

**ONLINE OR OFFLINE LEARNING: STUDENTS' SATISFACTION IN
LEARNING ENGLISH AT MA AL ISLAM JAMSAREN SURAKARTA IN
ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

For the degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. My Almamater UIN Raden Mas Said Surakarta.
2. All lecturers of English Education Study Programs, especially Mr. Irwan Rohardiyanto, S.S., M.Hum., Mrs. Nuning Wahyu Astuti, M. TESOL and Mr. Habibi Nur Hidayanto, M.Pd. as my Examiners.
3. My beloved parents, Mr. Sujarno and Mrs. Restanti Yuliani who always support me.
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MOTTO

-QS. Al Faatihah: 1-

“Bismillahirrohmannirrohim (In the Name of Allah)”

-QS. Al Baqarah: 152-

“So remember Me; I will remember you & be grateful to Me and do not deny Me”

-QS. Ad Dhuha: 7-

“And He found you lost and guided (You)”

-QS. Al Hadid: 4-

“And He is with you wherever you are”

-Maher Zain-

“Don’t despair and never lose hope, cause Allah is always by your side”

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "Online or Offline Learning: Students' Satisfaction in Learning English at MA Al Islam Jamsaren Surakarta in academic year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, November 11th 2022

Stated by,



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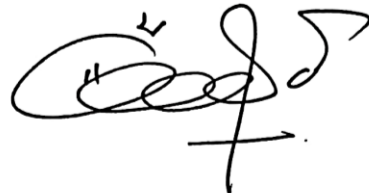
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Sukoharjo, November 11th 2022

The Researcher

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the bottom.

Galuh Ade Saputri

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ABSTRACT

Galuh Ade Saputri.2022. *“Online or Offline Learning: Students’ Satisfaction in Learning English at MA Al Islam Jamsaren Surakarta in academic year 2022/2023”*. Thesis. English Education Department, Cultures and Languages Faculty.

This research was motivated by the Covid-19 pandemic which had a tremendous impact on the field of education. One of the impacts is a change in the education system from offline to online, then offline again. The research aims to know the level of student satisfaction in XI Science class when participating in online and offline English learning activities at MA Al Islam Jamsaren Surakarta in the academic year 2022/2023 and to find out the methods used by teacher to increase student satisfaction when learning English in online and offline classes. The level of student satisfaction refers to the quality of educational services which includes aspects of tangibles, reliability, responsiveness, assurance, and empathy.

This research uses a descriptive qualitative research. Sources of data in this study were students of class XI Science MA Al Islam Jamsaren Surakarta and also the English teacher. Data collection techniques use questionnaires, interviews, and documentation. The data analysis technique uses a source triangulation technique.

The findings of the analysis show that the level of student satisfaction with learning English online is calculated using a percentage is 46.55% and the satisfaction of learning English offline is 53.45%. The sum of percentages indicates that the satisfaction of students learning English in online and offline classes is at the level of "Quite Satisfied" even though the total level of satisfaction in learning offline is higher. This means that students tend to be more satisfied when participating in English learning activities in the Offline class. Other results showed that the way teacher can increase student satisfaction is by providing adequate learning facilities, good educational services in online and offline classes, and paying attention to each student in any case while participating in learning activities at school.

Keywords: Online or Offline Learning, Students Satisfaction, Learning English.

CHAPTER I

INTRODUCTION

A. Background to the Study

One of the languages that must be learned is English. Especially in today's era, where technology is developing very fast. People can find a lot of modern technology using English in that testimony. Learning English can be done anywhere. However, the education environment in the world was shocked by the spread of a deadly virus, namely the Covid-19 virus. Now called the Covid-19 pandemic because the deployment areas have reached a global level.

The Covid-19 pandemic had a tremendous effect in various fields. There are many activities outside the home, one of which is in the education environment. This phenomenon causes changes in the education system in Indonesia. To minimize the spread of the Covid-19 virus, the Indonesian Ministry of Education established a new rule by issuing Circular 4 of 2020 regarding the implementation of education policies during the emergency period for the spread of Covid-19. The circular message is that the implementation of learning in schools be online (Suharwoto, 2020). This new rule is considered effective in minimizing exposure to the Covid-19 virus. However, in its implementation, many adaptations must be finished by students, teachers, and parents of students. The same adaptation also has been done by every school in Indonesia since the enactment of the new policy.

The implementation of online learning presents a new problem in the educational environment. Since the implementation of online learning, there have been several reports of obstacles experienced by students during the

learning process. Among them are poor network signals, difficult locations to access the internet network, and limited media used. One more thing that must notice is the level of understanding of each student who is different in capturing the subject matter delivered by the teacher through online media. For this reason, it is necessary to have a method for each teacher to convey subject material and give assignments to students in online learning activities. As the proverb "*every problem has a solution*" is the basis that the educational environment continues to adapt to find the best solution to educate the nation.

For some time, when the Covid-19 pandemic decreased, the government changed the learning system to blended learning. Blended learning is a mixed learning activity, meaning that the learning activity uses online and offline. The implementation of blended learning is a face-to-face learning experiment during the Covid -19 pandemic. So that to minimize the negative impacts that arise, online learning is also applied. However, after some weeks of experimentation, new cases were found, namely the presence of several students infected with the Covid-19 virus. Therefore, prevention efforts made by the government are to return the learning system to online learning. After several months of learning using the online system, in January 2022, the government announced that learning activities be done offline with some special notes. MA Al Islam Jamsaren Surakarta is one of the schools in the city that is allowed to do 100% offline learning.

The application of offline learning at MA Al Islam Jamsaren Surakarta has carried out full health protocols. The hat was carried out as a preventive measure against the spread of the Covid-19 Virus in the school environment. The

learning model before applying Offline Learning was Online learning so that students learn from home. The learning activities have been carried out online using an e-learning platform facilitated by the Ministry of Religion. Online learning is carried out via Whatsapp groups and e-learning. The teacher's role is to make learning videos related to the material to be taught to students, then upload the videos into e-learning. Then, the student's task is to study the material from the video uploaded by the subject teacher and work on practice questions. However, after obtaining permission to carry out learning activities offline, MA Al Islam Jamsaren Surakarta began to reorganize learning programs and activities at school.

The decision from the Surakarta city government regarding offline learning trials at schools has led to various health protocols during offline learning activities at schools. The health protocols include wearing a mask while studying at school, washing hands before and after carrying out activities and keeping a distance from other people. As a school licensed to carry out learning activities 100% offline, MA Al Islam Jamsaren Surakarta provides facilities for students to comply with the health protocols in force. These facilities are providing sinks and soap at several points in the school, providing masks and hand sanitizer, not shaking hands with teachers, and minimizing activities that cause large gatherings of people. Changes in the learning model at MA Al Islam Jamsaren Surakarta from an Offline to an Online learning model, then finally returning to Offline learning with different conditions from before, caused researchers to want to research student satisfaction in learning English Online and Offline.

In responding to the phenomena happening in the current educational environment, there is an overview of previous research that focuses on student satisfaction. This research raised the title "Students' Level of Satisfaction in Learning English Online at SMPN 1 Ampek Angkek for the 2020/2021 Academic Year (Resi Oktaviani, 2020)". The purpose was to determine student satisfaction with learning English conducted online. The results of this study indicate that students who have a level of satisfaction with item learning technology are sufficiently satisfied, the data obtained (61.2%). The item pedagogical model shows that students are satisfied with the data obtained (66.5%). The learning strategy shows that students are satisfied, the data obtained (65.8 %). The conclusion of the study showed that the indicator was satisfied. The data obtained (64.5%) means that the students of SMP N 1 Ampek Angkek were "satisfied" with doing online English learning.

The differences between previous research and this research are: First, in the type of research. Previous research used quantitative and in this study, the researcher uses qualitative research. The second is the research subject. Previous research took the research subject from Junior High School students. In this study, the researcher takes research subjects from Senior High School students. The third is the main focus of the research. Previous studies were limited to student satisfaction with learning English online. The focus of this study is to examine student satisfaction in learning English online and offline.

To avoid the similarity of objects in the research, the researcher will conduct a literature study of several research articles. Some sources of journals and theses related to the research include:

A study conducted by George Gyamfi & Dr. Panida Seekmuang (2018) entitled "EFL Learners Satisfaction with the Online Learning Program, Tell Me More" found that the study discussed student satisfaction in learning English online and the Tell Me More (TMM) program that was implemented could facilitate students in learning the material. English such as vocabulary, reading, and listening. According to the researcher, this research is considered relevant because it discusses student satisfaction in learning English such as online vocabulary and creative programs that can be carried out by teachers to create enjoyable learning so that students are satisfied with doing online learning.

The learning system during the Covid-19 pandemic is a form of the government's solution efforts. The existence of online and offline learning proves a national determination that education must continue, whatever the circumstances. With the implementation of the new learning system, there will be a new adaptation. Differences in characteristics and understanding form a level of satisfaction, one of which is student satisfaction in receiving learning materials. Therefore, this study aims to examine student satisfaction at MA Al-Islam Jamsaren Surakarta, with the topic "Online or Offline Learning: Students' Satisfaction in Learning English at MA Al-Islam Jamsaren Surakarta in Academic Year 2022/2023".

B. Identification the Problem

In learning English, student satisfaction is one of the indicators of students' understanding of the material. Based on the background described above, several problems identify as follows:

1. Students do not fully understand the material provided through online learning.
2. The teacher only gives assignments, and students learn the material based on their own.
3. Students have difficulty learning the material given because of the different levels of understanding between students.
4. Students are less enthusiastic about participating in the English online learning system.

C. Limitation of the Problem

Based on the research background above, this research focuses on student satisfaction when participating in online learning activities and also when participating in offline learning activities. Specifically, the researcher discusses student satisfaction toward learning facilities and services in online and offline English learning class XI Science MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023 academic year using the theory from Popi Soopiatin (2010) regarding student satisfaction.

D. Formulation of the Problem

1. What is the level of students' satisfaction in class XI Science at MA Al Islam Jamsaren Surakarta in English learning activities in online and offline classes in the academic year 2022/2023?

2. How to improve the students' satisfaction in class XI Science at MA Al Islam Jamsaren Surakarta towards the learning process in the academic year 2022/2023?

E. Objectives of the Study

1. To know the level of students' satisfaction of class XI Science MA Al Islam Jamsaren Surakarta in learning English in online and offline classes in the academic year 2022/2023.
2. To know ways to improve students' satisfaction of class XI Science MA Al Islam Jamsaren Surakarta towards the English learning process in the academic year 2022/2023.

F. Benefits of the Study

The results of this study, expected can be put to use theoretically and practically:

1. Theoretically

This research, hopefully, can be used as valid information that can support and develop further research.

2. Practically

By doing this research, the researcher hopes that the results can use for:

- a. Students, help students, continue to be enthusiastic in teaching-learning activities in online and offline classes.
- b. Teachers, motivate teachers to do their best for students to achieve goals in online and offline classroom learning.

- c. Schools, as an illustration, create learning programs that are creative and effective during the pandemic, both online and offline.
- d. Other researchers, as a reference that provides information to help develop further research.

G. Definition of the Key Terms

1. Online and Offline Learning

Online learning (e-learning) is a distance learning activity using electronic media and networks. According to Made Yeni Suranti (2020), Online learning, commonly referred to as e-learning, is a learning activity using Internet technology. In this case, students usually access the internet to collect assignments given by the teacher. As well as teachers, usually teachers access the internet to provide assignments for students. On specific platforms such as Zoom and Google Meet, teachers and students can also hold online meetings like video calls so they can see each other's faces, even if only on a small screen. E-learning is also a solution to educational problems after the Covid-19 pandemic.

While Offline learning is a learning activity carried out face to face. There is a direct interaction between teachers and students in the classroom. Offline learning is usually called conventional learning because there must be a meeting between teachers and students directly in a class.

2. Student Satisfaction

Student satisfaction is a positive attitude shown by students after getting good service while participating in learning activities in the classroom

(Sopiatin, 2010). To ensure, students have a happy feeling learning in the class and the school environment. Student satisfaction is obtained from good interactions between students and teachers when carrying out learning activities and from facilities provided in the classroom. So that students feel comfortable when learning is taking place.

3. Learning English

English is an international language. Learning English is learning everything related to English. The goal is that we can understand and implement how to use English correctly. According to Johnson (2008), learning English needs basic skills that must be mastered, such as reading, writing, listening, and speaking. All the material becomes very important to learn because the material is related to each other.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Satisfaction

a. The definition of student satisfaction

Etymologically, satisfaction comes from the Latin '*satis*' (meaning sufficient, available) and '*facio*' (meaning doing). In terminology, the notion of 'satisfaction' is an effort made by someone to fulfill something or make something fulfilled. According to Zeithaml and Bitner (2000) satisfaction is defined as a form of response from consumers about the fulfillment of goods or services needed by these consumers. Satisfaction is also a form of assessment or an award given by consumers as a sign of realized achievement (in this case is the fulfillment of consumer needs). Another opinion from J. C. Mowen and M. Minor (2002) also reveals that consumer satisfaction is a manifestation of consumer attitudes towards product quality after consumers get the goods they need and the services they use.

In the Oxford dictionary fourth edition edited by Victoria Bull (2008), satisfaction is a feeling good that someone gets after successfully achieving something or when what is expected to happen then causes a feeling of satisfaction or pride. So satisfaction is a positive feeling that comes from an experience obtained by someone and there is a match between expectations and the individual's experience. Satisfaction is often found in various aspects of life, for example in

education. In this field, students feel satisfied most often because this field students are individuals who get educational facilities and services from the school environment.

