

**UNDERGRADUATE STUDENTS' SATISFACTION ON GOOGLE
CLASSROOM-MEDIATED ONLINE LEARNING: A SURVEY STUDY**

A Thesis

Presented to Department of English Language Education as Partial

Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree in

English Language Education



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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, June 2021



The Writer,

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MOTTO

“Life is like riding a bicycle. To keep your balance, you must keep moving”.

(Albert Einstein)



DEDICATION

With great gratitude to Allah SWT, I dedicate my thesis to:

MY DEAR SELF

My beloved parents Mr. Fathurrohman and Mrs. Mu'afiyah who always give their endless love, pray, material and support almost everyday to keep me going on and never give up.

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This thesis is far from perfect, but the reseacrh expected it will be useful not only for the reseacrher but for the readers. For the reason, constructive thought suggestion and critics are welcome.

Wassalamu'alaikum warrahmatullahi wabarakatuh

Yogyakarta, June 17 2021

The researcher,

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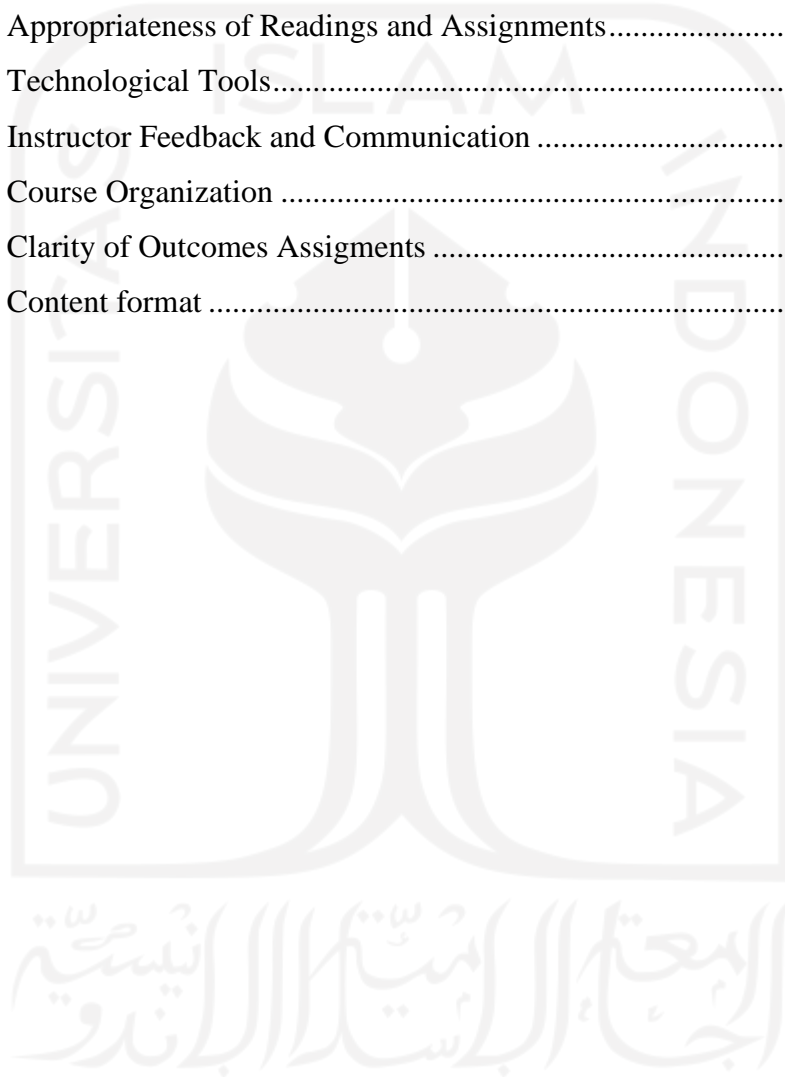
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ABSTRACT

This survey study aims to describe undergraduate students' satisfaction on google classroom-mediated online learning in academic reading and writing coursework. The participant from students of Academic Reading and Writing coursework in the Department of English Language Education in a private university in Indonesia. 59 participants involved in the study. A survey study was employed by adapting Rothman et. al (2011) The Questionnaire version was adapted. The result of data analysis from overall survey result shows that the participants have positive responses toward satisfaction on online learning using google classroom, this statement emphasized about the aggregated means indicate a general positive perception of online courses, with means ranging from 3.75 to 4.44 on a 1-5 scale. The results show the findings that Appropriateness of Readings and Assignments (M= 4.14 and SD= 0.753), Technological Tools (M= 4.29 and SD= 0.589), Instructor Feedback and Communication (M= 4.07 and SD= 0.785), Course organization (M= 4.05 and SD= 0.705), Clarity of outcomes and assignments (M= 4.05 and SD= 0.705), and Content format (M= 3.98 and SD= 0.731).

Keywords: Google Classroom as online platform, students' satisfaction on online learning,

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, formulation of the problem, objective of the study, and significance of the study.

1.1. Background of the Study

In this modern era and increasingly sophisticated technology, learning technology is also more advanced, especially this year there are cases COVID-19 pandemi that cause all learning activities to be required online and online learning method is needed that the class continues without constraints, one of them is using the online platform. This issue important to discuss required to keep up with the times, several online platforms can be used for learning and establish good communication between teachers and learners, to examine solving problems related to learning that follow the changing times by using existing technology without reducing the intensity of learning and communication of students and teachers, as well as related to learning.

According to Dinh and Nguyen (2020) online learning can be used anywhere and anytime. In this study they explained that students and teachers can communicate flexibly using only internet data then students can receive information related to the material delivered by the instructor.

Due to COVID 19 Pandemic, using online platform as an online learning management system was help instructional strategies to deliver coursework learning materials in higher education context, one of the online platforms is google classroom. It especially in academic reading and writing coursework. Academic reading and writing coursework are offered at the 4th semester in the department in which the research was conducted. This coursework is an essential coursework that builds undergraduate students' reading and writing skills before taking thesis proposal writing. Knowing students' satisfaction on instructional strategies delivered through Google Classroom will help to enhance support for them in thesis proposal writing coursework which is still conducted in full online learning mode due to the COVID 19 pandemic.

This research refers to Google Classroom as one of media in asynchronous online learning activity. This statement is linier with Youngblood et. al (2001) who states Google Classroom provides features that support an interesting online learning process. It means, teachers can provide announcements and information related to learning materials and communicate them to students, while students can collaborate with other friends to discuss related learning materials and complete assignments given by lecturers.

Several studies have been conducted on students' satisfaction on online learning (Beqiri et al, 2009; Rothman, et al, 2011; Tratnik, et al 2017; Landrum et al 2020). However, there is still a void to fill related to the study of students'

satisfaction on Google Classroom-mediated online learning for English language education undergraduate students. The gap of this research is intended for teachers or educator who teach for online learning then they can be a reference in choosing an online platform it is easy to do and does not take up much of the internet needed then all students who live in areas with network deficiencies can continue to follow online learning dan improve the interaction with the instructor by describing undergraduate students' satisfaction on online learning which is delivered through Google Classroom as the online learning platform in academic reading and writing coursework during COVID 19 pandemic.

