



INVESTIGATING EFL STUDENTS' SATISFACTION AND EXPECTATION IN VIRTUAL LEARNING ENVIRONMENTS

by

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Abstract:

Online learning became a learning adaptation during the COVID-19 pandemic, and in the post-pandemic era, learning still implements online learning in blended learning. The satisfaction and expectation terms were used to measure the effectiveness of online learning during the COVID-19 pandemic and prepare for a practical blended learning experience. This study aims to investigate EFL junior high school students' satisfaction with online learning and delve into the students' expectations of blended learning in the post-pandemic era. An explanatory sequential mixed method design was conducted through an online survey of 151 eighth-grade students and interviews with ten students among the survey respondents comprising five in each high and low satisfaction category. The study collected the data through a purposive sampling technique analyzed using descriptive analysis for the quantitative data and thematic analysis for the qualitative data. The result explained that most students were satisfied with online learning: instructor pedagogical skills, interaction, technology, and learning resources factor. Furthermore, for blended learning, the students expect to keep blended learning and be able to use technology used in online learning, such as a smartphone. These results help the EFL teacher to raise students' satisfaction with online and blended learning at the junior high school level.

Keywords: blended learning, EFL students; expectation; online learning;

Abstrak:

Pembelajaran daring menjadi adaptasi pembelajaran di masa pandemi COVID-19, dan di era pasca pandemi, pembelajaran tetap menerapkan pembelajaran daring dalam blended learning. Istilah kepuasan dan harapan digunakan untuk mengukur efektivitas pembelajaran online selama pandemi COVID-19 dan mempersiapkan pengalaman belajar campuran praktis. Penelitian ini bertujuan untuk menyelidiki kepuasan siswa SMP EFL terhadap pembelajaran online dan menggali harapan siswa terhadap pembelajaran campuran di era pascapandemi. Desain metode campuran sekuensial penjelasan dilakukan melalui survei online terhadap 151 siswa kelas delapan dan wawancara dengan sepuluh siswa di antara responden survei yang terdiri dari lima di setiap kategori kepuasan tinggi dan rendah. Penelitian ini mengumpulkan data melalui teknik purposive sampling yang dianalisis menggunakan analisis deskriptif untuk data kuantitatif dan analisis tematik untuk data kualitatif. Hasil penelitian menjelaskan bahwa sebagian besar siswa puas dengan pembelajaran online: keterampilan pedagogis instruktur, interaksi, teknologi, dan faktor sumber belajar. Selanjutnya, untuk blended

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learning, para siswa berharap untuk tetap blended learning dan dapat menggunakan teknologi yang digunakan dalam pembelajaran online, seperti smartphone. Hasil ini membantu guru EFL untuk meningkatkan kepuasan siswa dengan pembelajaran online dan campuran di tingkat sekolah menengah pertama.

Kata kunci: Kepuasan, harapan, pembelajaran daring, blended learning, siswa EFL

INTRODUCTION

The COVID-19 pandemic stopped face-to-face educational activities and made everything conducted online, including the learning system. According to Adedoyin and Soykan (2020), this pandemic forced schools to conduct learning online. This decision was made to prevent the spread of COVID-19 (Huwaidi et al., 2021). Therefore, schools changed the learning system from traditional face-to-face learning to emergency remote learning, known as online learning.

Online learning is familiar in education and has existed even before the COVID-19 pandemic started. According to Stern (2007), online learning is an internet-based course that can be conducted synchronously and asynchronously. It means the students can learn using their devices at their houses. Meanwhile, online learning provides flexibility, student-centered learning, and learning experience, and a safe atmosphere (Basuony et al., 2020; Mukhtar et al., 2020). It is flexible because students can learn using the Course/Learning Management System (CMS/LMS) with a flexible framework (Stern, 2007). However, only a few schools had implemented online learning before the COVID-19 pandemic. Therefore, most schools needed to be repaired when the pandemic began, making learning an emergency of online learning.

During the COVID-19 pandemic, Madya and Abdurahman (2021) stated that applications widely used to support emergency online learning were WhatsApp, Google Classroom, and Zoom. However, because it was not prepared well, several factors, such as technology used, socio-economic, intrusions of humans and pets, digital competence, assessment and supervision, heavy workload, and compatibility became problems during the online learning, especially for the instructors and students (Adedoyin & Soykan, 2020). Sholichin et al. (2020) added that 63% of the students needed an unstable internet connection and an internet package to support online learning. This means online learning could be ineffective.

