stages and syntax. Moreover, the research about expectation and

satisfaction were conducted for other subject or field such as ICT and education specialization, internet literacy and ethics and business. There were less studies investigated about how the implementation of online learning and the students expectation and satisfaction for English subject.

Thus, the aim present research is to find out the students expectation and satisfaction toward the implementation of online learning for spoken English. The finding of present research entitle “The Students’ Expectation and Satisfaction toward the Implementation of Online Learning for Spoken English” is hope become the guideline for teaching spoken English online also become indicator to evaluate the online learning and can met the students expectation and achieve the satisfaction. So the teacher or instructor, faculty and university can know how to teach spoken English online, identify the activities and facilities that need to be improve and minimize the weaknesses in the implementation of online learning for spoken English.

## **B. Identification of the Research Problems**

Based on the background of the problem and previous research above, there are still several research topics that can be conducted to get more understanding about the online learning. They are first, teachers’ or instructors’ competence to use technology in implementing online learning. Second, teachers’ or instructors’ expectation and satisfaction of online learning. Third, the students’ expectation and satisfaction toward the implementation of online learning for spoken English.

### **C. Limitation of the Problem**

Related to the identification of the problems above, the researcher intended and limited a research on finding out the students' expectation and satisfaction toward the implementation of online learning for spoken English. This research conducted to the students of English Department at Universitas Jambi who have taken speaking course. The participants limited to the students of English Department in the Academic year 2018/2019 and 2019/2020.

### **D. Formulation of the Problem**

The research problems of the research can be formulated as the following question:

How is the implementation of online learning for spoken English in English Department at Universitas Jambi?

### **E. Research Question**

Related to the formulation of the problem above, there are number of research questions to be proposed as follow:

1. How is the implementation of online learning for spoken English in English Department at Universitas Jambi?
2. What are English students' expectation toward the implementation of online learning for spoken English in English Department at Universitas Jambi?

3. What are English students' satisfaction toward the implementation of online learning for spoken English in English Department at Universitas Jambi?

#### **F. Purpose of the Research**

Based on the research question above, the purposes of the research are:

1. To find out the implementation of online learning for spoken English in English Department at Universitas Jambi.
2. To find out English students' expectation toward the implementation online learning for spoken English in English Department at Universitas Jambi.
3. To find out English students' satisfaction toward the implementation online learning for spoken English in English Department at Universitas Jambi.

#### **G. Significance of the Research**

By conducting the research, the researcher greatly expect the research result will give beneficial contributions. This research expected to give the contribution in the form of significant information particularly to those who are interested in teaching and learning English online, especially about the students' expectation and satisfaction toward the implementation of online learning for spoken English. Moreover, the research expect to gives contribution to the lecturer about what the students expect and what makes the students mostly satisfy for online learning. So, the research finding hope could be as indicator for the lecturer, faculty and university to evaluate and improve the online teaching and learning process. The improvement can be for the teacher itself, teaching and

learning platform and teaching and learning style that are appropriate for online teaching and learning for spoken English.

#### **H. Definition of the Key terms**

1. The implementation of online learning is teaching and learning process that conducted virtually through online learning platforms that consist of teacher-students interaction and learning syntax from opening until closing of the asynchronous and synchronous meeting.
2. Spoken English is the production of English language that deliver naturally and spontaneously in a conversation.
3. Students' expectation is students belief and hope for facility and services given by university during online learning that can be used as standards or reference point to judged the online teaching and learning process.
4. Students' satisfaction is the state pleasure or disappointment formed by the perceived effect of services given by university, faculty, lecturer, etc such as technology, teaching style, course design, etc during online teaching and learning process.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the finding and discussion of the research questions of implementation of online learning for spoken English, students' expectation toward the implementation of online learning for spoken English and students' expectation toward the implementation of online learning for spoken English, there are some conclusion that can be drawn :

1. The online learning in this research conducted fully online through several platforms such as Zoom, WhatsApp, Schoology and Padlet. The learning started from pre-meeting which is asynchronous meeting through WhatsApp where the lecturer giving material, absent barcode, link of Zoom meeting and instructing the students to enter Zoom meeting. Then, continue to meeting activity in Zoom where the lecturer begin to explain the material and the task and the students practice the spoken English. After that in post-teaching, the lecturer usually give the task before close the meeting. Moreover in the post-meeting, the students finished and uploaded the task that assessed by the lecturer. However, several stages were skipped during the learning. In pre-meeting, motivation, apperception and reviewing did not implement. Meanwhile the stages were skipped in post-teaching like conclude the lesson and reflection.
2. Of all of four factors in students' expectation toward the implementation of online learning for spoken English, overall the student had very high

expectation for lecturer, interaction, technology and teaching style factor. The highest percentage was teaching style factor and followed by lecturer, technology and interaction factor. In other word, the students had very high expectation for the lecturer to apply teaching styles that suitable with learning objectives and to stimulate student activity to give contribution during online learning. However, other factor were considering important too because the score percentage also belongs to high expectation and very high expectation.

3. Overall, the students satisfied with the implementation of online learning for spoken English. The satisfaction was for lecturer, interaction, technology and teaching style factor. The highest percentage of satisfaction was lecturer factor and followed by technology, teaching style and interaction factor. Thus, it indicate that the students satisfaction didn't exceed their expectation. In other word, the students expectation toward the implementation of online learning for spoken English did not fully reached but they still satisfy with it.

## **B. Implications**

There are some implications related to the implementation of online learning, students' expectation and students' satisfaction. They are:

1. Related to the implementation of online learning for spoken English, it is important for the lecturer to give more initiation before the Zoom meeting like learning material or reading material related to the topic. So the

students would be have own background knowledge or idea before the meeting begin. Moreover, it is also essential for the lecturer to do reflection and concluding the lesson in the post-teaching. In addition, many interaction with IRF model would be better in order to create active atmosphere during the online learning.

2. Related to the students' expectation toward implementation of online learning for spoken English, it is essential to emphasize the factor with the highest level of expectation. It would be beneficial for maximizing the higher sense of satisfaction and minimizing the level of dissatisfaction. Thus, the lecturer should more focus on the factor with the level of very high expectation to improve the level of satisfaction.

3. Related to the students' satisfaction toward implementation of online learning for spoken English, the lecturer should focus on improving the factor with the lowest percentage of satisfaction. Thus, all of factor can be meet the students expectation. In other words, the lecturer should consider the factors that did not meet the students' expectation in order the level of students satisfaction can be increasing.

### **C. Suggestions**

Based on the finding of the research, there are several suggestions that can be given as follow:

1. For the lecturer, the stages and phases in teaching and learning process should be concern more because there are several stages did not

implemented. Moreover, the lecturer need to use various activities in teaching speaking, so the class' interaction can be active and students' speaking skill can be developed.

2. For the faculty, they might need to prepare e-learning that easier the lecturer and students in online teaching and learning process. Moreover, faculty or university might be considered to prepare training for the lecturer in implementing online learning. Training that focus on teaching style and skill for integrating platfrom in online teaching and learning for spoken English.
3. For other researchers, it is suggested to use larger participant and involve other online learning delivery format (hybrid) that offered in different majors and different undergraduate levels.

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