1.2. Identification of The Problem

Students' satisfaction of online learning has been an important and popular research topic. As the COVID-19 outbreak has made online learning the best available option under social distancing and quarantine policies, learning activities on the effectiveness of online learning and its potential to strive in the future continues. According to McDaniel et. al (2020) explain during this COVID-19 pandemic, learning has become online. However, the problem that often occurs is that many students do not have the appropriate equipment for practical work and have difficulty in securing suitable housing and workspaces and a lack of opportunities to interact with the instructor.

1.3. Formulation of the Problem

How is the profile of undergraduate students' satisfaction on Google

Classroom-mediated online learning in academic reading and writing coursework in academic year 2019/2020 in an English language education department of a private University in Indonesia?

1.4. Objective of the study

The aim of the study is to identify undergraduate students' satisfaction on Google Classroom-mediated online learning in academic reading and writing coursework in academic year 2019/2020.

1.5. Significance of the study

The results of this research will contribute on theoretical, empirical, and practical discussion on undergraduate students' satisfaction on Google Classroom-mediated online learning in academic reading and writing coursework. On theoretical discussion, this research will introduce educator or teacher to the concept of online learning via google classroom. on empirical ground, this study will provide description on undergraduate students' satisfaction on Google Classroom-mediated online learning in academic reading and writing coursework academic year 2019/2020 in an English language education department during COVID 19 Pandemic. On practical ground, this study can be used as a reference on conducting a survey study on students' satisfaction on Google Classroom-mediated online learning by training the educators or teacher.

CHAPTER II

LITERATURE REVIEW

This chapter explains about all the Literature that support this study and some relevant of the study. The discussion of literature review includes: Google Classroom as a synchronous online learning platform, factors contributing to students' satisfaction in online learning, review on relevant studies, and conceptual framework. oogle Classroom as Asynchronous online learning platform, Factors Contributing to Student Satisfaction, review on related studies and conpetual framework.

2.1 The Nature of Online Learning

Since the early 2000s, experts and researchers in the field of education has had a consensus to support online learning as the teaching mode in the future (Ryan, Scott, Freeman, & Patel, 2000). As Youngblood, Trede, & Di Corpo (2001) argue, web-based technologies for teaching and learning are considered to be transformational (Salmon, 2000) and revolutionary (Lockwood & Gooley, 2001). Through online platforms, teachers can easily transfer knowledge to students with online learning media without any limitations because students can access the material easily.

In addition, the use of online learning is also interactive because it makes the process of learning easy for teachers and students to interact easily without any

limitations on space and time (Boyd, 2008). The characters of online learning activities include the use of an internet network to convey material and other teaching materials (Boyd, 2008). He argues that online learning has interactive characteristics because teachers and students can communicate with each other easily without any obstacles if they have adequate internet, besides that teacher can also provide material to students easily and students can access it at any time. Based on this opinion, it can be assumed that interactive communication is one of the strong characteristics of online learning. It was reported that classes conducted online as well as offline have the same positive results, but mostly online-learning studies report a significant increase in course achievement and learning outcomes.

Youngblood et. al (2001) categorizes online learning activities into two kinds; they are synchronous and asynchronous. Synchronous is learning that uses video conferencing, audio chat or live chat on one of the online platforms, whereas asynchronous is learning done indirectly (Youngblood et. al, 2001). Moreover, Youngblood et. al (2001) adds that Asynchronous activity allows teachers to provide material, videos, assignments via E-mail or online platforms so the students can access material without time constraints. Meanwhile, Synchronous requires a more adequate internet network because lecturers and students must interact significantly through video conferences. Moreover, Beqiri et. al (2009) add that asynchronous activity allows teachers to provide material, videos, assignments via email or online platforms so the students can access material without time constraints. Meanwhile, synchronous requires a more adequate internet network

because lecturers and students must interact significantly through video conferences.

In online learning there are several methods that can be used to facilitate the delivery of material, one of which is the one of online learning platforms is using Google classroom. This online platform makes it easy for teachers to deliver material without reducing the intensity of the learning. It also uses flexible time to students and teachers can communicate anywhere and anytime using only internet data to access the information and material delivered on the platform.

Google Classroom is one of the learning platforms offered by Google for Education (<https://edu.google.com/>) support the online learning with its various products to offer for teachers, such as: Classroom, Meet, Assignments, Chromebooks, Google Cloud, Virtual and Augmented Reality, and Jamboard. Google Classroom is one of the products which are widely used in different level of educational context. In the official website of Google Classroom, the CEO of Google Classroom, Pichai (2014) explains there are eleven important features. First, to set Classroom themes with school colors or logo. Second, use for assignments, tests, or other course content in future classes. Third, to add content to assignments, such as video, PDF, Google Docs or Google Forms survey. Fourth, to share videos, links, or images from other websites with students. Fifth, to view assignments, announcements, and other resources on a class resource page. Sixth, draft assignments or announcements and schedule them to post on a later date. Seventh, to use Google Calendar to track assignment due dates. Eighth, to export grades to

Google Sheets. Ninth, to set permissions on whether students can make posts or comments. Tenth, to set permissions on which teachers can create and manage classrooms, or which schools within a district can use Google Classroom.

2.2. Google Classroom as Asynchronous Online Learning platform

As an asynchronous online learning platform, Google classroom is the online learning platform that is most often used, especially at the higher education level. The students individually join class code and work separately on it, move to their own accord and view or upload assignments when they are ready. Although Google Classrooms features a "class stream", or discussion component where students can view each other's comments and share ideas asynchronously, Google Classrooms complements the classroom rather than reinventing it, and its focus is on expanding certain components. In addition, Google Classroom still highlights aspects of learning together - and knowing it can help students make the most of it. For example, students can collaborate on Google Docs and Slides, and the class flow is a good place for students to reflect and engage constructively.

From these six aspects, it can be concluded which are sometimes controversial regarding the effect of online learning especially in higher education level. Online learning can be used several online learning platforms to deliver material. One of them is Google Classroom. This context is linier with Landrum et. al (2020) who states Google Classroom is provides features that support an interesting online learning process. It means, teachers can provide announcements and information

related to learning materials and communicate them to students, while students can collaborate with other friends to discuss related learning materials and complete assignments given by lecturers.

There are many opinions regarding Google Classroom as an online learning platform, which is to facilitate learning that makes full use of technology. The focus of this research is what exactly the relation between online learning activities with students' satisfaction. Therefore, an online learning platform to facilitates the teaching and learning process and improve the quality of learning activities for lecturers (Robson, 2001). Those ideas mean that lectures can find out the strengths and obstacles they face during online learning activities. Furthermore, after collecting the various students' perceptions, there are some suggestions from students that can be improved during online learning for lecturers. This idea is supported by Tratnik et. al (2017) in their research, students expected that the lectures provide an easy explanation of the material and students expected that the lecturers would be able to follow trends in technological advances, and still pay attention to students' need analysis.

In the higher education context, the use of Google Classroom can provide benefits for shy learners because they have freedom of opinion without face to face and motivate them to provide ideas and information related to learning material through the online discussion feature that is available at Google Classroom. Those ideas support by Bexheti (2018) She argues that the availability of group features of Google Classroom makes learning easier and more interesting, students who feel

not confident to speak directly in the classroom can interact with other students and teachers via Google Classroom. Many studies highlight the benefit of Google Classroom in online learning. For example, Bexheti (2018) conducted his research study about students' satisfaction levels of Google Classroom is Real Barrier towards them. This study was conducted at South East European University's. The result of this study shows the student's attitude towards for adopting Google Classroom as a Learning management solution. It might be of crucial importance for Higher Education academic leaders as well as software developers who design tools related to fostering. However, some students were having difficulties such as, their battery is low, the capacity of the file is too big, but it was not a big problem.