Besides challenges in online learning, learning English has also become a problem for students of English as a Foreign Language (EFL). According to Hibatullah (2019), EFL students need help learning English because they live in a non-English-speaking country, meaning their environment needs to support them in practicing speaking in English as their mother tongue did. The problems with receptive skills, lecturer's resources, learning strategy, vocabulary mastery, motivation (Alsalihi, 2020), exposure, and culture affect the acquisition of English by EFL students (Hibatullah, 2019). Thus, by looking at the benefits and challenges of online learning during the COVID-19 pandemic, how effective online learning is during the COVID-19 pandemic should be known.

The satisfaction term can be used to know the students' feelings from experiencing online learning for more than two years and to measure the effectiveness of online learning. Satisfaction has a multidimensional meaning, but the significant satisfaction types are divided into customer satisfaction and job satisfaction (Dan, 2015). Those terms refer to the delighted feeling toward the service received by the customer and the job. In education, students' satisfaction is used to measure the effectiveness of learning (Zeng & Tingzeng Wang, 2021). The evaluations are based on the student's experience with the educational system and the outcome, which causes different satisfaction levels (Elliott & Shin, 2002). Furthermore, according to Bolliger and Martindale (2004), several factors can influence the students' satisfaction: instructor, interaction, technology, course management, course website, interactivity, and general information factors.

The instructor factor meant the students felt delighted about the teacher's pedagogical knowledge. It is the specialized knowledge to create effective learning for students by mastering knowledge in classroom management and teaching methods (Guerriero, 2014). Voss et al. (2011) support that teachers should understand appropriate teaching methods based on the classroom environment and be flexible facilitators and motivators (Bolliger & Martindale, 2004). In addition, the interaction factor is divided into three: learner-content, learner-instructor, and learner-learner interaction (Moore, 1989). Learner-content interaction refers to the knowledge acquired from the interaction with the subject matter, learner-instructor interaction is the knowledge transfer and communication between teacher and students, and learner-learner interaction explains how the students talk, discuss, and collaborate with other students.

Meanwhile, the technology factor explains that the students can be satisfied with reliable technology equipment (Belanger & Jordan, 2000) and adequate access to technology (Bolliger & Martindale, 2004).

Moreover, the course management factor contains learning resources that can affect students' satisfaction (Bolliger & Martindale, 2004). Course management also helped the students access the learning resources quickly (Bradley, 2020). Therefore, this research used factors of instructor, interaction, technology, and learning resources to measure online learning satisfaction during the COVID-19 pandemic.

Meanwhile, the pandemic has ended, which changed the learning system from entirely online to blended learning. Blended learning combines face-to-face and online learning to create a better learning atmosphere (Ginting et al., 2021). In the post-pandemic era, COVID-19 can raise the pandemic again, and the solution is blended learning that can adjust the learning activity based on the situation. Because blended learning was implemented in the post-pandemic era, the students needed more experience to be measured by the students' satisfaction. Therefore, the students' expectations were used to delve into their needs for a better implementation. According to Pinto and Anderson (2013), students' expectation correlates with students' satisfaction. They explained that expectation could be prior knowledge as a reference to the expectation, called preconceived expectation. Informed expectation is when the expectation is asked after experiencing it. Thus, the EFL students' expectations should be known.

Based on previous studies, several studies explained the result of students' satisfaction with online learning during the COVID-19 pandemic and the expectation of blended learning in the post-pandemic era. According to Al-Sofi (2021), EFL university students were satisfied with the e-learning process using Blackboard LMS, such as technical support, facilities and services of the course instructor, and course content design during the COVID-19 pandemic. However, they wanted more from the training sessions. This study was similar to the study from Safitri (2020) in that the university students were satisfied with e-learning, such as confidence in using technology, the lecturer's positive attitude, flexibility, ease of access, and learning achievement, which made the e-learning effective.

Meanwhile, in online learning satisfaction research conducted by Almusharraf and Khahro (2020), EFL university students were satisfied with the online platform, grading

system, technical support, assessment option, and learning tools like LMS, Google Classroom, and Google Hangouts. Online learning satisfaction was also affected by the students' experiences and readiness for online learning and the lecturer's presence in online learning (Suhandiah et al., 2022). In addition, the study conducted by Asmin (2021) stated that EFL university students were satisfied with the learning methods used, the lecturer, and the interaction with the lecturer and other students but dissatisfied with the assignment given. In the study by Sanora (2021), EFL students were satisfied with all factors of online learning satisfaction: language learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality. The students were generally satisfied with online learning (Surahman & Sulthoni, 2020). The students were satisfied with the time given to deepen their understanding at the junior high school level but dissatisfied with well-understood material (Putri et al., 2021). Furthermore, the study conducted by Rahmi et al. (2021) stated that students expect blended learning to be better for online discussion, lecturer's role, and facilitation, such as internet connection. The study by Abdillah and Sueb (2022) stated that students had high expectations of blended learning in the post-pandemic era, such as learning indicators and material development.