The definition of student satisfaction according to Popi Sopiadin (2010) is a positive attitude given by students toward what they receive in the school environment both in terms of academic services and the learning facilities they get. So it can be interpreted that student satisfaction is a form of student response to what is received (experience) from the educational environment and then juxtaposed with student expectations (hope). It can be concluded that student satisfaction refers to the positive feelings that students give to the services they receive at school. While negative feelings can also arise if students feel dissatisfied or dissatisfied with the services they receive.

b. Factors that affect student satisfaction

Each student has a varying level of satisfaction. Several factors influence the diversity of student satisfaction. According to Popi Sopiadin (2010) the factors that influence student satisfaction are divided into two, there are intrinsic factors and extrinsic factors.

- 1) Intrinsic factors are factors that come from each student that can lead to satisfaction, including:
 - a) Student achievement, both academic and non-academic achievements.
 - b) The talents of the students.

- c) What do students want to get from their school (student expectations).
- 2) Extrinsic factors are factors that come from outside the student (environment), including:
 - a) Services in schools, namely services received by students both from academic services and from school residents.
 - b) His relationship with the environment at school.
 - c) Learning facilities in schools.
 - d) Media for self-development for students, for example, extracurricular activities as a medium for developing student talents.
 - e) The quality of educators in schools.
 - f) Management in the school.

c. Indicators of student satisfaction

According to Popi Sopiadin (2010), five indicators need to be considered to measure student satisfaction namely:

1) Tangibles

This aspect refers to the services that exist in schools. Students can feel the quality of service contained in the school. So on this basis, students can provide an assessment of the quality of service they receive. The assessment of each student establishes a different level of satisfaction.

2) Reliability

The existence of teachers in school is considered essential in implementing learning programs in schools. To achieve the learning objective needed a teacher who can provide quality educational services. In addition, a competent curriculum also needs to handle student learning activities. So that students feel directed in learning the subject matter that is received.

3) Responsiveness

The quick response of school personnel overcoming the students' problems is a form of responsiveness of the school. Includes how teachers pay attention to the learning progress, respond to the difficulties experienced by students, and how teachers provide solutions to students' problems. This greatly affects the comfort of students studying at school.

4) Assurance

Every school must provide valid data and information. The goal is to build a sense of trust in the party receiving the information. Valid information is information that can be proven and there is a match between the data provided and the real conditions in the field.

5) Empathy

Empathy is a caring attitude from the school towards its students. The form of empathy given can be in the form of concern from core members in the school towards the needs of their students. This

sense of empathy is also a step taken by the school to help students achieve their desired goals.

d. Student satisfaction measurement method

According to Kotler (2016), four methods can be used to measure customer satisfaction. In this case, it also is applied to measure student satisfaction because students have the same role as customers. That is the same as the party who gets the service. The four methods include:

1) Complaint and suggestion system

The freedom to express opinions, complaints, criticisms, and suggestions for the customer show the level of customer satisfaction for the assessment that has been given. This method can be used by service providers to measure customer satisfaction. If in a school environment this method can be applied to measure student satisfaction.

2) Ghost shopping

This method is done by sending people to act as customers (ghost shoppers). The task of this ghost shopper is to find out the state of the field directly then the data obtained from the field be given to the company. In carrying out their duties, ghost shoppers usually make observations of the intended environment, then look for detailed information on the quality of the products or services provided, and if possible responses from other customers.

3) Lost customer analysis

This method is done by contacting customers who have unsubscribed from the products/services offered. The goal is to find out the reason for the customer. If the customer's reasons have something to do with the quality of the product or service provided, it is hoped that the company further improves the company's performance both in terms of product quality and service to customers. That way the company knows the level of satisfaction of customers who have unsubscribed.

4) Customer satisfaction survey

To determine the level of customer satisfaction can be done with the survey method. This method is quite a lot done by parties who want to know something directly because it is directly focused on the chosen party. This survey can be conducted by telephone, sending e-mail, sending letters by post, or conducting interviews in person.

2. Learning

a. The definition of learning

Learning is defined as a process of self-improvement that involves a person's physical and psychological activities and changes for the better than before. According to Slameto (2013) explains the definition of learning as the occurrence of changes in a person's behavior as a result of training and experience by the individual. Changes in behavior are

deliberately done consciously. A similar opinion was also expressed by Mahmud (2012) explains that learning has a relationship with changes in a person's behavior in certain situations caused by the experience he gets. These changes in behavior cannot be explained with certainty, but these changes lead to the maturity of one's thinking. Another expert opinion by Hamalik (2011) defines the meaning of learning as a process of change in one's personality which is manifested into a new pattern of behavior in the form of one's knowledge, skills, abilities, habits, and attitudes.

From several opinions that have been explained by experts, it can be concluded that the meaning of learning is a process of changing behavior in a person that is carried out consciously and causes different situations before learning and after learning. The difference in the situation referred to refers to improving one's self-quality to be better than before in the form of knowledge, thinking maturity, skills, habits, and attitudes. Learning is also an effort made by a person to get something new or acquire new abilities that come from the exercise he does or from what he has experienced (experience).

b. Learning components

According to Dimiyati and Mudjiono (2015), teaching and learning activities in schools can be carried out if there are learning components, including:

1. Teacher

The teacher is one of the essential learning components in the educational environment. The function of the teacher as a professional educator has a main role in educating, guiding, providing training, giving appropriate directions, giving assessments, and evaluating the development of their students.

2. Student

According to RI Law no. 20 of 2003 article 1 paragraph 4, the definition of students are members of the community who are taking a certain education as an effort to improve self-quality. In this case, students are in a school environment or other educational environment outside of school. In conclusion, students are someone who is in the process of learning to improve their abilities and develop their potential.

3. Learning objectives

Learning objectives are a plan for students' achievement regarding what they get after participating in learning activities. To achieve something, a goal or achievement is needed, as well as in learning activities. In carrying out the learning process there must be a learning goal. The existence of a learning goal focuses on a person's activities to pursue the material or field he is studying.

4. Learning method

The learning method is a method used by teachers and students during the process of learning activities to achieve the objectives of

learning. The method used is adjusted based on the conditions in each class.

5. Learning materials

Learning materials are learning substances that are systematically arranged to assist teachers in teaching and learning activities. The learning substance is prepared and adjusted to the competency standards that have been set.

6. Learning media

Learning media is a tool used as a means of supporting student needs. These media be an intermediary for the delivery of the subject matter given to students. So that students more easily catch the material that has been delivered.

7. Evaluation

Evaluation is the last stage in learning which aims to determine the level of achievement of students. This evaluation stage is oriented towards the final result of the ongoing learning process. Evaluation activities carried out include assessment activities, briefing activities, appreciation of learning outcomes, as well as activities that are perfecting educational programs as alternative solutions are needed.

B. Academic Nuances of English Students in MA Al Islam Jamsaren Surakarta

Students who are the object of research are students of class XI Science MA Al Islam Jamsaren Surakarta in the academic year 2022/2023. They are students who have experienced a change in the learning system from offline to online at MA Al Islam Jamsaren Surakarta as a result of the Covid-19 pandemic. The replacement of the learning system was carried out thoroughly for all subjects, one of which was English. While participating in offline English learning activities at school, they feel the learning atmosphere is running as it should. However, they felt something different when learning changed to online. They need new adaptations to accept online-based learning. The same goes for schools, both teachers and employees, who have to improve or change the learning system so that learning activities can run effectively and efficiently. For this reason, they began to make adjustments in their learning activities during the Covid-19 pandemic. One of them is by implementing an emergency curriculum during online learning activities.

The emergency curriculum is a curriculum that only contains essential learning materials. The implementation of the emergency curriculum in schools is carried out based on government regulations to change the curriculum in schools. This is done as an effort from the government so that schools can provide maximum learning activities for their students during online learning. Over time, the decrease in the spread of Covid-19 caused schools to be allowed to hold offline learning. Likewise, MA Al Islam Jamsaren Surakarta tries to carry out offline learning activities by implementing various health protocols

such as maintaining distance, not shaking hands, requiring wearing a mask when in the school area, and providing a place to wash hands at several points in the school. Armed with the conditions that have been experienced by students of class XI Science MA Al Islam Jamsaren Surakarta, the researcher assumes that students have experienced two different learning situations. Thus, the difference in the learning atmosphere will lead to feelings of satisfaction in each learning model (Online and Offline).

C. Previous Related Study

During the COVID-19 pandemic, many changes occurred in various fields, one of which was education. Likewise, what happened to one of the schools was also a place of research by researcher, MA Al Islam Jamsaren Surakarta. To stop the spread of the Covid-19 virus, the school has a policy to conduct online learning, following the rules imposed by the government. But some time later, since the implementation of offline schools, MA Al Islam Jamsaren Surakarta also applies it to student learning activities. So learning at MA Al Islam Jamsaren Surakarta is done online and offline. An example is an English class. In this class, learning activities are carried out online using the media zoom meeting, WhatsApp group, and google meet. Meanwhile, offline learning is carried out face-to-face in the classroom.

In this study, the researcher included several previous studies. The aim is to serve as a basis for conducting her research. With the previous research, it is hoped that there be significant developments and changes to the results of this study regarding student satisfaction.

The first study was conducted by Resi Oktaviani (2020) entitled "Students' Satisfaction Level of English Online Learning at SMPN 1 Ampek Angkek in Academic Years 2020/2021". In this study, the researcher conducted research on the level of student satisfaction when doing online English learning activities. This research uses descriptive quantitative by conducting a survey. The population and samples in this study are from eighth-grade students of SMPN 1 Ampek Angkek. This research uses the incidental technique. The technique used to collect data is a questionnaire. The data analysis technique used is to collect data, tabulate data, calculate data, search for data and interpret data. The results of this study indicate that students have a level of satisfaction with the online learning system with the item learning technologies showing that students are quite satisfied with the learning that has been carried out with the data obtained as much (61.2 %). The pedagogical models' item shows that students are satisfied with the data obtained (66.5%). And the instructional strategy shows that students are satisfied with the data obtained (65.8 %). The conclusion from the results of this study shows that the indicator is satisfied with the data obtained by as much as (64.5%) which means that the students of SMP N 1 Ampek Angkek are satisfied with learning English online.

The second research is an international journal entitled "EFL Learners' Satisfaction With The Online Learning Program, Tell Me More" by George Gyamfi & Dr. Panida Sukseemuang (2018). The study discussed a learning program that was deemed suitable to be applied in an online English learning system. The purpose was to investigate the satisfaction of EFL students in participating in online learning through the Tell Me More (TMM) program. The

data was collected by surveying 340 EFL students. Then conduct group interviews with 10 participants using an interview technique, namely semi-structured focus group interviews. The results indicate that students have high satisfaction in vocabulary, reading, and listening material from the application of the Tell Me More (TMM) program. In addition, important aspects of the program still need to be improved. It aims to continuously improve the satisfaction of EFL students learning using online learning programs. The research also suggests further research to focus more on students' perceptions of online learning programs.

The third research was conducted by Aprilia Prabawati (2021) entitled "Students' Perception Of The Online Media Used By Teachers In Learning English". This study aims to determine what types of online media and know students perceive participating in learning activities using these online media. This is qualitative research that uses the research instrument is an interview. This interview was given to students, consisting of 20 eleventh grade students of SMA Negeri 9 Gowa. The results stated that several online media for teaching English online include Google Classroom, Whatsapp (WA), Google Form, and Youtube. Another is the researcher get positive perceptions from students of online media used in classroom learning activities. First, the online media use can help students understand the subject matter easily, add insight about various online media used, and can be used as a medium for student learning. Second, increasing students' motivation in learning English because there are technology-based media so online media are considered interesting and not boring learning media. Third, online media is also considered an

effective learning medium to decide the spread of the Covid-19 virus in the educational environment. Even so, the results of this study also mention some negative students' perceptions of the online media used. Students find it difficult to understand the material given using the media. So students sometimes have difficulty in doing the assignments given by the teacher. In addition, students also feel that learning to use online media is sometimes boring and students feel less enthusiastic about participating in learning activities. Students also assume online media to be less effective and efficient.

The fourth research is a journal from Ni Kadek Suryani & Ida Ayu Putu Widani Sugianingrat (2021) entitled "Student E-Learning Satisfaction During The Covid-19 Pandemic in Bali, Indonesia". This study aims to measure student satisfaction in participating in e-learning programs during the Covid-19 pandemic and the success of implementing the program. In this study, the variables used to measure student satisfaction, namely student attitudes, e-learning quality, and e-learning flexibility. The research was conducted at two private universities in Bali, Indonesia with a population of 718 and 257 samples taken using the Slovin formula. The data that has been collected was analyzed using the SmartPLS 3.0 program. From this analysis, four proposed hypotheses show that three accepted and one rejected hypothesis. The results concluded that universities should pay more attention to student comfort, especially regarding the time and place of implementing e-learning. When students are comfortable with the ongoing learning activities, student satisfaction increase to learn using e-learning. The researcher is interested in making this research a previous study because the researcher discusses the same topic, namely student

satisfaction in participating in online learning. However, in this study, the researcher also focused on student satisfaction in taking offline learning, especially in English subjects. This research is expected to provide benefits in the field of education to continue to take the best steps in dealing with a phenomenon like today, the Covid-19 pandemic.