2.3. Factors Contributing to Student Satisfaction in Online Learning

Satisfaction is the perception of enjoyment and accomplishment in the learning environment (Astin, 1993). The students' satisfaction facilitates the teaching and learning process and improves the quality of online learning activities for lecturers. Student satisfaction can be defined as the student's perception pertaining to the college experience and perceived value of the education received while attending an educational institution (Astin, 1993). Moreover, Astin (1993) that identified the following factors as most important: (a) contact time with faculty members and administrators, (b) availability of career advisors, (c) student social life on campus, and (d) overall relationships with faculty and administrators. This idea was

supported by Rothman, Romeo, Brennan & Mitchell (2011) in their research, there are 6 elements that can support student satisfaction in online courses.

2.3.1. Appropriateness of Readings and Assignments

There are several things that can increase appropriateness of readings and assignments in student's satisfaction in online learning, one of which is a communication. Group work or discussion is a communication tool and has direct feedback. Therefore, to improve their appropriateness in readings and assignments, they can share perspectives directly and provide feedback and discussion among others in an online learning environment without being spoiled by time and space. Moreover, it can add insight and social environment to create learning that is more colorful and not boring (Mood, 1995).

2.3.2. Technological Tools

This point is supported by Bexheti et. al (2018) technology is a tool used in online and mixed learning situations. As well as to do more than what can be done in face-to-face or other approaches. One of the most important factors influencing student satisfaction is access to technology. The students must have access to reliable equipment, students with limited access are at a disadvantage for students who have unlimited access.

2.3.3. Instructor Feedback and Communication

Motivator for students are very important. However, in learning activities there are the important things such as the instructor because the instructor not only as a facilitator but can make a motivator in learning. According to Hara & Kling (2000) that argue that students can be motivated to provide feedback about assignments to submit on time and the instructor must be able to establish good communication with students.

2.3.4. Course Organization

The important access shows that administrative support is very important for students in online learning. Meanwhile, Bexheti et. al (2018) argue that there are several things that can be referred to as connected to satisfaction in learning using the blended learning method, some of which are access to other sources of textbooks, libraries, technical support, and helpdesk numbers.

2.3.5. Clarity of Outcomes and Requirements

An important factor in online learning is clarity of outcomes and requirements. One of them is navigation, while learning that is packaged in an attractive and not boring way. Therefore, a website is a suitable solution for online learning, in addition to presenting extensive information (Agrawal, 2020). In addition, websites can also be presented in the form of hyperlinks and given to students only if students want to access information as needed. And the link must work properly so as not to confuse students.

2.3.6. Content Format

This point explain of spelling errors and grammatical errors and font size and layout of the online content was consistent in Online course materials. However, in online learning communication, there are 3 kinds of interactions to communicate about deal in learning. Such as spelling errors and grammatical, also font size and layout of content, namely (a) learner-content, (b) learner-instructor, and (c) learner-learner (Moore and Kearsley, 1996). Meanwhile, Wegerif (1998) explains that all these interactions must be supervised by the instructor. Some of the interactions that can be used to deal about formatting spelling errors and grammatical errors and font size and layout of the online content was consistent in Online course materials also the instructor provides information related to course objectives that be agreed upon by students also it can encourage student participation in learning, then the students are able to arrange them based on their experiences and have the opportunity to become independent learners.

2.4. Review on Related Studies

I highlight three of relevant studies. First article is discussed by Landrum et. al (2020) this article explains that student's satisfaction in online learning is affected by human and technological factors such as student expectations regarding time and space for online learning, self-motivation, and the roles of others, including fellow students and teachers. In the end, regarding this dimension with student's overall life and education goals to attend the course can be used by online learning platform

because student satisfaction depends on the convergence of students' expectations itself. The aim of this study is to explore how students evaluate their satisfaction with online classes. This study focuses on students' satisfaction and challenges towards the use of satisfaction of online learning. The findings show that students' satisfaction towards online learning were highly positive, and most students hold positive attitudes towards students learning, these positive attitudes become considerably stronger after students using online platform. Students also believe the use of online platform as the combination of traditional method is very effective to generating positive perceptions in learning English. The lecturer and students able to achieve the learning objectives effectively. Researcher uses using convenience and snowball sampling while using the audio-recorded focus groups were analyzed that adopted from a combination of Garza's thematic collation technique (2011) and Braun and Clarke's thematic analysis (2006).

For the second article comes from Tratnik et. al (2017) that explain to evaluate the efficacy of student's satisfaction and online learning environment in an online Business English course in higher education. The research was conducted to compare student satisfaction between the online and face-to-face educational settings. Descriptive and t-statistics were obtained at the Faculty of Organizational Sciences of the University of Maribor in 2015. An integrated skills e-learning model (Tratnik et. al, 2017). In this study which examine to use Student satisfaction by a questionnaire comprising seven parts : (1) overall course satisfaction, (2) student satisfaction with different dimensions of the course (the

results of these two areas are presented in this paper), (3) satisfaction with the e-learning model (applicable only for online students), (4) satisfaction with various learning activities, (5) effects on motivation for learning, (6) attitude to business English, and (7) socio-demographics. The key findings of a comparison of student satisfaction in an online vs face-to-face Business English course. In this article also explains the results showed that students were generally more satisfied with the subjects on several dimensions than their online counterparts taking face-to-face courses that. The level of student satisfaction between online and face-to-face learning English as a foreign language is a significant difference.

The third research based on Rothman et. al (2011). This study was to examine and to measure students' evaluation of online courses the reliability and validity of a tool. Also, to examine online courses from students' evaluations in Monmouth University, USA. There were the principal components analysis related six factors: (a) appropriateness of readings and assignments, (b) technological tools, (c) instructor feedback and communication, (d) course organization, (e) clarity of outcomes and assignments, and (f) content format. This research used a survey tool based on careful review of the literature on best practice in online learning. The survey has only been used in the School of Education at their university. The scale consisted of 25 Likert type items, using a five-point scale (1 = strongly disagree; 2 = disagree, 3 = neutral; 4 = agree; 5 = strongly agree). This study implies that found the results of research that. The result of this study is considered student ability to navigate with ease and success because the selection of technological tools needs