Thus, based on previous studies, there is no study explained the EFL junior high school students' online learning satisfaction during the COVID-19 pandemic and the students' expectation of blended learning in the post-pandemic era using factors of students' satisfaction by Bolliger and Martindale (2004): instructor, interaction, technology, and learning resources. Therefore, this study purposed to investigate the EFL students' satisfaction with online learning during the COVID-19 pandemic and the students' expectations of blended learning in the post-pandemic era at the junior high school level at SMP Negeri 1 Rendang. The research intended to answer these research questions;

1. How is the online learning satisfaction of EFL junior high school students during the COVID-19 pandemic at SMP Negeri 1 Rendang?
2. What are the EFL students' expectations toward blended learning in the post-pandemic era at SMP Negeri 1 Rendang?

METHOD

Design

This research used an explanatory sequential mixed method design. The quantitative method was conducted through an online survey through Google Forms to investigate EFL

junior high school students' satisfaction. The survey result was analyzed through descriptive statistics using SPSS ver. 26 as the primary data. Meanwhile, the qualitative method explored the quantitative data results throughout interviews.

Population and Sample

The study researched 170 eighth-grade students studying English as a Foreign Language (EFL) at SMP Negeri 1 Rendang, a junior high school. The reason for selecting this particular group was because the school presented a suitable environment to study the lack and benefits of online learning and the implementation of blended learning. A purposive sampling technique was used to select the participants based on a specific cultural domain relevant to the research (Tongco, 2006) and proficiency and knowledge regarding the phenomenon under investigation (Creswell & Clark, 2011). Quantitative and qualitative methods were employed to gather data using this sampling technique. The criteria for quantitative participants were eighth-grade EFL students at the junior high school level at SMP Negeri 1 Rendang who experienced online learning during the COVID-19 pandemic and blended learning in the early post-pandemic era. Meanwhile, the criteria for qualitative participants were ten students among the quantitative participants, comprising five in each high and low satisfaction category.

Instrument

This study distributed an online learning satisfaction questionnaire and interviews to the participants, allowing them to respond based on their experiences with online learning. The questionnaire was created using the Google Forms application, facilitating quick and efficient preparation without face-to-face interaction (Ruliyanti et al., 2021). The questionnaire consisted of 25 questions that utilized a close-ended format. It employed five scales of response based on Vagias' (2006) rating system, including very satisfied (5), satisfied (4), unsure (3), dissatisfied (2), and very dissatisfied (1). Meanwhile, an interview guide was employed to collect additional information and confirm the EFL junior high school students' online learning satisfaction during the COVID-19 pandemic. The interview also explored students' expectations of blended learning in the post-pandemic era at SMP Negeri 1 Rendang. The 19 questions of the interview guide were designed to obtain qualitative data and are employed to gather data regarding research question number two. Both instruments were tested through content validity, and the questionnaire instrument was added with empirical validity and reliability toward 37 non-sample participants. Using the Gregory formula (2014),

two expert judgments resulted that the questionnaire and interview guide instruments were valid (1.00). For empirical validity, all questionnaire items were valid, with a significant value of less than 0.05 (Sig. <0.05), as stated by Pallant (2016). Moreover, the reliability test using Cronbach's Alpha resulted in excellent (0.914) results for the questionnaire, as DeVellis (2017) stated, meaning that the questionnaire was reliable.

Data collecting technique

This research utilized both quantitative and qualitative data collection methods. The quantitative method involved the distribution of online questionnaires to investigate EFL junior high school students' online learning satisfaction during the COVID-19 pandemic at SMP Negeri 1 Rendang. The questionnaires were adapted from Lemos and Pedro (2012), Moore (1989), and Paechter et al. (2010) and underwent validity and reliability tests before being distributed to the participants. The qualitative method used interview guidelines validated by experts' judgment before conducting the interviews. The interviews aimed to gather in-depth data on students' online learning satisfaction and to delve into their expectations towards blended learning in the post-pandemic era.