Table 2.1 Similarities and Differences

NO	RESEARCHER	SIMILARITIES	DIFFERENCES
1.	Resi Oktaviani (2020) Entitled: "Students' Satisfaction Level of English Online Learning at SMPN 1 Ampek Angkek in Academic Years 2020/2021"	✓ Discusses student satisfaction.	✓ The focus of the study was limited to student satisfaction in learning English online. ✓ The focus in this study, discusses student satisfaction in online and offline learning.
2.	George Gyamfi & Dr. Panida Sukseemuang (2018) Entitled: "EFL Learners' Satisfaction With The Online Learning Program, Tell Me More"	✓ Focuses on student satisfaction in online English learning.	✓ The subject of research was only limited to EFL students and the level of the student was not explained with certainty. ✓ This study subject selection and the research setting will be explained in more detail and the discussion will be explained more completely.

3.	<p>Aprilia Prabawati (2021)</p> <p>Entitled: "Students' Perception Of The Online Media Used By Teachers In Learning English"</p>	<p>✓ The topic of research is online learning media during the Covid-19 pandemic.</p>	<p>✓ The research discusses student perceptions.</p> <p>✓ This study, the researcher will be concerned with student satisfaction.</p>
4.	<p>Ni Kadek Suryani & Ida Ayu Putu Widani Sugianingrat (2021)</p> <p>Entitled: "Student E-Learning Satisfaction During The Covid-19 Pandemic in Bali, Indonesia"</p>	<p>✓ Discusses about student satisfaction to use e-learning during the Covid-19 pandemic.</p>	<p>✓ The research variable is still random.</p> <p>✓ This research has specialized in the research variable, namely student satisfaction in participating in English language learning using online learning.</p>

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research is a qualitative research method. According to Cresswell (2016), qualitative research methods are used to investigate the research and make sure about the meaning of individuals or groups based on social problems that occur in the surrounding environment. Based on the background of the problem, the researcher conducts her research using this research method. The researcher explores student satisfaction in taking English learning activities using online and offline learning media. This research is presented in a qualitative descriptive form because the results describe the facts that occur during learning activities in the classroom.

B. Research Setting

1. Place

This research was carried out at MA Al Islam Jamsaren Surakarta, which is located on Jl. Veteran No.263, Serengan, Surakarta, Central Java, 57155. The school location is very strategic and is in front of a major road, so students can easily get transportation to go to school. The location of this school is right next to the east side of the Serengan District building. The location of this school is also close to the BNI bank office and close to gas stations. This school stands in the area of the Jamsaren Islamic Boarding School complex, so the Islamic nuance

is very strong in it. There is the Jamsaren mosque building and also the mosque entrance is usually used as a place for Islamic boarding school students and students of MA Al Islam Jamsaren Surakarta. Around the school, areas are also planted with various ornamental plants to add greenery and beauty to the school.

The school building is composed of three floors. The first floor consists of the principal's office, teacher's room, TU office, Poskestren (Islamic Boarding School Health Post), bathrooms, and three classrooms covering classes X Science, X Social 1, X Social 2. The second floor consists of a library room, BK room, bathrooms, and four classrooms including Class XI Social 1, XI Social 2, XII Social 1, and XII Social 2. The third floor consists of the Physics and Chemistry Laboratory Room, the Biology Laboratory Room, the Computer Laboratory Room, and two classrooms covering class XI Science, and XII Science.

The facilities at the school are also quite good. In each class, there are tables, chairs, blackboards, LCD, fans, active speakers, cleaning supplies, wall clocks, a student administration board, and gallon. In addition, there is also a field for student sports and there is also a basketball hoop. Student parking is in the schoolyard.

2. Time

The researcher begins the research by conducting pre-observation, making research proposals, developing research instruments, collecting data, analyzing data, writing discussion results, and making a final

research report. More details on the schedule of research activities are viewable in the table below:

Table 3.1 Schedule of Research Activity

No	Activities	May 2022	Jun 2022	Jul 2022	Agt 2022	Sep 2022	Oct 2022
1.	Pre-observation						
2.	Proposal Research						
3.	Developing Research Instrument						
4.	Collecting the Data						
5.	Analyzing the Data & Writing Final Report						

C. Research Subject

The subjects of this research were students of MA Al-Islam Jamsaren Surakarta in academic year 2022/2023. This research is devoted to students of class XI Science consisting of 25 students. In this research, the English teacher in class XI Science also uses it as a source of information that can provide valid supporting data for this research.

D. Data and Source of the Data

1. Data of the Research

Data is information based on facts that happened. Data also can be used as evidence. According to Arikunto (2020), data is a field note taken based on observations and presented in the form of numbers and

facts. In this research, the data used in the form of observations taken from the process of teaching and learning activities in class XI Science at MA Al Islam Jamsaren Surakarta in academic year 2022/2023 and compiled into a structured note by the researcher.

2. Data Source

According to Arikunto (2020), the data source is the subject used as the basis for obtaining research data. The source of the data is the subject called the respondent. Respondents' function is to provide facts that occur in the field. The results of the fact collection are used as data by researcher. The data sources in this research were students of class XI Science MA Al Islam Jamsaren Surakarta in academic year 2022/2023 and the English subject Teacher.

E. Research Instrument

A research instrument is a tool used to obtain research data. In this study, researcher was used a questionnaire as a research instrument. The questionnaire is a technique to collect data by giving several questions or statements to be answered. The answers from the participants are used as data for research. According to Sugiyono (2019), there are two types of questionnaires. There are open questionnaires and closed questionnaires. In this study, the researcher used a closed questionnaire. Closed questionnaires only require short answers from participants or can also choose one answer option in one question. Using a closed questionnaire made it easier for participants and the researcher to conduct research. This questionnaire was

chosen because the researcher wants to see students' satisfaction in learning English online or offline at MA Al Islam Jamsaren Surakarta. In compiling this questionnaire, the researcher was started in the following ways:

1. Identify the main problem (variable)
2. Split the variable into several sub-variables
3. Make a questionnaire by compiling several questions
4. Distribute the questionnaire to get research data

In compiling a questionnaire, the researcher must ensure that the questionnaire is valid. The researcher can ensure validity by consulting the contents of the questionnaire for the expert. The questionnaire made by the researcher used the Likert scale to measure student satisfaction. According to Sugiyono (2019), the Likert scale is used to measure individual attitudes towards other things around them, then the data is presented in the form of intervals.

Table 3.2 Ranting Scale of Likert Scale

Categories	Statement		Level of Satisfaction
	Positive	Negative	
Very dissatisfied	1	5	0% - 20%
Dissatisfied	2	4	21% - 40%
Quite satisfied	3	3	41% - 60%
Satisfied	4	2	61% - 80%
Very satisfied	5	1	81% - 100%

Source: Sugiyono

F. Technique of Collecting Data

In conducting research, the research data is needed. Research data is important because it becomes evident in the form of field notes. For this reason, in obtaining data in research, special techniques are needed. In this research, researcher used data collection techniques in the form of:

1. Observation

According to Cresswell (2016), observation in qualitative research is a technique carried out by the researcher by paying attention to field conditions and then writing a field note containing the habits of the individual or group that is the object of observation. In this mission, the researcher also plays a role as a participant. In this research, the researcher observed the object to be studied, the students of class XI Science MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023. The researcher observed the level of student satisfaction when participating in English learning in online and offline classes. Observations made by the researcher in the form of observing student learning activities in class, including the level of student activity and student responsiveness in receiving the subject matter given. The results of the observations are written in a field note that is used as research data.

2. Interview

In qualitative research, an Interview is a conversation activity between the researcher and the object under research. The interview technique aims to obtain data directly from the source. This interview

technique can be done in two ways, there are direct interviews, and indirect interviews. The direct interview is when the researcher conducts interviews directly by meeting the object to be interviewed (face-to-face). While indirect interviews are interviews conducted by the researcher through intermediary media such as telephone, message, email, etc. In this research, the researcher conducted semi-structured interviews with several students of class XI Science MA Al-Islam Jamsaren Surakarta in the academic year 2022/2023 and English Subject Teacher. Interviews were conducted after online and offline classroom learning activities. This interview aims to determine students' verbal responses regarding student satisfaction with learning English in class.

3. Questionnaire

The questionnaire technique is one of the data collection techniques in qualitative research. The questionnaire technique is done by giving questions to the object of research (in this case called the respondent). The task of the respondent is to answer questions that have been prepared previously, then the respondent must provide answers that are following the facts that occur in their environment. Each respondent is free to choose and adjust to the point of view of each respondent. In this research, the questionnaire was chosen as one of the data collection techniques by the researcher because this technique can collect research data as a whole.

G. Trustworthiness of the Data

To prove the truth of the data in the research, the researcher can use triangulation techniques. Triangulation is a technique to check the validity of research data by matching existing data or comparing it with other data (Moleong, 2013). This technique is done by examining research data using various points of view. This is because the triangulation technique has a multi-perspective nature based on phenomenological thinking patterns. So in testing the validity, the research data is checked and compared with equivalent things outside the data. In this research, the validity of the research data was tested using source triangulation techniques. Source triangulation is a technique to test the stability of research data through comparison with various data sources to obtain similar data. With this technique, the stability of the data was found.

H. Technique of Analyzing the Data

In this research, the data was analyzed using data analysis techniques. The data analysis technique is a process of processing data either through observation, field notes, and interviews by a researcher. Then the data are arranged systematically to become a finding in research. Based on the theory of Miles, Huberman & Saldana (2014), three processes must be passed to analyze research data:

1. Data Reduction

Data reduction is the process of sorting data, filtering data, classifying data, and directing data in the research. In the data reduction

process, several data reductions are considered less by the research theme because the data taken by the researcher in the field may be too wide in scope, so data reduction is needed. The data reduction aims to sharpen, narrow, or organize research data so that conclusions can be drawn, and data verification can also be carried out so that it can become findings in the research conducted.

2. Data Display

In analyzing research data, there is a process of displaying data. All data were shown to be selected. The purpose of presenting research data is to make it easier to view and process research results. In addition, the presentation of data is also useful for rearranging things that may need additions or reductions so that the data can be arranged systematically. In presenting research data, Miles, Huberman & Saldana suggest that a good data presentation is to use a valid form of presenting qualitative analysis data such as using graphs, matrices, or charts. This technique made it easier to organize information in a systematic, and directed manner. So that researcher finds it easier to analyze the data that has been compiled, then provide research conclusions and verify it.

3. Conclusion (Verifying)

The conclusion is the stage where the researcher gives meaning to the data. The data is declared verified during the research. The verification process can be done by reviewing data that have been collected. Then, data that have been reviewed must be tested for validity until data are declared valid. Valid data are data that can be proven and

accounted for its truth. Even, the researcher must ensure that the conclusion has been verified.

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

In this study, the data about student satisfaction were obtained from students in class XI Science MA Al Islam Jamsaren Surakarta in the academic year 2022/2023 and the English teacher. The data collection method uses a questionnaire distributed to class XI Science MA Al Islam Jamsaren Surakarta students in the academic year 2022/2023. The findings were presented in more detail with the following discussion:

A. RESEARCH FINDINGS

1. Students' satisfaction level in learning English in online and offline classes

In this section, the researcher focuses on the level of student satisfaction in class XI Science MA Al Islam Jamsaren Surakarta in learning English online and offline. The researcher is used a survey method to obtain the data by distributing questionnaires to all students of class XI Science MA Al Islam Jamsaren Surakarta and conducting interviews with the English teacher.

To measure the level of student satisfaction, the researcher used five indicators of satisfaction measurement, including Tangibles, Reliability, Responsiveness, Assurance, and Empathy. These indicators were used to formulate statements on the questionnaires to students (participants and interviews with the English teacher). After the questionnaire was completed by the researcher, the next step was to distribute the questionnaire to students.

Previously, the researcher had asked permission from the XI Science class English teacher to collect data during English class hours. First of all, the researcher observed the conditions in the class while paying attention to the instructions from the English teacher to the students in the class. After that, the researcher was permitted by the English teacher to start collecting questionnaire data. Then, the researcher gave a little introduction to the students that the research data would be collected.