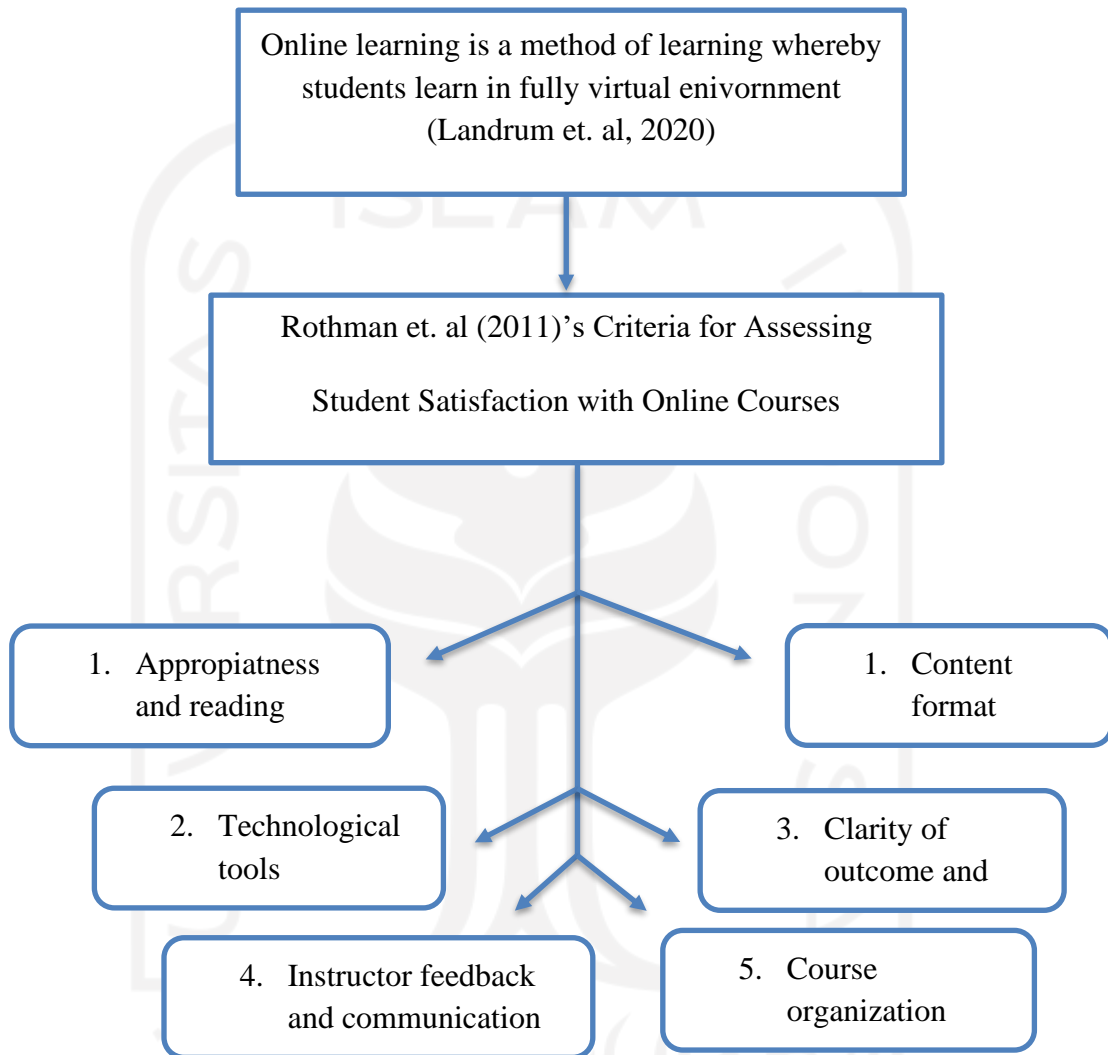
to provide valuable feedback for redesigning specific aspects of our instruction of online courses. students about technology and resources available for students who experience problems with using technology using instructors, and it should provide guidelines. Furthermore, to engage students, experience is one of principles of effective online teaching. Also, one of the most crucial aspects of online learning is enhanced when faculty connect with students throughout the entire learning process and demonstrate an interest in their learning of the faculty-student interaction. student learning that including feedback on assignments, also best practiced based on research.

2.5. Conceptual Framework

The aim of the study is to identify undergraduate students' satisfaction on Google Classroom-mediated online learning in academic reading and writing coursework in academic year 2019/2020. This research uses Rothman et. al (2011)'s criteria for assessing student satisfaction with online courses, which include six elements: (a) appropriateness of readings and assignments, (b) technological tools, (c) instructor feedback and communication, (d) course organization, (e) clarity of outcomes and assignments, and (f) content format.

Figure 1.

Theoretical Framework



CHAPTER III

RESEARCH DESIGN

This chapter explains about the methodology of the study. It covers the research design, population, and sample also data collection techniques.

3.1. Research Design

This research is a survey study because the focus of the research is to identify the profile of undergraduate students' satisfaction on Google Classroom-mediated online learning in academic reading and writing coursework in academic year 2019/2020 in an English language education department of a private university in Indonesia. Survey design is one of the procedures in quantitative research which provide the population of people to describe the attitudes, perceptions, behaviors, or characteristics of the population (Creswell, 2008). The data of this study was collected by using the questionnaire as Satisfaction of online learning survey to describe the satisfaction. A survey study was employed by adapting Rothman et. al (2011).

3.2. Participants and Setting

The participants involved in the study were undergraduate students enrolling in Academic reading and writing coursework, which is offered at 4th semester in the department. This coursework is an essential coursework that set the foundation

for undergraduate students' reading and writing skills before taking thesis proposal writing. Knowing students' satisfaction on instructional strategies delivered through Google Classroom will help to enhance support for them in thesis proposal writing coursework which is still conducted on full online learning mode due to the COVID 19 pandemic.

The population of this study all undergraduate students taking academic reading and writing coursework academic year 2019/2020 who experience Google Classroom as online learning platform. The sampling method that we used was nonprobability sampling. In determining the sample, researcher referring to Slovin's formula as manifested in Sample Size Calculator by RAOSOFT to achieve 95% confidence level and got 77 participants as the sample for this research. According to Ryan (2013) that Solving formula:

$$n = \frac{N}{1+Ne^2}$$

Explanation:

n = Number of samples

N = Population

e = Error rate (5% = 0.05)

The researcher used a 5% of error rate in determining the number of samples to be chosen. The greater the level of error, the less the number of sample sizes. From the above calculation the population used is 77 students, so the results are as follows:

$$n = \frac{65}{1+(77)(0,05^2)}$$

$$n = \frac{65}{1,1925}$$

$n = 54,5$ or 55 students

3.3. Data Collecting Technique

This subchapter explains data collecting techniques which are instrument, validity, and reliability.

3.3.1. Research Instrument

The instrument was a questionnaire developed by Rothman et al. (2011) which is called Student Satisfaction in Online. The researcher choose this instrument because it has similarities that can be applied to measure student satisfaction with online learning, one of which is about the problem that often occurs is that many students do not have the appropriate equipment for practical work and have difficulty in securing suitable housing and workspaces and a lack of opportunities to interact with the instructor. The Student Satisfaction in Online Courses consists of 25 items. These items were classified into six elements: appropriateness of readings and assignments (5 items), technological tools (6 items), instructor feedback and communication (3 items), course organization (4 items), clarity of outcomes and assignments (5 items), and content format (2 items) as presented in Table 1.

Table 1. The questionnaire by Rothman et al. (2011)

Elements	No.	Item
Appropriateness of readings and assignments	1	Assignments were appropriate and effective for learning course content.
	2	Discussion board assignments fostered a high level of interaction among students
	3	Online assignments included authentic, real life activities
	4	Discussion board activities were designed to evoke further critical thinking about course content.
	5	Selected readings and resources were adequate for the course objectives.
Technological tools	6	Links were descriptive and provided information regarding the content.
	7	Links to external readings opened in new windows
	8	Interactive multimedia items allowed students to control content.
	9	Technological requirements to complete the online course were specified.
	10	Technological tools were used appropriately for the course content.
	11	Online course content included varied types of assignments to appeal to different learning styles
Instructor feedback and communication	12	Feedback was informative and clearly articulated.
	13	Feedback was delivered in a timely manner.
	14	Instructor effectively communicated any changes/clarified any misunderstanding regarding course requirements.