Data analysis technique

The quantitative data were analyzed using descriptive statistics, and qualitative data were analyzed using thematic analysis. The data's mode score was employed to analyze the quantitative data. The mode score allowed for the determination of the most frequently occurring data distribution. Additionally, the scores were interpreted using the Likert scale of satisfaction levels from Vagias (2006), as outlined in Table 1. This was done to ascertain the students' satisfaction level by examining the value based on the mode score achieved.

Table 1. Level of Satisfaction Likert Scale by Vagias (2006)

Satisfaction Level	Value
Very Dissatisfied	1
Dissatisfied	2
Unsure	3
Satisfied	4
Very Satisfied	5

Meanwhile, the qualitative data analysis used six phases of thematic analysis by Braun and Clarke (2006). They are familiarizing with data, generating initial codes, searching for

themes, reviewing, defining, naming, and producing the report. These phases can be seen in Figure 1.

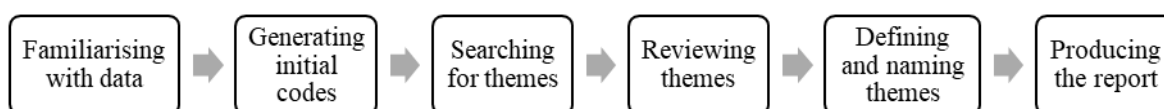


Figure 1. Thematic Analysis Phases by Braun and Clarke (2006, pp.77-101)

RESULTS AND DISCUSSION

Result

This study provides two results from the data collection technique: descriptive statistics results of the survey and thematic analysis of the interview. The survey result was used to answer the first research question, while the thematic analysis was used to answer the second research question.

The online learning satisfaction of EFL junior high school students during the COVID-19 pandemic

The result of the online survey was divided into two parts: students' online learning satisfaction in general, each factor, and sub-factor. The result was based on the mode score obtained and interpreted through the level of satisfaction Likert scale in Table 1.

Table 2. Students' satisfaction with online learning during the COVID-19 pandemic in general

Mode Score	Satisfaction Level
4	Satisfied

From 151 participants, most students were generally satisfied with online learning during the COVID-19 pandemic, as seen in Table 2. Furthermore, the result of EFL students' satisfaction with each factor, sub-factor, and satisfaction item is attached table3 in appendix 1.

Table 3 shows that all satisfaction factors reached mode scores of 4. This result meant most students were satisfied with the instructor, interaction, technology, and learning resources factor. The result on the students' satisfaction in each sub-factor of the satisfaction factor also reached mode scores of 4, meaning that most students were satisfied with classroom management in the instructor factor, students with the teacher and other students' interaction in the interaction factor, tool and accessibility in technology factor, and accessibility and usefulness in learning resources factor. However, the learning method used in the instructor factor and interaction of students with material in the interaction factor

reached mode scores of 3. This result meant that most students needed help deciding whether they were satisfied or dissatisfied with online learning. Moreover, each item of online learning satisfaction explained that items 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 reached satisfaction that evidenced with the mode score gotten, which were 4. Meanwhile, items 1, 4, 7, 8, and 15 reached mode scores of 3, meaning that most students needed help deciding whether they were satisfied or dissatisfied.

The EFL students' expectations toward blended learning in the post-pandemic era

The results of the thematic analysis delve into the students' satisfaction with online learning during the COVID-19 pandemic and the expectation of blended learning in the post-pandemic era. The students' satisfaction was used to reference their expectations towards further blended learning. The participants were divided into two categories: high satisfaction (HS) and low satisfaction (LS). The result of the thematic analysis can be seen in Table 4.

Table 4 elaborates (see appendix 2) on the six main themes influencing EFL students' online learning satisfaction and their expectations towards further blended learning. These themes were the teacher's pedagogical skills, the interaction between students and material, the interaction between students and teacher, the interaction between students and other students, technical support, and learning resources. Each theme has sub-themes that explain the reason for the existing themes. Each subtheme was based on the correlation of each sample excerpt to the others.