Next is the stage of distributing questionnaires to all students in the class. Behind the questionnaires completed by the students, the researcher conducted interviews with several students regarding the satisfaction of students learning English online and offline. After class hours were over, the researcher continued interviewing the English teacher regarding student satisfaction when learning online and offline. Next, after distributing questionnaires to students and conducting interviews with English teacher, the researcher obtained research results based on five indicators of satisfaction measurement as follows:

a. Tangibles

This aspect refers to student satisfaction with English learning materials in online and offline classes. The material in question is English learning materials about listening, speaking, reading, and writing. In the tangibles aspect, several statements and levels of satisfaction are arranged and must be filled in by students. Each student has a different level of satisfaction, so there are several levels of satisfaction that students can choose. The numbers at the

satisfaction level below show the number of students in class XI Science who chose the level of satisfaction for each of their statements. Then, at the bottom of the table, there is a total score which is the number of satisfaction levels on the Tangibles aspects that have been selected by students. This total score will be used to calculate student satisfaction using a Likert scale. After calculating using the standard Likert scale calculation, the number of Likert scale points is obtained in each learning model (Offline and Online). After that, the point values for each level of satisfaction are totaled according to the learning model used (Offline and Online) which is the total final point on the tangibles aspect. Based on the questionnaires in the Tangibles aspect, the following results are obtained:

Table 4.1 Finding of Tangibles

No.	Pernyataan	Keterangan					
		SP	P	CP	TP	STP	
KUALITAS BERWUJUD (<i>Tangibles</i>)							
1.	Kepuasan terhadap materi bahasa Inggris “Listening”	Offline	2	7	12	4	0
		Online	1	6	13	4	1
2.	Kepuasan terhadap materi bahasa Inggris “Speaking”	Offline	2	7	14	2	0
		Online	0	4	16	4	1
3.	Kepuasan terhadap materi bahasa Inggris “Reading”	Offline	0	14	11	0	0
		Online	1	5	18	0	1

4.	Kepuasan terhadap materi bahasa Inggris “Writing”	Offline	2	11	10	2	0
		Online	0	7	14	3	1
TOTAL SKOR		Offline	6	39	47	8	0
		Online	2	22	61	11	4
Jumlah Poin (Perhitungan Skala Likert)		Offline	30	156	141	16	0
		Online	10	88	183	22	4
Total Poin Akhir		Offline	343				
		Online	307				

The

table 4.1 is the sum of students who choose the level of satisfaction with the English material presented online and offline. From 25 students, it can be seen that each student has a different level of satisfaction. The total final points for offline learning is 343. Meanwhile, the final total points for online learning are 307. It means that the total final points for offline learning are 36 points superior to online learning. Another finding also obtained from interviews with the English teacher:

Researcher : Bagaimana level kepuasan siswa kelas XI IPA ketika mengikuti pelajaran bahasa Inggris secara online dan offline?

Teacher : Siswa terlihat lebih puas belajar bahasa Inggris di kelas

offline... hal itu terlihat dari antusias siswa dengan cara rajin bertanya dalam mengeksplorasi materi yang sudah disampaikan guru di depan kelas.

Based on the results of interviews with the English subject teacher, it can be concluded that students feel more satisfied when studying offline. This means that students prefer learning activities directly at school. Because students find it easier to interact with the teacher, such as through direct question-and-answer communication with the teacher regarding material that is not yet understood.

To ensure student learning satisfaction, the researcher also conducted an interview with one of the students on this aspect:

Researcher : Menurut kamu, kamu lebih puas belajar bahasa Inggris saat online atau offline ?

Student 1 : Kalau aku lebih pilih offline sih kak.. lebih enak belajar di sekolah. Kalau misal pas guru lagi jelaskan materi aku merasa lebih nyaman kalau dijelaskan secara langsung, jadi lebih paham.. soalnya kalau online kayak capek gitu belajarnya.. kalau di sekolah kan enak ,, ketemu teman-teman.. bisa diskusi bareng misalnya ada materi yang nggak paham...intinya lebih suka offline karena lebih paham kalau misal gurunya lagi jelaskan.. gitu kak..

Based on interviews with the student, it can be concluded again that students feel more comfortable learning English directly in class. Students feel more understood when explained the material directly by the teacher in an offline class. During online learning, students

sometimes feel tired when they have to understand the material by staring at a cellphone/laptop screen for a long time.

b. Reliability

This aspect refers to the use of supporting facilities for learning activities so that they are carried out effectively. In the reliability aspect, several statements and levels of satisfaction are arranged and must be filled in by students. Each student has a different level of satisfaction, so there are several levels of satisfaction that students can choose. The numbers at the satisfaction level below show the number of students in class XI Science who chose the level of satisfaction for each of their statements. Then, at the bottom of the table, there is a total score which is the number of satisfaction levels on the reliability aspects that have been selected by students. This total score will be used to calculate student satisfaction using a Likert scale. After calculating using the standard Likert scale calculation, the number of Likert scale points is obtained in each learning model (Offline and Online). After that, the point values for each level of satisfaction are totaled according to the learning model used (Offline and Online) which is the total final point on the reliability aspect. Based on the questionnaires in the reliability aspect, the following results are obtained:

Table 4.2 Finding of Reliability

No.	Pernyataan	Keterangan					
KEANDALAN (<i>Reliability</i>)		SP	P	CP	TP	STP	
5.	Kepuasan terhadap guru yang selalu memulai pembelajaran bahasa Inggris tepat waktu	Offline	7	10	7	0	1
		Online	1	7	13	3	1
6.	Kepuasan terhadap guru yang selalu mengakhiri pembelajaran bahasa Inggris tepat waktu	Offline	9	11	4	0	1
		Online	5	8	11	0	1
7.	Kepuasan terhadap guru yang selalu ada ketika jam pelajaran bahasa Inggris di kelas	Offline	3	7	13	1	1
		Online	1	4	15	4	1
8.	Kemampuan guru dalam menciptakan kelas yang kondusif sehingga siswa berperan aktif dalam proses pembelajaran	Offline	6	14	5	0	0
		Online	1	5	14	3	2
9.	Kepuasan terhadap media pembelajaran	Offline	5	4	13	3	0
		Online	1	2	19	3	0

	yang digunakan guru di kelas						
10.	Kepuasan terhadap metode yang digunakan oleh guru saat mengajar di kelas	Offline	2	11	8	4	0
		Online	1	2	15	7	0
TOTAL SKOR		Offline	32	57	50	8	3
		Online	10	28	87	20	5
Jumlah Poin (Perhitungan Skala Likert)		Offline	160	228	150	16	3
		Online	50	112	261	40	5
Total Poin Akhir		Offline	557				
		Online	468				

The table 4.2 is the sum of students who choose the level of satisfaction with the teacher's ability to be reliable in holding classes both online and offline classes. From 25 students, it can be seen that each student has a different level of satisfaction. The total final points for offline learning is 557. Meanwhile, the final total points for online learning are 468. It means that the total final points for offline learning are 89 points superior to online learning. In addition, based on the results of interviews with teacher obtained the following results:

Researcher : Bagaimana metode mengajar yang diterapkan pada kelas

online maupun offline?

Teacher : Untuk metode mengajar secara offline.. seperti pada umumnya, menggunakan metode ceramah, diskusi, QnA, misal mengajar reading.. kita menggunakan portofolio sebagai lembar kerja siswa, Role Play juga, untuk Online.. ini agak sedikit berbeda, kita menggunakan Video Based Learning.. ini nanti kita membuat video pembelajaran kemudian diupload di e-learning yang merupakan fasilitas media belajar yang disediakan oleh Kemenag selama pembelajaran daring di masa pandemi Covid-19.

To master the classroom, a teacher needs teaching methods. Based on the results of interviews with the English teacher, it was found that there were slight differences in the methods used by teacher in teaching online and offline classes. When the teacher teaches online (such as during the Covid-19 pandemic), the teacher is required to make learning videos, then upload them into e-learning that has been provided by the Ministry of Religion. The purpose for students is to learn the material that has been delivered by the teacher in the video. Then, when the teacher teaches offline, the method used by the teacher is as usual, such as questions and answers, discussions, and sometimes also implementing task-based learning by giving portfolio assignments in groups. However, after the Covid-19 pandemic subsided, e-learning platforms are still used as technology-based learning media in the classroom.

To ensure student learning satisfaction, the researcher also conducted an interview with one of the students on this aspect:

Researcher : Menurut kamu, apakah kamu puas dengan metode yang diterapkan guru saat mengajar di kelas online dan offline?
Cukup puas sih kak, misal pada saat belajar offline..

Student 2 : saya merasa cukup puas dengan metode mengajar guru, karena kan guru mengajar seperti pada umumnya,, guru menerangkan materi, lalu kita memperhatikan..
lalu biasanya diskusi dulu bagian mana yang belum paham.. dan kita diskusikan bersama..
metode yang paling saya sukai dari guru adalah penggunaan rumus praktis kak.. jadi semisal ada rumus penting, bisa mudah dihafal. ..
Kalau untuk metode belajar online.. sejauh ini saya juga merasa cukup puas kak.. jadi kan menggunakan e-learning.. kalau disesuaikan dengan kondisi yang sedang terjadi kan.. yaa..metodenya.. medianya.. sudah cukup efektif menurut saya..

Based on interviews with the student, it can be concluded that students are quite satisfied with the use of teaching methods from English teacher when learning online and offline. Students also realize that the method used by the teacher when learning English online and offline is an effective step taken by the school to keep learning activities carried out at school.

c. Responsiveness

This aspect refers to the responsiveness of the teacher to his students. This aspect includes how the teacher pays attention to the learning process, responds to the difficulties experienced by students, and how the teacher provide solutions to students' problems. In the responsiveness aspect, several statements and levels of satisfaction are arranged and must be filled in by students. Each student has a different level of satisfaction, so there are several levels of satisfaction that students can choose.

The numbers at the satisfaction level below show the number of students in class XI Science who chose the level of satisfaction for each of their statements. Then, at the bottom of the table, there is a total score which is the number of satisfaction levels on the responsiveness aspects that have been selected by students. This total score will be used to calculate student satisfaction using a Likert scale. After calculating using the standard Likert scale calculation, the number of Likert scale points is obtained in each learning model (Offline and Online). After that, the point values for each level of satisfaction are totaled according to the learning model used (Offline and Online) which is the total final point on the responsiveness aspect. Based on the questionnaires in the responsiveness aspect, the following results are obtained:

Table 4.3 Finding of Responsiveness

No.	Pernyataan	Keterangan
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KETANGGAPAN (<i>Responsiveness</i>)			SP	P	CP	TP	STP
11.	Kepuasan terhadap sikap guru dalam menanggapi keluhan yang saya alami	Offline	5	6	12	1	1
		Online	0	4	19	2	0
12.	Kepuasan terhadap solusi yang guru berikan terhadap kesulitan yang saya alami	Offline	1	8	14	2	0
		Online	1	5	17	2	0
13.	Kepuasan terhadap guru yang menanyakan apakah terdapat kesulitan	Offline	1	8	15	0	1
		Online	0	2	16	7	0
14.	Kepedulian guru terhadap siswa yang mengalami kesulitan belajar di kelas	Offline	2	4	14	4	1
		Online	1	2	15	6	1
15.	Kepuasan terhadap guru yang menegur peserta didik yang membuat kelas tidak kondusif	Offline	4	11	10	0	0
		Online	2	2	15	6	0

TOTAL SKOR	Offline	13	37	65	7	3
	Online	4	15	82	23	1
Jumlah Poin (Perhitungan Skala Likert)	Offline	65	148	195	14	3
	Online	20	60	246	46	1
Total Poin Akhir	Offline	425				
	Online	373				

The table 4.3 is the sum of students who have a level of satisfaction with the reactions given by the teacher to their students based on what the students are experiencing both in online and offline classes. From 25 students, it can be seen that each student has a different level of satisfaction. The total final points for offline learning is 425. Meanwhile, the final total points for online learning are 373. It means that the total final points for offline learning are 52 points superior to online learning. In addition, based on the results of interviews with the teacher obtained the following results:

Researcher : Bagaimana cara menanggapi atau merespon aktivitas siswa pada saat belajar online maupun offline?

Teacher : Cara merespon siswa, pertama yaitu dengan menumbuhkan semangat belajarnya diawal pertemuan, dimulai dari mengajak siswa menyenangi pelajaran bahasa Inggris, dengan cara membuat suasana kelas yang menyenangkan untuk siswa sehingga siswa tidak merasa

bosan misal sering berinteraksi dengan siswa, cara lain yang biasa saya lakukan yaitu selalu mengingatkan kepada siswa terkait tugas, mengingatkan jam pelajaran akan dimulai.. jadi sebelum pelajaran dimulai kita ingatkan dulu agar mereka bersiap-siap.. ini biasanya saya terapkan dikelas online dengan mengingatkan mereka di grup kelas. Kemudian perhatikan kesulitan yang dialami siswa, setelah itu coba berikan solusi, bisa dengan diskusi bersama.

Based on the results of these interviews, it can be concluded that paying attention to students is a form of response that must be carried out by the teacher. Teacher attention in the class can be in the form of reminding, asking about difficulties, and discussing together to find a way out. The attention given by the teacher to students can make the classroom atmosphere more interactive and have positive vibes so that students are comfortable in class and enjoy accepting the material provided.

To ensure student learning satisfaction, the researcher also conducted an interview with one of the students on this aspect:

Researcher : Menurut kamu, apakah kamu puas dengan respon guru pada saat mengajar dikelas online dan offline ?

Student 3 : Biasa saja sih kak.. mungkin lebih ke personality guru nya ya kak.. tapi memang kalau guru bahasa inggris kita ini .. ramah, suka mengajak bercanda.. dan juga perhatian kepada siswanya.. serius tapi santai .. jadi kalau ditanya

puas atau nggak.. mungkin lebih ke cukup puas sih kak..respon kepada siswanya bagus,, perhatian kepada siswanya.. baik di KBM online maupun offline

Based on interviews with the student, it can be concluded that students are quite satisfied with the teacher's response when teaching online and offline classes. Student satisfaction refers to the teacher's attitude towards students in responding to student activities in online and offline classes. The teacher's response is shown by the positive attitude he has, being a good person, caring for his students, and friendly. Even so, the class teacher remains professional with serious but relaxed principles. This is what makes students feel quite satisfied with the response from the English teacher when learning activities take place both online and offline.

d. Assurance

This aspect refers to the suitability of services and learning facilities that have been promised to students based on the current situation and conditions in the school environment. In the assurance aspect, several statements and levels of satisfaction are arranged and must be filled in by students. Each student has a different level of satisfaction, so there are several levels of satisfaction that students can choose.