Course organization	15	The sequence of online course activities was effectively organized and easy to follow.
	16	Dates on the syllabus and course schedule corresponded to online readings.
	17	Dates on the course schedule corresponded to drop box and discussion board submissions
	18	Online course content was consistent in presentation.
Clarity of outcomes and assignments	19	Assignments and activities were clearly linked to the course objective.
	20	Evaluation criteria were clearly stated.
	21	Evaluation criteria for discussion board activities were clearly specified in advance.
	22	Requirements for drop box submissions were specified and easy to follow.
	23	The course has evoked further interest in this field.
Content format	24	Online course materials were free of spelling errors and grammatical errors.
	25	Font size and layout of the online content was consistent.

The questionnaires were distributed to the participants in students' teacher those use google classroom as online learning platform. The researcher guided the participant to fill the questionnaire. The participants should give their most appropriate response related to the statements by choosing Likert scale from scale 1-5. The survey has only been used in the School of Education at their university.

In this study, were collected the data on 59 participants from students of Reading and writing course. All participants completed the 25-item Likert survey

to examine student evaluation of online courses. The mean score which indicates a general positive perception of online courses ranges from 3.75 to 4.44 on a 1-5 scale.

Table 2. Students' Satisfaction of Online Courses: Survey Item Mean

Items	N	Mean
1. Assignments and activities were clearly linked to the course objective	59	4.03
2. Assignments were appropriate and effective for learning course content.	59	3.98
3. Evaluation criteria were clearly stated.	59	3.59
4. Feedback was informative and clearly articulated.	59	3.97
5. Feedback was delivered in a timely manner	59	4.14
6. Evaluation criteria for discussion board activities were clearly specified in advance.	59	4.29
7. Instructor effectively communicated any changes/clarified any misunderstanding regarding course requirements.	59	4.12
8. The sequence of online course activities was effectively organized and easy to follow.	59	3.83
9. Dates on the syllabus and course schedule corresponded to online readings.	59	4.20
10. Dates on the course schedule corresponded to drop box and discussion board submissions.	59	4.19
11. Links were descriptive and provided information regarding the content.	59	4.00
12. Links to external readings opened in new windows.	59	4.07
13. Interactive multimedia items allowed students to control content.	59	3.54
14. Online course content was consistent in presentation.	59	3.97
15. Online course materials were free of spelling errors and grammatical errors.	59	3.93
16. Requirements for drop box submissions were specified and easy to follow.	59	3.80

17. Discussion board assignments fostered a high level of interaction among students.	59	4.05
18. Online course content included varied types of assignments to appeal to different learning styles.	59	3.71
19. Online assignments included authentic, real-life activities. Online assignments included authentic, real-life activities.	59	4.05
20. Font size and layout of the online content was consistent.	59	4.02
21. Technological tools were used appropriately for the course content.	59	3.95
22. Technological requirements to complete the online course were specified.	59	4.02
23. Discussion board activities were designed to evoke further critical thinking about course content.	59	3.95
24. Selected readings and resources were adequate for the course objectives.	59	3.68
25. The course has evoked further interest in this field.	59	3.98

3.3.3. Validity

Validity is defined as the extent to which a concept is accurately measured in quantitative study. In this study, the researcher ask the supervisor from English Language Education department for checking the questionnaire as a judgment expert to obtain construct validity. After that, the researcher also distribute the instrument to the first 20 participants to try-out activyty of the instrument.

After re-checking all items, then testing the validity across all the 59 samples, and discussing with the expert and the researcher used all items which are valid also presented in the table 3:

Table 3.

Students satisfaction Translated Version Validity per-Item

Item	r- xy	r- table	Sig. (2 Failed)	Criteria
1	0,475	0, 444	0, 034	Valid
2	0,491	0, 444	0,028	Valid
3	0,509	0,444	0,022	Valid
4	0,624	0, 444	0,003	Valid
5	0,864	0, 444	0,000	Valid
6	0,894	0, 444	0,000	Valid
7	0,830	0, 444	0,000	Valid
8	0,716	0, 444	0,000	Valid
9	0,660	0, 444	0,002	Valid
10	0,775	0, 444	0,000	Valid
11	0,527	0, 444	0,017	Valid
12	0,585	0, 444	0,007	Valid
13	0,434	0, 444	0,056	Valid
14	0,564	0, 444	0,010	Valid
15	0,652	0, 444	0,002	Valid
16	0,702	0, 444	0,001	Valid
17	0,603	0, 444	0,005	Valid
18	0,475	0, 444	0, 034	Valid
19	0,879	0, 444	0,000	Valid
20	0,734	0, 444	0,000	Valid
21	0,712	0, 444	0,000	Valid
22	0,818	0, 444	0,000	Valid
23	0,374	0, 444	0,104	Valid
24	0,491	0, 444	0,028	Valid
25	0,536	0, 444	0,006	Valid

3.3.4. Reliability of the Instrument

Reliability relates to the consistency of a measure. Reliability means that scores from an instrument are stable and consistent (Creswell, 2014). In this study use the original instrument on Rothman et. al (2011) explained related to the

questionnaire reliability, Cronbach's alpha yielded very high inter-item consistency for the online evaluation of faculty survey is .98 Cronbach's alpha.

3.4. Data Analysis Techniques

The survey of undergraduate students' satisfaction administrated individually through online paper using google form because this condition is impossible to administrate using print paper because pandemi COVID-2019. The researcher gave one day to fill out the questionnaire. Researchers provide instructions on filling out the questionnaire via chat. This instrument also uses translation to make it easier to understand how to answer each number of questionnaires. This instrument is distributed via this google form link <http://bit.ly/UndergraduateStudentsSatisfactiononGoogleClassroom>.

3.4.1. Steps of Data Analysis Technique

The researcher took steps of data analysis technique in this research.

The researchers take the same steps in accordance with this study:

- Reviewed literature to understand the construct and content of the instruments.
- Adopted the questionnaire from the researcher applied five-point rating-type.
- Checked content and construct validity of the instrument.
- Did a trial of the instrument to 15 participants to check its validity and reliability and analyzed it by using SPSS.

- Collected the data by delivering the questionnaire to research participant on the day they had exam on Academic Speaking coursework
- Analyzed the data by using Microsoft Excel and presented it into diagrams.



CHAPTER 1V

RESEARCH FINDINGS AND DISCUSSION

This chapter elaborates the findings taken from the questionnaire to identify undergraduate students' satisfaction on Google Classroom-mediated online learning in academic reading and writing coursework in academic year 2019/2020.