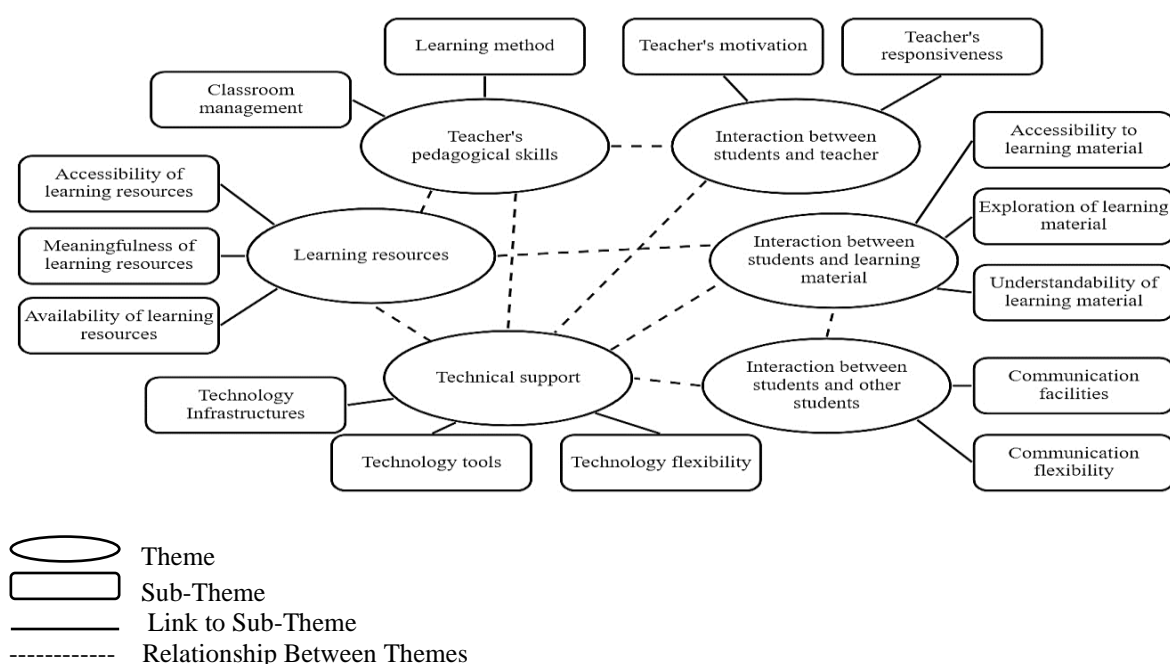


Figure 2. Thematic map demonstrating six themes

Figure 2 shows that the teacher's pedagogical skills theme has sub-themes of classroom management and learning methods. In addition, the interaction between students and material theme has accessibility, exploration, and understandability of learning material sub-factors, the interaction between students and teacher has teacher's motivation and responsiveness sub-factors, and the interaction between students and other students has sub-factors of communication facilities and flexibility. Meanwhile, in the technical support theme, the technology infrastructures, tools, and flexibility became the sub-factors. Moreover, the accessibility, meaningfulness, and availability of learning resources became the sub-factors of the learning resources' theme. Each theme has relationships with other themes.

Discussion

Based on the findings and previous studies, EFL junior high school students' online learning satisfaction during the COVID-19 pandemic had the same result. Almusharraf and Khahro (2020), Al-Sofi (2021), Asmin (2021), Sanora (2021), and Surahman and Sulthoni (2020) stated that students were satisfied with online learning during the COVID-19 pandemic. Meanwhile, based on each factor of online learning satisfaction, this study found that the students were satisfied with the instructor, interaction, technology, and learning resources factor. In the instructor factor, the result supported the studies from Almusharraf and Khahro (2020), Al-Sofi (2021), Asmin (2021), and Safitri (2020) that reached satisfaction in teaching ways and support. Safitri (2020) stated that the students were dissatisfied with the method used by the instructor.

In the interaction factor, especially in student-material interaction, the students were satisfied with the ease of access to the material, which aligns with Sanora (2021). Moreover, the students were still determining their satisfaction with material interaction, but Almusharraf and Khahro (2020) and Sanora (2021) stated they were satisfied. Meanwhile, in the student-teacher interaction, the result supported the studies from Al-Sofi (2021), Asmin (2021), and Sanora (2021) that the students were satisfied with the teacher's motivation and help in giving suggestions and recommendations. Furthermore, the student-student interaction reached satisfaction in the communication, especially in exchanging information, discussions, and personal interaction. This result was in line with Al-Sofi (2021) and Asmin (2021) that students were satisfied with their interaction with other students.

Meanwhile, the technology factor was satisfied with the tools used, such as flexibility, ease of use, and tutorial availability, but unsure with synchronous and asynchronous learning. This result was in line with the previous studies that learning using technology brought tutorial availability (Al-Sofi, 2021), ease of use and flexibility (Safitri, 2020), and the tools used, such as LMS, Google Classroom, etc. (Almusharraf & Khahro, 2020; Sanora, 2021). Moreover, in the learning resources factor, the students were satisfied with accessibility, usefulness, variability, and flexibility. This result was in line with Safitri (2020), who said that the students were satisfied with the learning resources' ease of access and flexibility. Sanora (2021) stated that the students were satisfied with the usefulness of learning resources.