The numbers at the satisfaction level below show the number of students in class XI Science who chose the level of satisfaction for

each of their statements. Then, at the bottom of the table, there is a total score which is the number of satisfaction levels on the assurance aspects that have been selected by students. This total score will be used to calculate student satisfaction using a Likert scale. After calculating using the standard Likert scale calculation, the number of Likert scale points is obtained in each learning model (Offline and Online). After that, the point values for each level of satisfaction are totaled according to the learning model used (Offline and Online) which is the total final point on the assurance aspect. Based on the questionnaires in the assurance aspect, the following results are obtained:

Table 4.4 Finding of Assurance

No.	Pernyataan	Keterangan					
		SP	P	CP	TP	STP	
KEYAKINAN (Assurance)							
16.	Semangat guru dalam kegiatan pembelajaran	Offline	5	14	6	0	0
		Online	2	5	15	3	0
17.	Motivasi yang diberikan guru dalam setiap proses pembelajaran	Offline	4	13	8	0	0
		Online	1	7	14	3	0
18.	Kesesuaian pemberian tugas dengan materi yang	Offline	2	12	8	2	1
		Online	2	6	9	6	2

	diajarkan						
19.	Kesesuaian kegiatan pembelajaran dengan materi yang diajarkan	Offline	2	11	10	2	0
		Online	0	7	14	3	1
20.	Kelengkapan media pembelajaran di kelas	Offline	4	5	12	4	0
		Online	0	7	13	5	0
21.	Terciptanya suasana belajar yang nyaman dan kondusif di kelas	Offline	2	11	10	1	1
		Online	1	9	11	3	1
TOTAL SKOR		Offline	19	66	54	9	2
		Online	6	41	76	23	4
Jumlah Poin (Perhitungan Skala Likert)		Offline	95	246	162	18	2
		Online	30	164	228	46	4
Total Poin Akhir		Offline	541				
		Online	472				

The table 4.4 is the sum of students who choose the level of satisfaction with the suitability of the services and learning facilities that have been promised at the school. From 25 students, it can be seen that each student has a different level of satisfaction. The total final

points for offline learning is 541. Meanwhile, the final total points for online learning are 472. It means that the total final points for offline learning are 69 points superior to online learning. In addition, based on the results of interviews with the teacher, the following interview results were obtained:

Researcher : Apakah pemberian materi selama pembelajaran online dan offline dapat diberikan secara menyeluruh kepada siswa?

Teacher : Untuk kegiatan belajar secara offline, materi disusun sesuai dengan rencana pembelajaran yang telah dibuat kemudian diberikan sesuai dengan jadwalnya.. sehingga materi bisa sepenuhnya diberikan .. namun, pada pembelajaran online karena pandemi Covid-29 kemarin, kita menerapkan Emergency Curriculume atau kurikulum darurat.. sehingga materi pembelajaran yang diberikan kepada siswa hanya diambil materi yang esensial saja. Ini disesuaikan dengan kurikulum yang sedang diberlakukan.. jadi kita menyesuaikan aturan yang sedang berlaku.. karena memang waktu belajar online juga terbatas belum lagi kendala yang lainnya seperti jaringan dan lain sebagainya.

In responding to the Covid-19 pandemic, the educational environment requires new adaptations. Based on the results of interviews with the English teacher, it was found that there were adjustments that had to be made such as the implementation of the

curriculum at school. Following applicable regulations, the teacher applies an emergency curriculum during online learning. The limitations of space and time mean that the material provided during online learning is only essential. In addition, in providing learning materials, the teacher usually use teaching tricks such as the use of formulas that are easy to remember by students so that students easily understand the material provided.

To ensure student learning satisfaction, the researcher also conducted an interview with one of the students on this aspect:

Researcher : Menurut kamu, apakah kamu puas dengan materi pelajaran bahasa inggris yang diberikan dikelas online dan offline ?

Student 4 : Emm.. ya cukup puas sih kak.. hehe.. pas di kelas offline.. mungkin udah sesuai kurikulum juga, jadi ya segitu kak.. paling sulit memahami kalau misalnya gak tahu vocabularynya.. jadi kalau di kelas offline mungkin materinya udah pas segitu ya kak sesuai k-13.. nah.. pas di kelas online.. kemarin katanya materinya cuma sedikit, diambil materi yang penting saja katanya kak.. dan memang sedikit sih kak ,, materi yang penting-penting saja.. tapi yaa.. sama aja.. namanya juga bahasa inggris.. nek misal gak tahu artinya yo gak paham kak.. hehe.. tapi overall.. puas kak.

Based on interviews with students, it can be concluded that students feel quite satisfied with the English subject matter in online

and offline classes. Students feel that the provision of English material in offline classes is following the curriculum at their school. So that they receive English subject matter in offline classes well. Likewise, when providing material in online classes, the imposition of an emergency curriculum is considered an effort by schools to continue teaching and learning activities during the co-19 pandemic. Students feel that they understand this condition and accept all decisions.

e. Empathy

This aspect refers to the facilities provided by the school both in terms of services and the ease of use of online and offline learning facilities in the classroom. In the empathy aspect, several statements and levels of satisfaction are arranged and must be filled in by students. Each student has a different level of satisfaction, so there are several levels of satisfaction that students can choose.

The numbers at the satisfaction level below show the number of students in class XI Science who chose the level of satisfaction for each of their statements. Then, at the bottom of the table, there is a total score which is the number of satisfaction levels on the empathy aspects that have been selected by students. This total score will be used to calculate student satisfaction using a Likert scale. After calculating using the standard Likert scale calculation, the number of Likert scale points is obtained in each learning model (Offline and Online). After that, the point values for each level of satisfaction are

totalled according to the learning model used (Offline and Online) which is the total final point on the empathy aspect. Based on the questionnaires in the Empathy aspect, the following results are obtained:

Table 4.5 Finding of Empathy

No.	Pernyataan	Keterangan					
		SP	P	CP	TP	STP	
KEMUDAHAN (<i>Emphaty</i>)							
22.	Kepuasan terhadap respon guru ketika saya atau teman saya bertanya	Offline	5	12	8	0	0
		Online	1	10	12	2	0
23	Kepuasan terhadap kesabaran guru dalam memverikan pembelajaran bahasa Inggris	Offline	3	10	11	1	0
		Online	1	6	17	1	0
24.	Kepuasan terhadap cara penyampaian materi yang guru berikan	Offline	4	7	12	2	0
		Online	0	5	14	6	0
25.	Kepuasan terhadap toleransi pengumpulan tugas	Offline	1	12	11	1	0
		Online	0	8	13	3	1
26.	Catatan/komentar	Offline	2	7	16	0	0

guru terhadap hasil evaluasi/tes/tugas	Online	1	5	15	3	1
TOTAL SKOR	Offline	15	48	58	4	0
	Online	3	34	71	15	2
Jumlah Poin (Perhitungan Skala Likert)	Offline	75	192	174	8	0
	Online	15	136	213	30	2
Total Poin Akhir	Offline	449				
	Online	396				

The table 4.5 represents students who choose the level of satisfaction with the facilities provided by the school in online and offline classes. From 25 students, it can be seen that each student has a different level of satisfaction. The total final points for offline learning is 449. Meanwhile, the final total points for online learning are 396. It means that the total final points for offline learning are 53 points superior to online learning. In addition, based on the results of interviews with the teacher obtained:

Researcher : Bagaimana cara mengatasi problematikan siswa dikelas online dan offline?

Teacher : Kita lihat dulu problemnya seperti apa.. lalu kita berikan solusinya.. biasanya problem siswa ketika belajar bahasa inggris adalah siswa terkadang tidak mengetahui arti dari vocabulary tertentu, sehingga solusi yang bisa kita

berikan adalah menyediakan kamus online lalu kita tampilkan di proyektor..sehingga kita bisa belajar bersama.. itu kalau dikelas offline. Kalau dikelas online, sejauh ini kendala jaringan yang paling banyak dialami.. walaupun begitu mereka tetap bisa mengikuti KBM dikelas online dengan baik.. dan pastinya tetap kita informasikan kembali apa yang menjadi informasi penting di grup kelas, dan apabila problematika yang dihadapi siswa adalah jaringan.. kita juga berikan toleransi waktu untuk pengumpulan tugas siswa.

The ease of use of learning facilities and services in schools is an indicator of student satisfaction. Based on the results of interviews with the English teacher found that both in offline and online classes, the teacher always tries to provide facilities and services at school. Learning facilities provided by the teacher in offline classes are usually in the form of online dictionaries displayed on an LCD projector. Because student problems that arise are usually related to new vocab findings that students don't know the meaning of, and with this students can learn and discuss together. Apart from that, other conveniences are in the form of services which include the tolerance given by the teacher in collecting online assignments. This is a form of teacher's solution to the problems of network constraints that are often experienced by students.

To ensure student learning satisfaction, the researcher also conducted an interview with one of the students on this aspect:

Researcher : Menurut kamu, apakah kamu puas dengan pelayanan yang diberikan oleh sekolah, seperti kemudahan aksesibilitas, penggunaan fasilitas belajar, dan kemudahan yang lainnya yang berhubungan dengan kegiatan belajar kamu dikelas online dan offline?

Student 5 : Sejauh ini, saya sudah cukup puas kak dengan fasilitas belajar disekolah.. untuk kemudahan-kemudahan yang diberikan menurut saya juga sudah cukup bagus.. saya juga puas dengan hal itu.. kalau untuk platform belajar,, alhamdulillah.. mudah diakses.. baik saat pembelajaran online ataupun offline.. dan juga selalu di update kak untuk meningkatkan performa dari e-learning itu.. karena kalau offline kita juga masih menggunakan platform belajar e-learning kak, tapi hanya untuk ujian.. untuk kendala yang saya alami saat belajar ya cuma masalah jaringan saja kak, untuk delay-delay tugas.. alhamdulillah ada toleransi juga kak kalau alasannya jelas.

Based on interviews with the student, it can be concluded that students are quite satisfied with the facilities provided by the school. Students feel that online and offline learning facilities are easy to access. In addition, students also feel that the school, both the subject teacher and the internal school, provides tolerance if students experience problems that interfere with their obligations to submit assignments or other matters. For this reason, students feel that this is

a form of the solution provided by the school to their students, and this is also a concern from the school for their students.

2. The ways to improving students satisfaction toward the English learning process

In this section, the researcher focuses on how the teacher can improve student satisfaction while learning English in online and offline classes. The researcher conducted direct interviews with the English subject teacher to obtain research data. The researcher used a semi-structured interview type so that the questions posed to the teacher were further developed by the researcher to obtain valid research data in the real conditions of the school environment.

Interviews with the English teacher were conducted after teaching and learning activities in class. The researcher started the interview by asking permission from the English teacher. After being given permission, the researcher began to ask questions to the English teacher. Because the researcher used a semi-structured interview type, the answers given by the teacher gave little insight to the researcher. So that the interview went according to plan and the researcher got additional new information to develop the research data. The results of interviews submitted to the teacher about ways to increase student satisfaction are as follows:

Researcher : Bagaimana cara meningkatkan kepuasan siswa dalam mengikuti KBM Secara online dan Offline?

Teacher : Hal yang harus diperhatikan untuk meningkatkan

kepuasan siswa dalam belajar bahasa Inggris dikelas Online dan Offline adalah tentang bagaimana seorang pendidik memberikan fasilitas belajar yang memadai untuk siswa. Biasanya saya memberikan fasilitas belajar yaitu kamus online, karena rata-rata masalah siswa adalah pada vocabulary.. selain itu metode belajar, agar terciptanya suasana belajar yang menyenangkan dan siswa bisa dengan mudah menerima materi yang diberikan biasanya saya menggunakan rumus praktis, seperti singkatan atau plesetan kata untuk menghafal rumus bahasa Inggris tertentu.. kemudian menjadi guru interaktif kepada semua siswanya itu perlu.. biasanya kalau siswa sudah nyaman dengan gurunya, maka ia akan mudah menerima pelajaran yang diberikan.

Thus the results of interviews with the English teacher about how to increase student satisfaction while participating in English learning activities in online and offline classes. Among them is the provision of adequate English learning facilities, for example, the teacher provides an online dictionary if needed during English lesson hours. Then, providing materials is adapted to the applicable curriculum, such as the implementation of Online Learning at the beginning of the Covid-19 pandemic which used an emergency curriculum. So, the provision of subject matter is adjusted to the situation and conditions of the educational environment. In addition, the method of delivering material using practical formulations is a method or trick for the teacher to make it easier for

students to understand English subject matter. Then giving attention to students before the lesson begins, when the lesson, and after the lesson is over. For example, the teacher's interactive attitude to students in terms of reminding them the lesson starts soon, asking about difficulties, providing solutions, and reminding homework or assignments that have been given to students to be completed or collected is a simple effort but has a tremendous impact on increasing student satisfaction in learning English in the classroom.