4.1. Research Findings

The questionnaire involves participants' personal information and the factor of EFL reading anxiety. The data result of participants' personal information will be presented below:

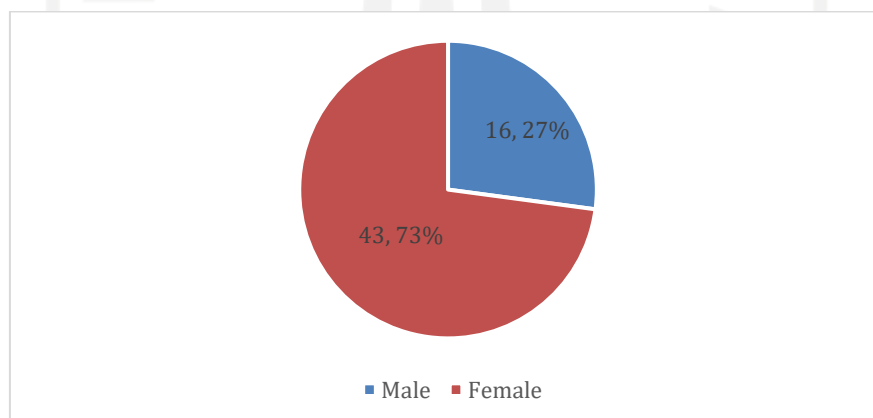


Figure 2. Participants' General Profile

The participants of this study of this study were 59 students which consisted of 16 male and 43 female. The Participants have an age range of 19 – 23 years, 1.7% people aged 19 years old, 42.4% people aged 20 years old, 45.7% people aged 21 years old, 6.8% people aged 22 years old, and 3.4% people aged 22 years old. The participants for this study were mainly from intermediate levels. All of the 59 participants in this study have filled out the questionnaire completely.

After describing participants' profile, a descriptive statistic was employed to describe students' satisfaction on online course in academic reading and writing coursework academic year 2019/2020. The mean and standard deviations were calculated based on the participants' responses and presented in figure 3:

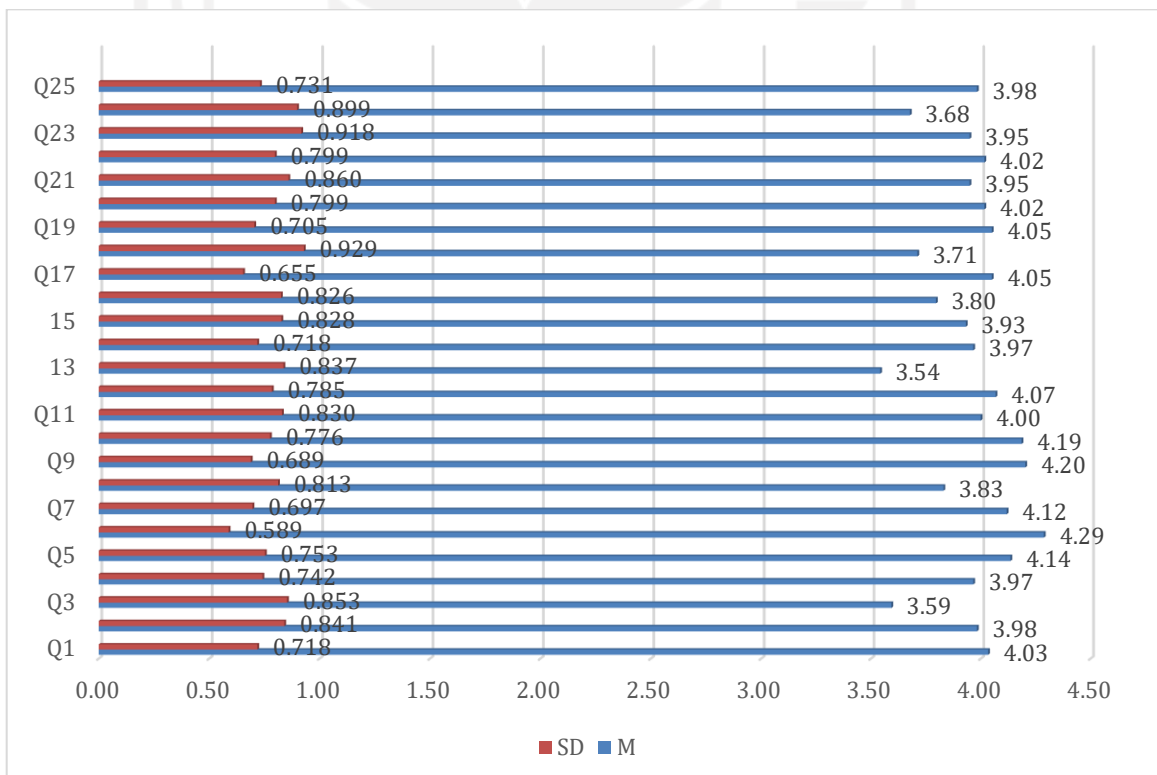


Figure 3. Factors Contributing to Student Satisfaction in Online Learning

As described by the chart above, 25 items are labeled as Q consisting of six factors: appropriateness of readings and assignments, technological tools, preferences on instructor, feedback and communication, course organization, clarity of outcomes and assignments, and preferences of content format. From the data above, The highest mean is Q6 with the results of Mean= 4.29 and SD= 0.718 of which the statement is *“Links were descriptive and provided information regarding the content”*. The lowest mean is Q15 with the results of Mean= 3.54 and SD= 0.837 of which statement is *“The sequence of online course activities was effectively organized and easy to follow”*.

On the first element related to “Appropriateness of Readings and Assignments”, there are 5 items. Student preferences for Appropriateness of Readings and Assignments are shown in the figure 4 below:

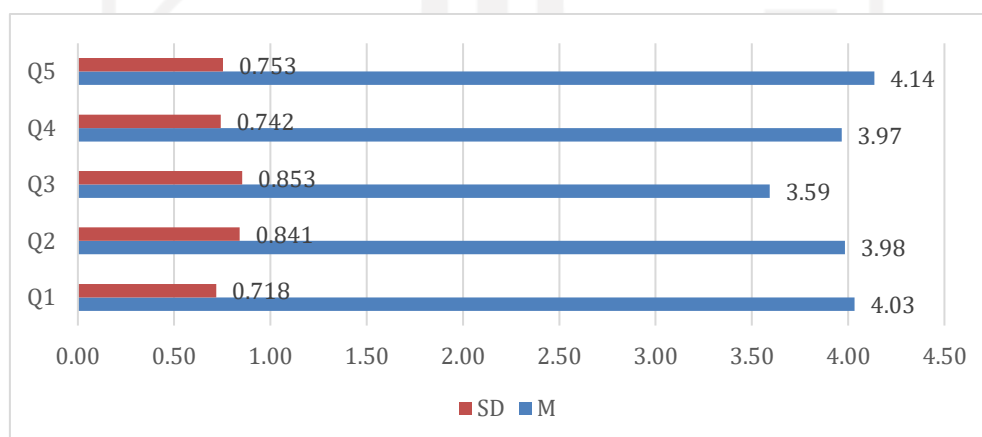


Figure 4. Appropriateness of Readings and Assignments

Based on the data about Appropriateness of Readings and Assignments” survey result, the highest mean is Q5 with the results of Mean= 4.14 and SD= 0.753 of which statement is “*Selected readings and resources were adequate for the course objectives*”. The lowest mean is Q3 with the results of Mean= 3.59 and SD= 0.853 of which statement is “*Online assignments included authentic, real life activities*”.