Furthermore, the interview results and previous studies discussed the students' satisfaction with online learning during the COVID-19 pandemic and the students' expectations of blended learning in the post-pandemic era. In instructor factors, the students were satisfied with the teacher in classroom management, such as flexibility, care, and interaction through technology. This result was in line with Almusharraf and Khahro (2020) and Safitri (2020), who found that the students were satisfied with the way of teaching that was interesting and appropriate through technology. However, they wanted to be more satisfied with the learning method, such as having fewer material explanations and working only on assignments. This result was similar to Putri et al. (2021) in that the students only learned the material shared. Therefore, the students expect blended learning to be more face-to-face with a more material explanation. It was supported by Abdillah and Sueb (2022) that the teacher should explain the material in more detail and be better (Rahmi et al., 2021).

In the interaction factor, the interview stated that the students' material interaction reached satisfaction with the accessibility and exploration of the learning material. It was in line with Putri et al. (2021) that the students can discover information online. However, they wanted to be more satisfied with the material's understandability, as Putri et al. (2021) stated. The result caused the students' expectation that blended learning would be able to discover material using a smartphone in face-to-face class and integrate with the teacher's role. Rahmi et al. (2021) support the idea that the instructor's role should be improved in material delivery.

Meanwhile, the student-teacher interaction reached satisfaction in how the teacher motivated them, as Safitri (2020) and Sanora (2021) stated. However, the students wanted to be more satisfied with the slow response of the teacher in the communication. A similar result

by Asmin (2021) also stated that this interaction problem caused dissatisfaction. This result made the students expect the teacher to be more responsive in blended learning, especially online learning. Moreover, they wanted the teacher to communicate directly in face-to-face learning. This result was part of the teacher's role in learning (Rahmi et al., 2021).

Moreover, in the student-student interaction, the students were satisfied with the flexibility and opportunity to talk during the COVID-19 pandemic. This was in line with Asmin (2021) that the students were satisfied with their communication with other students. However, the students were dissatisfied with internet and device problems, which was in line with Asmin (2021) and Safitri (2020), who were dissatisfied with internet service problems. The students expect blended learning to facilitate face-to-face interaction. This result was in line with Rahmi et al. (2021), who said that the discussion feature could be improved and the government could facilitate the internet expenses.

In the technology factor, the students were satisfied with the flexibility given, as stated by Almusharraf and Khahro (2020), Al-Sofi (2021), and Safitri (2020). However, the students were dissatisfied with problems with internet service and low-specification devices. Asmin (2021) and Safitri (2020) had the same result: the students were dissatisfied with internet services. So then, for blended learning, the students expect to use technology tools, such as smartphones, to facilitate their learning better. However, the low-satisfaction students expect blended learning not to use something other than technology, which causes similar problems to online learning.

Furthermore, the learning resources factor reached satisfaction with the accessibility and meaningfulness of learning resources. It was in line with Sanora (2021) that the students were satisfied with the learning resources the instructor gave. On the contrary, the students were dissatisfied with the learning resources because they needed to be more detailed, making them unmotivated. Therefore, the students expect that in blended learning, the learning resources could be the same as in online learning, but the material should be more detailed. This was consistent with the statement from Abdillah and Sueb (2022) that the learning resources should be more detailed and appropriate. Thus, from this result, the students could get a better learning experience for blended learning, especially for online learning.

CONCLUSION AND IMPLICATION

Conclusion

EFL junior high school students implemented online learning that gained benefits and problems during the COVID-19 pandemic. In addition, the students were also faced with a problem in learning English as a Foreign Language. Therefore, the satisfaction term was used to measure the effectiveness of online learning by conducting an explanatory sequential mixed method. The students' expectations were investigated due to the transition from online to blended learning. The survey result stated that most students were satisfied with the teacher's pedagogical skills, interaction, technology, and learning resources. Meanwhile, the interview results stated six themes of students' satisfaction and expectation for further blended learning: the teacher's pedagogical skills, the interaction between students and learning material, the teacher and other students, technical support, and learning resources. Thus, these results can be used to know the students' satisfaction, dissatisfaction, and expectations for effective online and blended learning.

Limitation

This study has a limitation in that the analysis of this study is limited to the English as a Foreign Language (EFL) context at a junior high school level. In addition, this study focuses on the students' experiences with online learning. Therefore, further research can investigate the same issue and other subject perceptions at a different level.