B. DISCUSSION

Based on the results of this research, in this section, the researcher described the discussion of student satisfaction in learning English online and offline in class XI Science MA Al Islam Jamsaren Surakarta. The discussion in this study was also juxtaposed with several other relevant sources to prove that the results of this study are valid. The following are the results of the discussion presented by the researcher about the satisfaction of students in class XI Science MA Al Islam Jamsaren Surakarta in learning English online and offline:

1. Students satisfaction level in learning English in online and offline classes

Based on the satisfaction theory presented by Popi Sopiadin (2010), two factors that affect student satisfaction are intrinsic and extrinsic factors. Then, indicators of student satisfaction are needed to determine the level of student satisfaction. The indicators include five aspects, namely tangibles, reliability, responsiveness, assurance, and empathy. These five

aspects are to measure the level of student satisfaction in learning English online and offline. The data collected from the research questionnaire obtained results in each of the following aspects:

a. Tangibles

Based on the questionnaires, in this aspect, the sum of points collected according to the Likert scale calculation is 307 for online student satisfaction and 343 for offline student satisfaction. The sum of points for assessment of student satisfaction in offline learning is slightly superior to online learning. It means that students feel more satisfied when learning offline, especially in the tangible aspect that prioritizes student satisfaction in learning English material, both in listening, speaking, reading, and writing material. This was also reinforced by the opinion of the English subject teacher who stated that students also looked more enthusiastic when learning directly in class (face to face).

b. Reliability

Based on the questionnaires, the sum of points collected according to the Likert scale calculation is 468 for online student satisfaction and 557 for offline student satisfaction. It can be seen that the sum of points for the assessment of student satisfaction in offline learning is also slightly superior to online learning. It means that students also feel more satisfied when learning offline, especially in the aspect of reliability which prioritizes student satisfaction with the use of student learning support facilities, management in schools, and

the ability of teachers in schools. This is also reinforced by the opinion of the English subject teacher who stated that students were also able to adapt to the current conditions, namely during learning during the Covid-19 Pandemic.

c. Responsiveness

Based on the questionnaires, the sum of points collected according to the Likert scale calculation is 373 for online student satisfaction and 425 for offline student satisfaction. It can be seen that the number of points for the assessment of student satisfaction in offline learning is also slightly superior to online learning. It means that students also feel more satisfied when learning offline, especially in the responsiveness aspect. Furthermore, this aspect prioritizes student satisfaction with the teacher's response during the English learning process both in terms of paying attention to students, asking about students' difficulties, and providing solutions to student problems. This is also reinforced by the opinion of the English subject teacher who stated that so far students still enjoy participating in learning English activities in online and offline classes. The teacher also stated that the common problems that students often face are only about vocabulary.

d. Assurance

Based on the questionnaires, in this aspect, the sum of points collected according to the Likert scale calculation is 472 for online student satisfaction and 541 for offline learning satisfaction. It means

that the sum of points for student satisfaction in offline learning is also slightly superior to online learning. So students also feel more satisfied when learning offline, especially in the Assurance aspect which prioritizes student satisfaction. Including the suitability of services and learning facilities for students based on the situation and conditions in the school environment. For example, is the suitability of providing learning materials based on the curriculum during the Covid-19 pandemic. This statement was reinforced by the English subject teacher who stated that during the Covid-19 pandemic, the curriculum applied was an emergency curriculum. The implementation of this emergency curriculum is adjusted to the rules from the government that is being enforced regarding the provision of learning materials during the Covid-19 pandemic.

e. Empathy

Based on the questionnaires, the sum of points collected according to the Likert scale calculation is 396 for online student satisfaction and 449 for offline student satisfaction. It can be seen that the sum of points for the assessment of student satisfaction in offline learning is also slightly superior to online learning. Students also feel more satisfied when learning offline, especially in the Empathy aspect which prioritizes student satisfaction. Including the facilities provided by the school. Both from its services and the ease of use of learning

facilities in online and offline classes. In this case, it is also reinforced by the opinion of the English subject teacher. The teacher states that students be given convenience while participating in English learning activities both in online and offline classes. For example, the provision of learning facilities in the classroom such as providing online dictionaries for students. Then ease of learning the material by using fun learning methods such as the use of practical formulas so that students can easily remember certain formulas, and giving tolerance in collecting assignments if there are obstacles on the internet network.

The results of this study are different from the results of previous studies. Previous research conducted by Resi Oktaviani (2020) entitled "Students' Level of Satisfaction in Learning English Online at SMPN 1 Ampek Angkek for the 2020/2021 Academic Year" states that students are "satisfied" with online learning. The satisfaction standards generated in the study were divided into several categories of student satisfaction in participating in online learning activities. In the category of student satisfaction with technology learning items, the percentage results were 61.2%. In the category of student satisfaction with the item pedagogical model, a percentage of 66.5% was obtained. In the learning strategy satisfaction category, the percentage result was 65.8%. In conclusion, from all categories, the percentage of student satisfaction in participating in online learning activities was 64.5% which stated that students were "satisfied" with participating in online learning activities.

If the previous research only discussed student satisfaction in participating in online learning activities, then in this study, the researcher discussed the results of their research on student satisfaction when learning online and offline. The theory used by researchers to determine the level of student satisfaction in online and offline learning is using the theory of Popi Sopiadin (2010) regarding indicators of measuring student satisfaction which includes five important aspects, namely tangibles, reliability, responsiveness, assurance, and empathy. Then to measure student satisfaction the researcher created a questionnaire containing several questions referring to these five aspects. After the questions were completed, the researchers distributed these questions to students of class XI Science MA Al Islam Jamsaren Surakarta for the 2022/2023 academic year. The results of the questionnaire become research data which is then processed into research results. The research data was processed using a Likert scale which resulted in a range of student satisfaction in participating in online and offline learning activities.

On student satisfaction learning online, the highest score is on the assurance aspect, which is 472 points, and the lowest is on the tangibles aspect, which is 307 points. On student satisfaction when learning offline, the highest score is on the Assurance aspect, which is 472 points, and the lowest is on the tangibles aspect, which is 307 points. Overall, the results of calculations using a Likert scale on all aspects (tangibles, reliability, responsiveness, assurance, empathy) yielded a total of 2016 points for student satisfaction when learning online and 2315 points for student

satisfaction when learning offline. If the total value of student satisfaction is calculated in the form of a percentage, the satisfaction of students learning online is 46.55% and the satisfaction of students learning offline is 53.45%.

The conclusion is that the percentage of student satisfaction when learning offline is greater than the satisfaction of students learning online. This means that students are more satisfied with learning activities offline than online. Even so, the difference in the percentage of student satisfaction in participating in online and offline learning activities is not so much that it can be concluded that students feel "Quite Satisfied" in participating in online and offline learning activities. The predicate "Quite Satisfied" is pinned because the results of the percentage of student learning satisfaction from online and offline learning models are in the "Quite Satisfied" category which is in the range of 41% -60%.

2. The ways to improving students satisfaction toward the English learning process

Student satisfaction is one indicator of the achievement of learning objectives. To get student satisfaction in learning activities, good service is needed from the school in the form of academic services and learning facilities. However, student satisfaction does not only come from the external environment but also comes from the student's internal environment. According to Popi Sopiati (2010), two factors influence student satisfaction, namely intrinsic factors and extrinsic factors.

An intrinsic factor is a factor that comes from the student's self that leads to a sense of satisfaction or a sense of satisfaction in learning. Usually, this factor is in the form of student satisfaction with academic and non-academic achievements. In this case, positive support from the student's internal environment is needed. For example, support from oneself (the intention to become students who excel in both academic and non-academic environments), and the family environment (moral support in the form of positive motivation, as well as material in the form of learning support facilities). In participating in English learning activities, in this case, the teacher's role is as a role model. The teacher can at least provide good motivation for their students and direct students' passion related to English subjects.

Extrinsic factors are factors that come from outside the student (environment). This factor also contributes in terms of student learning satisfaction. These factors include the existing services in schools, student relations with the school environment, media for student learning development in schools, the quality of educators in schools, and management in schools. From all these factors, it can be concluded that the extrinsic factors that affect student learning satisfaction come from services and student learning facilities. For this reason, in increasing student satisfaction in learning English, the role of the teacher is expected to be able to provide good service. Such as giving good attention to students as a whole, asking about problems faced by students while learning English, and providing solutions to students' problem-solving.

Teachers are also expected to provide supporting facilities for student learning, either in the form of using effective learning methods (easy and fun), providing online dictionary facilities when needed, as well as a forum for developing students' interests and talents in English lessons.

Based on the theory from Popi Sopiadin (2020) regarding factors that influence student satisfaction, the thing that needs to be considered by a teacher to increase student satisfaction by giving attention to students, providing good service during the learning process, and providing facilities to support student learning activities. Thus, students are fulfilling their learning needs and students feel satisfied with learning activities. It should be noted that the three steps are in line with student satisfaction. If these steps (attention, service, and facilities) are increased, student satisfaction also increases.

As in the interview with the English teacher for class XI Science MA Al Islam Jamsaren Surakarta in academic year 2022/2023, the thing that can be done to increase student satisfaction in:

a. Online Learning

In online teaching learning, the teacher can provide material that is easy for students to understand. Teachers can provide and teach easy ways to understand English material by making tricks to memorize English formulas with practical formulas and you can also play on words. Then the teacher can also provide material to students briefly but all material is covered as in the emergency curriculum which states that the material given to students is only important. In addition, the

teacher can pay attention to students to the problems that are being experienced by students during learning activities.

The teacher's interactive attitude towards students is also needed in this online learning activity. Due to the lack of teacher and student meetings at school, online media has become an important communication tool for students and teachers. To establish interactive communication, as is usually the case in class, the teacher can create online groups, for example, WA groups. With this group, the teacher can pay attention to his students like in an offline class such as greeting students, reminding them that class will start, discussing with students, giving assignments, and other activities related to teaching and learning activities. If there is good communication between the teacher and students, there will be no miss communication which causes misunderstandings between the teacher and students so it can reduce student satisfaction in participating in teaching and learning activities.

b. Offline Learning

In offline teaching-learning, teachers can increase student learning satisfaction by presenting fun learning with serious but relaxed principles so that students can enjoy receiving lessons. Teachers can also provide students with learning support facilities in class such as providing online dictionaries during learning. The provision of this online dictionary aims to expedite the learning process because students' problems often arise because they do not know the meaning of certain vocabulary words. This is because there

is a rule that students are not allowed to bring cell phones to school so the teacher provides online dictionaries. Due to offline class learning, as much as possible the teacher must make the ongoing activities in class fun activities. The fun activity in question is the existence of discussion activities and finding solutions together between students and the teacher in the class so that learning objectives can be achieved properly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the research conducted by researcher with the title "Online or Offline Learning: Students Satisfaction in Learning English at MA Al Islam Jamsaren Surakarta in Academic Year 2022/2023" it can be concluded that class XI Science MA Al Islam Jamsaren Surakarta academic year 2022/2023 (selected as the object of research) felt quite satisfied in participating in online and offline English learning activities. This conclusion was decided based on the results of the researcher's analysis after obtaining data from a questionnaire that had been distributed to XI Science students at MA Al Islam Jamsaren Surakarta in the academic year 2022/2023. Although they have the same satisfaction indicators between online and offline learning activities carried out by students, they both have different satisfaction scores.

The results of the researcher's analysis show that the calculation of student satisfaction scores for online learning is smaller than the student satisfaction scores for offline learning activities. The total score obtained in the calculation of online learning student satisfaction as a whole is 2016 from a total of 4331. If calculated in the form of a percentage, it gets a result of 46.55%. Meanwhile, the total score obtained in the calculation of student satisfaction with Offline learning activities as a whole is 2315 out of a total of 4331. If calculated in percentage form, the result is 53.45%. From these calculations, it can be interpreted that students feel more satisfied when participating in offline English learning activities.

Other results show that student satisfaction is also influenced by the results of the efforts of the school to increase student satisfaction in learning English. Based on the results of the analysis conducted by researcher, providing learning facilities, school services, and giving attention to class XI Science students during online and offline classes at MA Al Islam Jamsaren Surakarta in the academic year 2022/2023, it can be concluded that students feel quite satisfied in participating in the learning English activities. With the percentage results that are not much different, it indicates that MA Al Islam Jamsaren Surakarta provides the best effort for its students in online and offline learning activities.

B. SUGGESTIONS

Based on the conclusions that have been explained by the researcher about the satisfaction of students in class XI Science MA Al Islam Jamsaren Surakarta in the academic year 2022/2023, as well as what efforts have been made by teachers and the school to increase student satisfaction in online and offline classes, the suggestions from the researcher are as follows:

1. For Teachers

The teacher is one of the factors that affect student learning satisfaction. The teacher has an important role in the classroom. Teachers also have a greater influence than other factors. For this reason, the position of the teacher in the classroom is the key so that students feeling satisfied learning in class. To increase student satisfaction in learning in class, teachers should be able to control the class atmosphere, both in online and offline classes. For this reason, the teacher are expected to be

able to give positive vibes to their students when studying in class. This can be done by providing adequate learning facilities, providing motivation to students as a form of teacher attention, helping solve problems that are being faced by their students, and playing an active and interactive role for all students. In addition, in terms of delivering the subject matter, it should be presented in simple sentences so that it is easily understood by students. Then in terms of delivering subject matter, the teacher can also use methods that are easily accepted by students such as the use of practical formulas so that students can easily remember the subject matter and other creative methods.

2. For Students

To increase learning satisfaction in online and offline classes, as students, it is necessary to instill the principle that learning is mandatory. Studying at school is a means to achieve goals. For this reason, students must be serious about learning in class, both online and offline. Serious learning can be done by paying attention to what the teacher is saying in class, doing the assignments given by the teacher, asking if there is a subject matter that is not understood, using learning facilities properly, and being responsible to yourself and others. When all these things are carried out, students will have more value in the class. Students will be able to feel satisfied learning by themselves because these students can master the subject matter well. This will also make a good contribution to the future.