On the second element related to “Technological Tools”, there are 6 items. Student preferences for Technological Tools are shown in the figure 5 below:

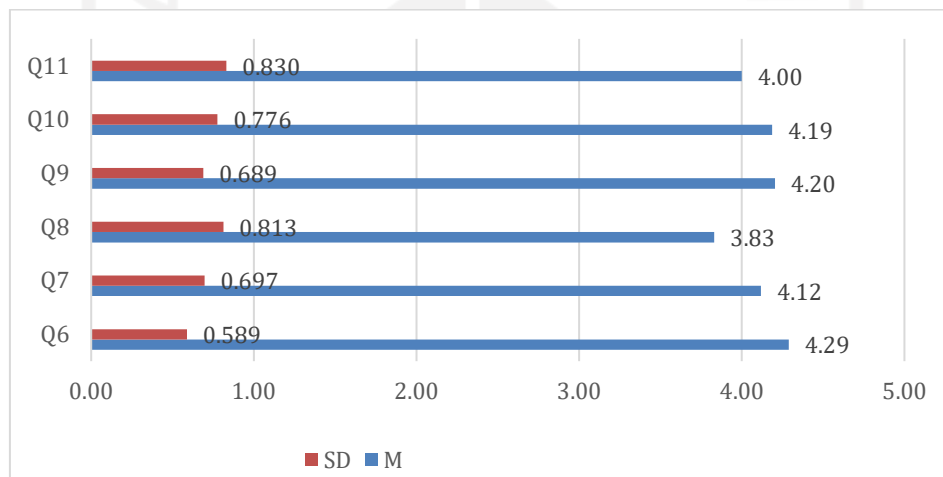


Figure 5. Technological Tools

Based on the data about Technological Tools survey result, the highest mean is Q6 with the results of Mean= 4.29 and SD= 0.589 of which statement is “*Links were descriptive and provided information regarding the content*”. The lowest mean is Q8 with the results of Mean= 3.83 and SD= 0.813 of which statement is “*Interactive multimedia items allowed students to control content*”.

On the third element related to “Instructor Feedback and Communication”, there are 3 items. Student preferences for Instructor Feedback and Communication are shown in the figure 6 below:

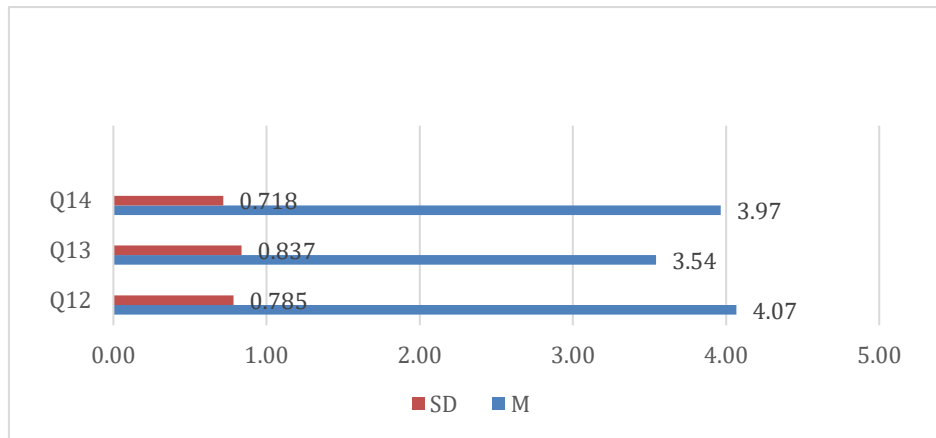


Figure 6. Instructor Feedback and Communication

Based on the descriptive analysis data above, that shows about Instructor Feedback and Communication survey result, the highest mean is Q12 with the results of Mean= 4.07 and SD= 0.785 of which statement is “*Feedback was informative and clearly articulated*”. The lowest mean is Q13 with the results of Mean= 3.54 and SD= 0.837 of which statement is “*Feedback was delivered in a timely manner*”.

On the fourth element related to “Course Organization”, there are 6 items. Student preferences for Instructor Feedback and Communication are shown in the figure 7 below:

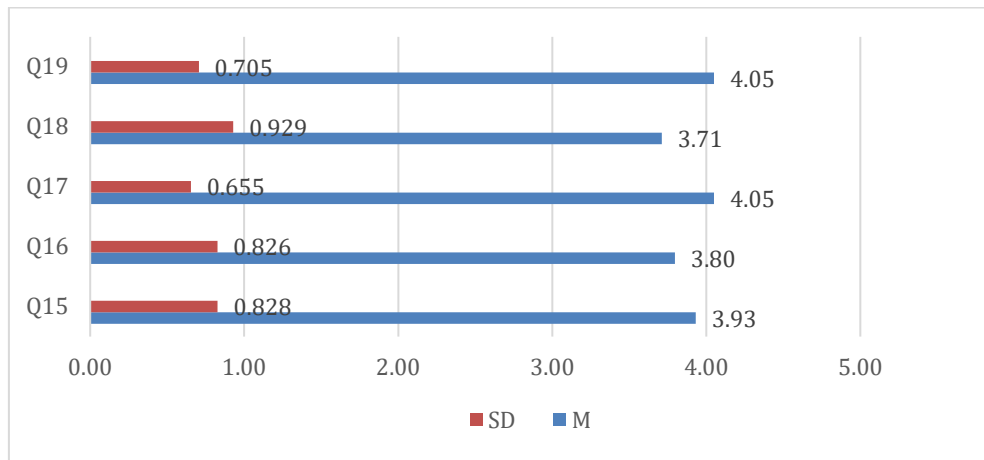


Figure 7. Course Organization

Based on the data about Course organization survey result, the highest mean is Q19 with the results of Mean= 4.05 and SD= 0.705 of which statement is “Assignments and activities were clearly linked to the course objective”. The lowest mean is Q18 with the results of Mean= 3.71 and SD= 0.929 of which statement is “Online course content was consistent in presentation.”.

On the fifth element related to “Clarity of Outcomes Assignments”, there are 5 items. Student preferences for Clarity of Outcomes Assignments are shown in the figure 8 below:



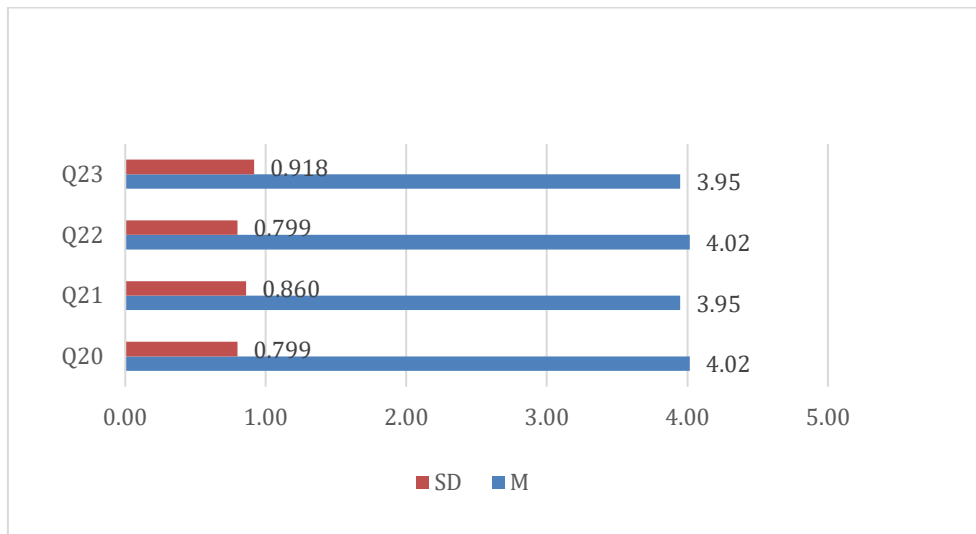


Figure 8. Clarity of Outcomes Assignments

Based on the descriptive analysis data above for Clarity of outcomes and assignments survey result, the highest mean is Q20 with the results of Mean= 4.05 and SD= 0.705 of which statement is “*Evaluation criteria were clearly stated*” and the lowest mean is Q21 with the results of Mean= 3.95 and SD= 0.860 of which statement is “*Evaluation criteria for discussion board activities were clearly specified in advance*”.