Implication

The result of this study can help the EFL teacher to conduct effective online learning and blended learning for EFL junior high school students. Moreover, this study will extend the preference of researchers to find information related to the factors affecting EFL students' satisfaction with online learning during the COVID-19 pandemic and the students' expectations of blended learning in the post-pandemic era.

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APPENDICES

Appendix 1 :

Table 3. Students' satisfaction with online learning during the COVID-19 pandemic based on factors, sub-factor, and items

Factors/Sub-Factors/Items	Mode Score	Satisfaction Level
Instructor Factor	4	Satisfied
A. Classroom Management	4	Satisfied
1. How satisfied are you with the teacher's way of dealing with the problems you faced during online learning?	3	Unsure
2. How satisfied are you with how the teacher manages the learning process in a structured manner during online learning?	4	Satisfied
3. How satisfied are you with the teacher's way of building a pleasant classroom atmosphere during online learning?	4	Satisfied
B. Learning Method	3	Unsure
4. How satisfied are you with the learning method used by the teacher?	3	Unsure
5. How satisfied are you with the teacher's variety of learning methods during online learning?	4	Satisfied
Interaction Factor	4	Satisfied
A. Students-Material	3	Unsure
6. How satisfied are you with the ease of access to learning materials during online learning?	4	Satisfied
7. How satisfied are you with the opportunity to explore material further during online learning?	3	Unsure
8. How satisfied are you with your new understanding after studying the material during online learning?	3	Unsure
B. Students-Teacher	4	Satisfied
9. How satisfied are you with your opportunity to consult with the teacher about problems during online learning?	4	Satisfied
10. How satisfied are you with the suggestions and input given by the teacher regarding assignments during online learning?	4	Satisfied
11. How satisfied are you with the enthusiasm and motivation given by the teacher in online learning?	4	Satisfied
C. Students-Students	4	Satisfied
12. How satisfied are you with communication, such as exchanging information and knowledge between fellow students in online learning?	4	Satisfied
13. How satisfied are you with the opportunity to work and have group discussions in online learning?	4	Satisfied
14. How satisfied are you with the opportunity to interact personally with other students in online learning?	4	Satisfied
Technology Factor	4	Satisfied
A. Tools	4	Satisfied
15. How satisfied are you with using technology during synchronous and asynchronous learning processes?	3	Unsure
16. How satisfied are you with the flexibility of the technology used?	4	Satisfied
17. How satisfied are you with the ease of use of the technology features?	4	Satisfied
18. How satisfied are you with the availability of tutorials when using the technology?	4	Satisfied

Factors/Sub-Factors/Items	Mode Score	Satisfaction Level
B. Accessibility	4	Satisfied
19. How satisfied are you with the availability of access to the technology?	4	Satisfied
20. How satisfied are you with the speed of access when using the technology?	4	Satisfied
Learning Resources Factor	4	Satisfied
A. Accessibility	4	Satisfied
21. How satisfied are you with the availability of access to learning resources?	4	Satisfied
22. How satisfied are you with online learning that provides easy access to learning resources?	4	Satisfied
B. Usefulness	4	Satisfied
23. How satisfied are you with the usefulness of learning resources during online learning?	4	Satisfied
24. How satisfied are you with the variety of learning resources during online learning?	4	Satisfied
25. How satisfied are you with the flexibility of learning resources during online learning?	4	Satisfied

Appendix 2 :

Table 4. Thematic analysis of interview session

Themes	Subthemes	Participants	Excerpts	Sample Excerpts
Teacher's pedagogical skills	Learning method, flexibility, classroom management	4	11	"The teacher was good at teaching and more fun than the other teachers. The teacher helped again and provided relief, such as being able to submit assignments through the WhatsApp group if we could not open Google Classroom. I am satisfied with teachers who teach online." (HS1)
		8	7	"I hope the learning is done more face-to-face because I prefer face-to-face to online learning. Therefore, the material can be better understood, and the teacher can teach in class more often." (HS1)
		5	8	"During the online learning, the material was not explained by the teacher. Even though the teacher provides motivation, the teacher is not pleasant when teaching. I am not satisfied with the teacher who teaches." (LS1)
		4	8	"I am dissatisfied with the teacher because the teacher did not provide a video to explain the material. The teacher just gave an assignment. But sometimes the teacher gave a guessing game." (LS2)
		8	11	"Hopefully, we can get along better with the teacher, can explain more." (LS3)
Interaction between students	Accessibility to learning material,	5	8	"I am satisfied with the material studied. The material was learned through the material in the form of .pdf and video. A link was usually sent. The links were usually easily accessible. However, the material was sometimes