3. For Other Researchers

For other researchers who will carry out research with the same theme, this research can be used as supporting information. It is hoped that further research will run better and can develop this research.

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APPENDIX 1

PERMISSION SHEET



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-3130/Un.20/F.V/PP.00.9/07/2022

20 Juli 2022

Lamp. : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth.

Kepala MA Al Islam Jamsaren Surakarta

di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **GALUH ADE SAPUTRI**

NIM : 183221317

Program Studi : Pendidikan Bahasa Inggris

Semester : 9

Judul Skripsi : Online-Offline Learning: Students Satisfaction in Learning English at MA Al Islam Jamsaren Surakarta in Academic Year 2022/2023

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 28 Juli 2022 sampai tanggal 3 September 2022.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.



Prof. Dr. Toto Suharto, S.Ag., M.Ag.

NIP. 19710403 199803 1 005

APPENDIX 2

THE QUESTIONNAIRE OF STUDENTS' SATISFACTION



UIN RADEN MAS SAID SURAKARTA

KUESIONER KEPUASAN SISWA DALAM MENGIKUTI PEMBELAJARAN SECARA ONLINE DAN OFFLINE DI MA AL ISLAM JAMSAREN SURAKARTA TAHUN AKADEMIK 2022/2023

Assalamu'alaikum wr wb

Dengan ini saya mengharapkan kesediaan siswa dan siswi untuk mengisi pertanyaan-pertanyaan ini, yang digunakan untuk mengumpulkan data dalam rangka penelitian pembuatan skripsi, dengan judul: **"Online-Offline Learning: Students Satisfaction in Learning English at MA Al-Islam Jamsaren Surakarta in Academic Year 2022/2023"**

Kejujuran dan jawaban siswa-siswi dalam pengisian angket ini sangat diharapkan untuk kelancaran pembuatan skripsi ini. Dalam lembaran angket ini tidak ada jawaban salah atau benar, tetapi merupakan pendapat atau kondisi yang dirasakan peserta didik. Jawaban yang telah diberikan tidak akan mempengaruhi prestasi yang didapatkan siswa/siswi di sekolah, karena penelitian ini hanya bersifat ilmiah.

Terima kasih atas kesediaan dan waktu yang diberikan untuk pengisian angket ini.

Peneliti

Galuh Ade Saputri


Petunjuk pengisian:

1. Sebelum menjawab bacalah pernyataan-pernyataan ini dengan teliti
2. Jawablah pertanyaan-pertanyaan pada lembaran berikut sesuai dengan kondisi dan keadaan peserta didik rasakan sejujurnya
3. Ungkapkan perasaan anda terhadap pelayanan proses pembelajaran di MA Al-Islam Jamsaren Surakarta dengan memberikan tanda centang (V)
4. Setiap pertanyaan terdiri dari lima alternative jawaban

Keterangan:

- | | |
|-----|---------------------|
| SP | = Sangat Puas |
| P | = Puas |
| CP | = Cukup Puas |
| TP | = Tidak Puas |
| STP | = Sangat Tidak Puas |

5. Selamat mengerjakan

	KUESIONER KEPUASAN SISWA DALAM MENGIKUTI PEMBELAJARAN SECARA ONLINE DAN OFFLINE DI MA AL ISLAM JAMSAREN SURAKARTA TAHUN AKADEMIK 2022/2023	
	Nama	:
	Kelas	:
	No absen	:

Berikan tanda centang (V) pada kolom SP, P, CP, TP, atau STP secara objektif untuk menjawab pernyataan berikut:

No.	Pernyataan		Keterangan				
			SP	P	CP	TP	STP
KUALITAS BERWUJUD (<i>Tangibles</i>)			SP	P	CP	TP	STP
1.	Kepuasan terhadap materi bahasa Inggris “Listening”	Offline					
		Online					
2.	Kepuasan terhadap materi bahasa Inggris “Speaking”	Offline					
		Online					
3.	Kepuasan terhadap materi bahasa Inggris “Reading”	Offline					
		Online					
4.	Kepuasan terhadap materi bahasa Inggris “Writing”	Offline					
		Online					
KEANDALAN (<i>Reliability</i>)			SP	P	CP	TP	STP
5.	Kepuasan terhadap guru yang selalu memulai pembelajaran bahasa Inggris tepat waktu	Offline					
		Online					
6.	Kepuasan terhadap guru yang selalu mengakhiri pembelajaran bahasa Inggris tepat waktu	Offline					
		Online					
7.	Kepuasan terhadap guru yang selalu ada ketika jam pembelajaran bahasa Inggris dikelas	Offline					
		Online					
8.	Kemampuan guru dalam menciptakan kelas yang kondusif sehingga siswa berperan aktif dalam proses pembelajaran	Offline					
		Online					

9.	Kepuasan terhadap media pembelajaran yang digunakan guru dikelas	Offline					
		Online					
10.	Kepuasan terhadap metode yang digunakan oleh guru saat mengajar dikelas	Offline					
		Online					
KETANGGAPAN (<i>Responsiveness</i>)			SP	P	CP	TP	STP
11.	Kepuasan terhadap sikap guru dalam menanggapi keluhan yang saya alami	Offline					
		Online					
12.	Kepuasan terhadap solusi yang guru berikan terhadap kesulitan yang saya alami	Offline					
		Online					
13.	Kepuasan terhadap guru yang menanyakan apakah terdapat kesulitan	Offline					
		Online					
14.	Kepedulian guru terhadap siswa yang mengalami kesulitan belajar di kelas	Offline					
		Online					
15.	Kepuasan terhadap guru yang menegur peserta didik yang membuat kelas tidak kondusif	Offline					
		Online					
KEYAKINAN (<i>Assurance</i>)			SP	P	CP	TP	STP
16.	Semangat guru dalam kegiatan pembelajaran	Offline					
		Online					
17.	Motivasi yang diberikan guru dalam setiap proses pembelajaran	Offline					
		Online					
18.	Kesesuaian pemberian tugas dengan materi yang diajarkan	Offline					
		Online					
19.	Kesesuaian kegiatan pembelajaran dengan kalender akademik	Offline					
		Online					
20.	Kelengkapan media pembelajaran di kelas	Offline					
		Online					
21.	Terciptanya suasana belajar yang nyaman dan kondusif di kelas	Offline					
		Online					

KEMUDAHAN (<i>Emphaty</i>)		SP	P	CP	TP	STP
22.	Kepuasan terhadap respon guru ketika saya atau teman saya bertanya.	Offline				
		Online				
23.	Kepuasan terhadap kesabaran guru dalam memberikan pembelajaran bahasa Inggris	Offline				
		Online				
24.	Kepuasan terhadap cara penyampaian materi yang guru berikan	Offline				
		Online				
25.	Kepuasan terhadap toleransi pengumpulan tugas	Offline				
		Online				
26.	Catatan/komentar guru terhadap hasil evaluasi/tes/tugas	Offline				
		Online				

Surakarta, 3 Agustus 2022

Responden,

()

APPENDIX 3

THE RESULTS OF STUDENTS' SATISFACTION QUESTIONNAIRE



UIN RADEN MAS SAID SURAKARTA

HASIL KUESIONER KEPUASAN SISWA DALAM MENGIKUTI PEMBELAJARAN
SECARA ONLINE DAN OFFLINE DI MA AL ISLAM JAMSAREN SURAKARTA TAHUN
AKADEMIK 2022/2023

TABEL HASIL KUESIONER

No.	Pernyataan		Keterangan				
			SP	P	CP	TP	STP
KUALITAS BERWUJUD (<i>Tangibles</i>)			SP	P	CP	TP	STP
1.	Kepuasan terhadap materi bahasa Inggris “Listening”	Offline	2	7	12	4	0
		Online	1	6	13	4	1
2.	Kepuasan terhadap materi bahasa Inggris “Speaking”	Offline	2	7	14	2	0
		Online	0	4	16	4	1
3.	Kepuasan terhadap materi bahasa Inggris “Reading”	Offline	0	14	11	0	0
		Online	1	5	18	0	1
4.	Kepuasan terhadap materi bahasa Inggris “Writing”	Offline	2	11	10	2	0
		Online	0	7	14	3	1
KEANDALAN (<i>Reliability</i>)			SP	P	CP	TP	STP
5.	Kepuasan terhadap guru yang selalu memulai pembelajaran bahasa Inggris tepat waktu	Offline	7	10	7	0	1
		Online	1	7	13	3	1
6.	Kepuasan terhadap guru yang selalu mengakhiri pembelajaran bahasa Inggris tepat waktu	Offline	9	11	4	0	1
		Online	5	8	11	0	1
7.	Kepuasan terhadap guru yang selalu ada ketika jam pembelajaran bahasa Inggris dikelas	Offline	3	7	13	1	1
		Online	1	4	15	4	1
8.	Kemampuan guru dalam menciptakan kelas yang	Offline	6	14	5	0	0

	kondusif sehingga siswa berperan aktif dalam proses pembelajaran	Online	1	5	14	3	2
9.	Kepuasan terhadap media pembelajaran yang digunakan guru dikelas	Offline	5	4	13	3	0
		Online	1	2	19	3	0
10.	Kepuasan terhadap metode yang digunakan oleh guru saat mengajar dikelas	Offline	2	11	8	4	0
		Online	1	2	15	7	0
KETANGGAPAN (<i>Responsiveness</i>)			SP	P	CP	TP	STP
11.	Kepuasan terhadap sikap guru dalam menanggapi keluhan yang saya alami	Offline	5	6	12	1	1
		Online	0	4	19	2	0
12.	Kepuasan terhadap solusi yang guru berikan terhadap kesulitan yang saya alami	Offline	1	8	14	2	0
		Online	1	5	17	2	0
13.	Kepuasan terhadap guru yang menanyakan apakah terdapat kesulitan	Offline	1	8	15	0	1
		Online	0	2	16	7	0
14.	Kepedulian guru terhadap siswa yang mengalami kesulitan belajar di kelas	Offline	2	4	14	4	1
		Online	1	2	15	6	1
15.	Kepuasan terhadap guru yang menegur peserta didik yang membuat kelas tidak kondusif	Offline	4	11	10	0	0
		Online	2	2	15	6	0
KEYAKINAN (<i>Assurance</i>)			SP	P	CP	TP	STP
16.	Semangat guru dalam kegiatan pembelajaran	Offline	5	14	6	0	0
		Online	2	5	15	3	0
17.	Motivasi yang diberikan guru dalam setiap proses pembelajaran	Offline	4	13	8	0	0
		Online	1	7	14	3	0
18.	Kesesuaian pemberian tugas dengan materi yang diajarkan	Offline	2	12	8	2	1
		Online	2	6	9	6	2
19.	Kesesuaian kegiatan pembelajaran dengan kalender akademik	Offline	2	11	10	2	0
		Online	0	7	14	3	1
20.		Offline	4	5	12	4	0

	Kelengkapan media pembelajaran di kelas	Online	0	7	13	5	0
21.	Terciptanya suasana belajar yang nyaman dan kondusif di kelas	Offline	2	11	10	1	1
		Online	1	9	11	3	1
KEMUDAHAN (<i>Emphaty</i>)			SP	P	CP	TP	STP
22.	Kepuasan terhadap respon guru ketika saya atau teman saya bertanya.	Offline	5	12	8	0	0
		Online	1	10	12	2	0
23.	Kepuasan terhadap kesabaran guru dalam memberikan pembelajaran bahasa Inggris	Offline	3	10	11	1	0
		Online	1	6	17	1	0
24.	Kepuasan terhadap cara penyampaian materi yang guru berikan	Offline	4	7	12	2	0
		Online	0	5	14	6	0
25.	Kepuasan terhadap toleransi pengumpulan tugas	Offline	1	12	11	1	0
		Online	0	8	13	3	1
26.	Catatan/komentar guru terhadap hasil evaluasi/tes/tugas	Offline	2	7	16	0	0
		Online	1	5	15	3	1
TOTAL SKOR		Offline	85	247	274	36	8
		Online	25	140	377	92	16
Jumlah Poin (Perhitungan Skala Likert)		Offline	425	988	822	72	8
		Online	125	560	1.131	184	16
Total Poin Akhir		Offline	2.315				
		Online	2.016				
Prosentase		Offline	53,45 %				
		Online	46,55 %				

APPENDIX 4
INTERVIEW QUESTIONS

1. Bagaimana metode mengajar yang diterapkan pada saat pembelajaran Offline dan Online ?
2. Apakah pemberian materi dapat diberikan secara menyeluruh kepada siswa (pada saat pembelajaran online maupun offline)?
3. Bagaimana antusias siswa ketika mengikuti Kegiatan Belajar Mengajar (KBM) secara Online dan Offline?
4. Bagaimana cara meningkatkan semangat belajar siswa pada saat pembelajaran Online maupun Offline?
5. Bagaimana cara menanggapi atau merespon aktivitas siswa di kelas Online maupun Offline?
6. Bagaimana cara mengatasi problematikan siswa dikelas online dan offline?
7. Bagaimana level kepuasan siswa kelas XI IPA ketika mengikuti pelajaran bahasa Inggris secara Online dan Offline?

APPENDIX 5

TRANSCRIPT INTERVIEW WITH ENGLISH TEACHER

A : Galuh Ade Saputri (Researcher)

B : Khoirul Masyhur E. S. P., S.Pd. (Teacher)

A :	“Assalamualaikum wr wb.. selamat pagi pak, saya izin memulai wawancara nggih pak?”
B :	“Waalaikumussalam wr wb.. iya boleh .. silakan”
A :	“Baik pak, saya mulai nggih.. yang pertama saya ingin menanyakan tentang bagaimana metode yang diterapkan selama kegiatan pembelajaran online dan offline nggih.. ?”
B :	“Oke.. jadi begini mbak, Untuk metode mengajar secara offline.. seperti pada umumnya, menggunakan metode ceramah, diskusi, QnA, misal mengajar reading.. kita menggunakan portofolio sebagai lembar kerja siswa, Role Play juga, untuk Online.. ini agak sedikit berbeda, kita menggunakan Video Based Learning.. ini nanti kita membuat video pembelajaran kemudian diupload di e-learning yang merupakan fasilitas media belajar yang disediakan oleh Kemenag selama pembelajaran daring di masa pandemi Covid-19.”
A :	“Nggih pak, kemudian.. untuk materi pelajaran apakah pemberian materi online dan offline dapat diberikan secara menyeluruh kepada siswa?”
B :	“Untuk kegiatan belajar secara offline, materi disusun sesuai dengan rencana pembelajaran yang telah dibuat kemudian diberikan sesuai denganjadwalnya.. sehingga materi bisa sepenuhnya diberikan .. namun, pada pembelajaran online karena pendemi Covid-29 kemarin, kita menerapkan Emergency Curriculume atau kurikulum darurat.. sehingga materi pembelajaran yang diberikan kepada siswa hanya diambil materi yang esensial saja. Ini disesuaikan dengan kurikulum yang sedang diberlakukan.. jadi kita menyesuaikan aturan yang sedang berlaku.. karena memang waktu belajar online juga terbatas belum lagi kendala yang lainnya seperti jaringan dan lain sebagainya.”

A :	“Oo.. jadi begitu pak.. berarti memang harus ada penyesuaian pada saat pandemi ini nggih pak..”
B :	“Betul mbak..”
A :	“Lalu.. Bagaimana antusias siswa ketika mengikuti kegiatan belajar secara Online dan Offline ?”
B :	“Kalau saya perhatikan.. siswa ini yaa.. lebih antusias ketika mengikuti kegiatan belajar secara offline.. dan memang, mungkin siswa merasakan suasana kelas yang lebih riil yaa.. jadi siswa lebih interaktif ketika mengikuti pembelajaran di kelas offline”
A :	“Nggih pak.. kemudian... bagaimana cara meningkatkan kepuasan siswa dalam mengikuti KBM secara Online dan Offline?”
B :	“Hal yang harus diperhatikan untuk meningkatkan kepuasan siswa dalam belajar bahasa Inggris dikelas Online dan Offline adalah tentang bagaimana seorang pendidik memberikan fasilitas belajar yang memadai untuk siswa. Biasanya saya memberikan fasilitas belajar yaitu kamus online, karena rata-rata masalah siswa adalah pada vocabulary.. selain itu metode belajar, agar terciptanya suasana belajar yang menyenangkan dan siswa bisa dengan mudah menerima materi yang diberikan biasanya saya menggunakan rumus praktis, seperti singkatan atau plesetan kata untuk menghafal rumus bahasa Inggris tertentu.. kemudian menjadi guru interaktif kepada semua siswanya itu perlu.. biasanya kalau siswa sudah nyaman dengan gurunya, maka ia akan mudah menerima pelajaran yang diberikan.”
A :	“Nggih pak.. jadi memang harus kreatif, aktif, dan interaktif nggih pak..”
B :	“ Hehe.. iya mbak.. harus itu.. yaa.. sebisa mungkin agar tujuan pembelajaran itu tercapai”
A :	“Nggih pak.. sipp..lalu, bagaimana cara menanggapi atau merespon aktivitas siswa pada saat belajar Online maupun Offline?”
B :	“Cara merespon siswa, pertama yaitu dengan menumbuhkan semangat belajarnya diawal pertemuan, dimulai dari mengajak siswa menyenangi pelajaran bahasa Inggris, dengan cara membuat suasana kelas yang menyenangkan untuk siswa sehingga siswa tidak merasa bosan misal

	<p>sering berinteraksi dengan siswa, cara lain yang biasa saya lakukan yaitu selalu mengingatkan kepada siswa terkait tugas, mengingatkan jam pelajaran akan dimulai.. jadi sebelum pelajaran dimulai kita ingatkan dulu agar mereka bersiap-siap.. ini biasanya saya terapkan dikelas online dengan mengingatkan mereka di grup kelas. Kemudian perhatikan kesulitan yang dialami siswa, setelah itu coba berikan solusi, bisa dengan diskusi bersama.”</p>
A :	“Oo.. Nggih pak.. jadi peran guru sebagai pengendali kelas nggih pak..?”
B :	“Iya benar.. ibaratnya.. guru itu sebagai supirnya.. pemegang kendalinya..”
A :	“Nggih pak.. kemudian.. bagaimana cara mengatasi problematika siswa dikelas Online dan Offline?”
B :	<p>“Kita lihat dulu problemnya seperti apa.. lalu kita berikan solusinya.. biasanya problem siswa ketika belajar bahasa inggris adalah siswa terkadang tidak mengetahui arti dari vocabulary tertentu, sehingga solusi yang bisa kita berikan adalah menyediakan kamus online lalu kita tampilkan di proyektor..sehingga kita bisa belajar bersama.. itu kalau dikelas offline. Kalau dikelas online, sejauh ini kendala jaringan yang paling banyak dialami.. walaupun begitu mereka tetap bisa mengikuti KBM dikelas online dengan baik.. dan pastinya tetap kita informasikan kembali apa yang menjadi informasi penting di grup kelas, dan apabila problematika yang dihadapi siswa adalah jaringan.. kita juga berikan toleransi waktu untuk pengumpulan tugas siswa.”</p>
A :	“Oo.. nggih pak.. saya juga sering mengalami kendala jaringan ketika mengikuti kuliah online.. apalagi jika cuaca hujan misalnya.. parah itu sinyalnya.. hehe..”
B :	“Iya mbak, kalau terjadi seperti itu, saya berikan toleransi .. ataupun nanti saya berikan tugas pengganti”
A :	“Nggih pak.. terakhir ini pak.. Bagaimana level kepuasan siswa kelas XI IPA ketika mengikuti pelajaran bahasa Inggris secara online dan offline?”
B :	“Siswa terlihat lebih puas belajar bahasa inggris dikelas offline... hal itu terlihat dari antusias siswa dengan cara rajin bertanya dalam mengeksplere materi yang sudah disampaikan guru didepan kelas.”

A :	“Oo.. Nggih pak.. saya pun juga merasa begitu.. baik pak, terima kasih untuk kesempatannya, saya cukupkan sekian nggih pak.. terima kasih banyak pak”
B :	“Nggih mbak.. sama sama.. semoga dilancarkan skripsinya”
A :	“Aamiin... terima kasih,.. Nggih sampun pak, sama mohon pamit nggih.. Assalamualaikum wr wb”
B :	“Waalaikumussalam wr wb.. Nggih mbak,.. monggo-monggo..”

APPENDIX 5

TRANSCRIPT INTERVIEW WITH SEVERAL STUDENTS

Researcher :	“Assalamualaikum dek.. kakak izin bertanya boleh?”
Student 1 :	“Walaikumussalam.. iya boleh kak..tanya apa kak?”
Researcher :	“Jadi begini dek.. kamu kan termasuk siswa yang pernah belajar dengan sistem online dan offline.. nahh.. kakak mau tanya tentang kepuasan kamu dalam mengikuti kegiatan belajar bahasa inggris dikelas online dan offline yaa..”
Student 1 :	“Baik kak, silakan..”
Researcher :	“Menurut kamu, kamu lebih puas belajar bahasa inggris saat online atau offline?”
Student 1 :	“Kalau aku lebih pilih offline sih kak.. lebih enak belajar disekolah... kalau misal pas guru lagi njelasin materi aku merasa lebih nyaman kalau dijelasin secara langsung, jadi lebih paham.. soalnya kalau online kayak capek gitu belajarnya, harus natap layar terus.. kalau disekolah kan enak ,, ketemu temen temen.. bisa diskusi bareng misalnya ada materi yang gk paham...intinya lebih suka offline karena lebih paham kalau misal gurunya lagi njelasin.. gitu kak..”
Researcher :	“Oke.. makasih yaa jawabannya..”
Researcher :	“Kalau kamu dek,..”
Student 2 :	“Iya kak?”
Researcher :	“Menurut kamu, apakah kamu puas dengan metode yang diterapkan guru saat mengajar di kelas online dan offline ?”

Student 1	:	“Cukup puas sih kak, misal pada saat belajar offline.. saya merasa cukup puas dengan metode mengajar guru, karena kan guru mengajar seperti pada umumnya,, guru menerangkan materi, lalu kita memperhatikan.. lalu biasanya diskusi dulu bagian mana yang belum paham.. dan kita diskusikan bersama..metode yang paling saya sukai dari guru adalah penggunaan rumus praktis kak.. jadi semisal ada rumus penting, bisa mudah dihafal. ..Kalau untuk metode belajar online.. sejauh ini saya juga merasa cukup puas kak.. jadi kan menggunakan e-learning.. kalau disesuaikan dengan kondisi yang sedang terjadi kan.. yaa..metodenya.. medianya.. sudah cukup efektif menurut saya..”
Researcher	:	“Setuju sih.. okee,, makasih yaa..”
Researcher	:	“Pertanyaan untuk kamu dek..”
Student 3	:	“ Apa kak?”
Researcher	:	“Menurut kamu, apakah kamu puas dengan respon guru pada saat mengajar dikelas online dan offline ?”
Student 3	:	“Biasa saja sih kak.. mungkin lebih ke personality guru nya ya kak.. tapi memang kalau guru bahasa inggris kita ini .. ramah, suka mengajak bercanda.. dan juga perhatian kepada siswanya.. serius tapi santai .. jadi kalau ditanya puas atau nggak.. mungkin lebih ke cukup puas sih kak..respon kepada siswanya bagus,, perhatian kepada siswanya.. baik di KBM online maupun offline”
Researcher	:	“Okee.. iya juga sih,, makasih yaa..”
Researcher	:	“Sekarang untuk kamu..”

Student 4	:	“Iya kak..”
Researcher	:	“Menurut kamu, apakah kamu puas dengan materi pelajaran bahasa inggris yang diberikan dikelas online dan offline ?”
Student 4	:	“Emm.. ya cukup puas sih kak.. hehe.. pas di kelas offline.. mungkin udah sesuai kurikulum juga, jadi ya segitu kak.. paling sulit memahami kalau misalnya gak tahu vocabularynya.. jadi kalau di kelas offline mungkin materinya udah pas segitu ya kak sesuai k-13.. nah.. pas di kelas online.. kemarin katanya materinya cuma sedikit, diambil materi yang penting saja katanya kak.. dan memang sedikit sih kak ,, materi yang penting-penting saja.. tapi yaa.. sama aja.. namanya juga bahasa inggris.. nek misal gak tahu artinya yo gak paham kak.. hehe.. tapi overall.. puas kak.. karena kan kita cuma bisa ngikutin aturan dari pemerintah.”
Researcher	:	“Hehe.. iya betul-betul.. pokoknya kalau pengen paham vocabulary.. sering baca narasi bahasa inggris.. dengerin lagu juga bisaa.. ” “Siapp kak”
Student 4	:	“Satu lagi kamu yaa..”
Researcher	:	“Oke kak”
Student 5	:	“Menurut kamu, apakah kamu puas dengan pelayanan yang diberikan
Researcher	:	oleh sekolah, seperti kemudahan aksesibilitas, penggunaan fasilitas belajar, dan kemudahan yang lainnya yang berhubungan dengan kegiatan belajar kamu dikelas online dan offline?” “Sejauh ini, saya sudah cukup puas kak dengan fasilitas belajar disekolah.. untuk kemudahan-kemudahan yang diberikan menurut

Student 5 :	saya juga sudah cukup bagus.. saya juga puas dengan hal itu.. kalau untuk platform belajar,, alhamdulillah.. mudah diakses.. baik saat pembelajaran online ataupun offline.. dan juga selalu di update kak untuk meningkatkan performa dari e-learning itu.. karena kalau offline kita juga masih menggunakan platform belajar e-learning kak, tapi hanya untuk ujian.. untuk kendala yang saya alami saat belajar ya cuma masalah jaringan saja kak, untuk delay-delay tugas..
Researcher :	alhamdulillah ada toleransi juga kak kalau alasannya jelas.” “Okee.. makasih yaaa.. BTW, ini rata rata jawabannya cukup puas
Student 1 :	yaa.. semangat kaliann..”
Researcher :	“Semangat juga kak..” “Terima kasih yaa untuk partisipasinya,, semoga Allah beri
Student 5 :	kemudahan dan kelancaran untuk kalian semua.. Terima kasihhh” “Sama sama kak.. semoga kakak juga dilancarkan skripsiannya..”

APPENDIX 6
DOCUMENTATION

MA Al Islam Jamsaren Surakarta



Hall of the School



Jamsaren Mosque



School Building



Security Office



Entrance Jamsaren Mosque



Parking Area



Teacher's Room



Canteen



Information and Administration Office



The teacher conduct discussion with the students



The researcher share the questionnaire to the students



The students fill the questionnaire



The researcher observe the method that the teacher used in teaching activity