Themes	Subthemes	Participants	Excerpts	Sample Excerpts
and materials	exploration of learning material			incomplete, so I needed to search for additional material myself on Google." (HS3)
		8	12	"My expectation in the future is that the material provided by the teacher can be more extensive and explained by the teacher in detail." (HS1)
		2	5	"My hope in the future is that materials can be more easily accessed. To be allowed to bring smartphones to look for materials." (HS2)
		4	7	"The materials were usually sent in the form of photos and pdfs, but due to a lack of explanation, I Googled additional materials. So I am not satisfied with the interaction of the material given to the teacher." (LS3)
	Understandability of learning material	4	12	"I was not satisfied because the teacher did not explain the material in detail, so I did not understand. And the teacher also gave material in the form of videos that required me to watch videos. But I had network problems because, in my home area, it was difficult to find a good signal to learn the material." (LS5)
Interaction between students and teacher	Teacher's motivation	3	5	"I am satisfied with the teacher because the teacher motivates the class using a guessing game. So that the class atmosphere becomes more fun" (HS5)
	Teacher's responsiveness	7	7	"Hopefully, in the future, teachers will be more diligent in teaching classes. And so that I can continue to study face-to-face so that I can ask directly with the teacher if there are problems in understanding the material provided." (HS2)
		8	8	"My hope is that the teacher can be more responsive in responding to questions from students." (HS3)
		4	5	"I was not satisfied with the interaction with the teacher because the teacher took a long time to reply to messages. So, the communication becomes slow. (LS2)
		3	4	"Not satisfied. Teacher interaction only gave absences and sent files and assignments. The teacher also did not ask if there were any difficulties for us in understanding the material." (LS5)
Interaction between students and other students	Communication flexibility	6	8	"It was quite difficult to communicate directly because, at that time, it was a pandemic, so I was not allowed to leave the house. However, I feel satisfied because I am lucky to be able to ask friends through personal contact and in class groups." (HS2)
		10	16	"Hopefully, in the future, interactions with friends can stay like this. I can ask questions directly, chat directly, and also be able to communicate in groups and also personal contacts." (HS5)
	Communication facilities	1	2	"I could not meet in person, but we can communicate via WhatsApp. I am dissatisfied because the communication went bad When my smartphone got stuck during the call." (LS3)
		3	5	"I am not satisfied. I am usually constrained by running out of internet quota. And sometimes the bad signal

Themes	Subthemes	Participants	Excerpts	Sample Excerpts
				makes it impossible to communicate with my friends.” (LS4)
Technical support	technology tools, technology flexibility	6	8	“I was satisfied with using technology online. In class, I usually used Google Classroom to download and submit assignments, and the WhatsApp group for discussions, checking absences, and reading school announcements. However, I may also use Google Search to find information related to learning materials. So, technology helped me when I was online. And also, I can study more flexibly.” (HS2)
		8	12	"I hope that we are allowed to bring smartphones to school so that if the teacher does not come to school, the teacher can be asked directly in the group. And also, smartphones can be used to find information related to learning English.” (HS2)
		5	7	"Hopefully, the teacher can use better technology in the future. So that learning becomes more interesting and exciting. (HS3)
	Technology infrastructure	2	3	"I was not satisfied because I have signal problems, so I was often annoyed because of that problem." (LS2)
		3	5	"Not satisfied, because my smartphone sometimes crashes, it made learning slow." (LS3)
		2	4	"I hope that the school does not conduct online learning anymore, so I do not have any more problems with slow signals and smartphones." (LS2)
Learning resources	Accessibility of learning resources	5	5	"I was satisfied with the learning resources used online. Because it could be accessed on WhatsApp, it could be seen and searched easily. Using Google Classroom was rather difficult because it contains a code which made access difficult." (HS3)
	Meaningfulness of learning resources	2	3	"Satisfied. I was satisfied because it could be downloaded on WhatsApp. And the videos provided were also useful for learning such as new vocabulary in English.” (HS4)
		10	12	"Hopefully there can be more learning resources, more varied like when online. But so that it can be shown directly in face-to-face class.” (HS4)
		3	3	"Not satisfied, because I did not understand the material provided by the teacher." (LS2)
	Availability of learning resources	1	2	"Less satisfied. Because the source material was few and less interesting.” (LS5)