On the sixth element related to “Content Format”, there are 2 items. Student preferences for Clarity of Outcomes Assignments are shown in the figure 9 below:

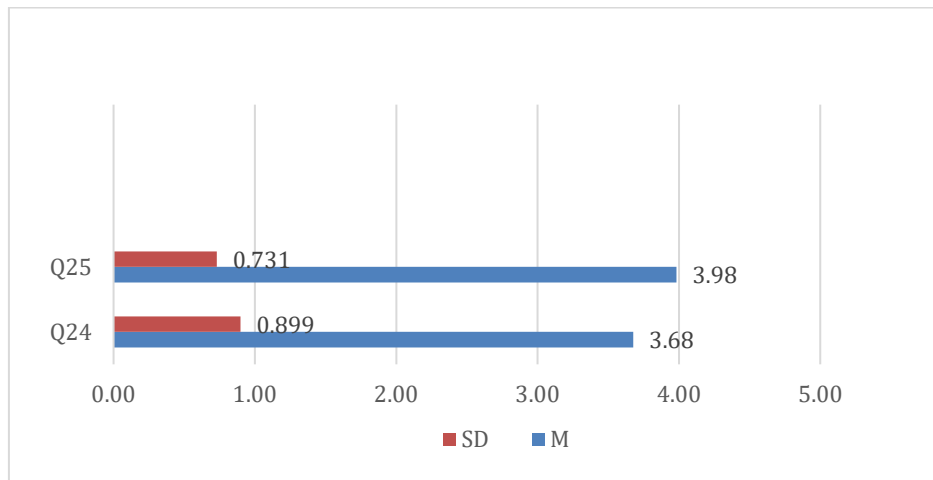


Figure 9. Content format

Based on the data for Content format survey result, the highest mean is Q25 with the results of Mean= 3.98 and SD= 0.731 of which statement is “*Font size and layout of the online content was consistent*” and the lowest mean is Q24 with the results of Mean= 3.68 and SD= 0.899 of which statement is “*Online course materials were free of spelling errors and grammatical errors*”.

4.2 Discussion

The result of data analysis from overall survey result shows that the participants have positive responses toward satisfaction on online learning using google classroom, this statement emphasized in chapter 3 about the aggregated means indicate a general positive perception of online courses, with means ranging from 3.75 to 4.44 on a 1-5 scale. Which is consistent with the previous research by Rothman et. al (2011) that shows about valuable feedback for redesigning specific aspects of our instruction of online courses who have discovered and developed

the Students' satisfaction on online learning survey. It is just distinguishes from previous research, in this study more concerned with evaluation criteria for discussion board activities.

Furthermore, this finding is the similiary of the findings in arcticle from Rothman et al (2011) this reseach find that the students have a positive satisfaction with online learning, however both reseacrh present different aspect of satisfaction. That reseacrh focus on provide valuable feedback for redesigning specific aspects of our instruction of online courses meanwhile in this reseacrher techological tools are most favorite found. Also in the previous Rothman et. al (2019) research, students were more aware of valuable feedback for redesigning specific aspects of our instruction of online courses, where in this study students were more concerned with Evaluation criteria for discussion board activities. These things show that indeed each student has different preferences in online learning. In other reseacrh Landrum et. al (2020) have a similiar findings that the students have a positive satisfaction with online learning Student satisfaction with online learning from student concerns. The main dimension of this concern is students' expectations regarding online learning time and space. In the end, student satisfaction depends on the convergence of students' expectations regarding this dimension with this the overarching educational and life goals of the student to take the course.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of a summary of the research based on the research findings in the previous chapter and recommendations for further research.

5.1. Conclusion

The aim of the study is to identify undergraduate students' satisfaction on Google Classroom-mediated online learning in academic reading and writing coursework in academic year 2019/2020. 59 participants who has completed Academic Reading and Writing Coursework involve in the study. Based on the data about Technological Tools survey result, the highest mean is factor technological tools with the results of $M= 4.29$ and $SD= 0.589$, also for other findings result that appropriateness of readings and assignments ($M= 4.14$ and $SD= 0.753$), instructor feedback and communication ($M= 4.07$ and $SD= 0.785$), course organization ($M= 4.05$ and $SD= 0.705$), clarity of outcomes and assignments ($M= 4.05$ and $SD= 0.705$), and content format ($M= 3.98$ and $SD= 0.731$). The result of data analysis from overall survey result shows that the participants have positive responses toward satisfaction on online learning using google classroom, this statement emphasized in chapter 3 about the aggregated means indicate a general positive perception of online courses, with means ranging from 3.75 to 4.44 on a 1-5 scale. Finally, all

students agree that they are satisfied with the google-mediated activities on online learning.

5.2. Recommendation

Future research should investigate how undergraduate students understand online classes in terms their expectations for the course, the students and self. In addition, researchers can expand the student sample to explore of grade level. quantitative analysis can focus on the student's goals and goals for taking it classes as well as their likes and preferences for the various elements of the course, move more than just numbers or the existence of an element. A focus on course building and development will also be suggested identifying how specific elements of a course impact student satisfaction. Futhermore, English as an online course cannot completely replace face-to-face learning, which offers real lifelearning experiences, human interactions, and personal contact with tutors and peers students. Therefore, the use of Google Classroom is one of the online platforms that can be reached by anyone, both for students who live in areas with minimal internet. A special strategy is needed so that online learning can be used as a complement and enhancement of learning, improving student learning choices, helping them become more empowered to control their own learning, and gives them the freedom to choose when, where, and how fast they want to learn.

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APPENDICES

Appendix 1. Questionnaire

Part 1. Informasi Demografis (Data Pribadi Responden)

1. Nama Lengkap :
2. NIM :
3. Jenis Kelamin :
4. Umur :
5. Tingkat kemahiran berbahasa Inggris
 - Elementary
 - Intermediate
 - Advanced
6. Berapa lama Anda belajar bahasa Inggris?
 - < 1 tahun
 - 1-3 tahun
 - > 3 tahun
 - Lain-lain

Part 2. Petunjuk: Hal-hal yang tercakup dalam bagian kuesioner ini akan dinilai dengan skala Likert 5 poin yang didistribusikan sebagai berikut:

- **5 = Sangat setuju**
- **4 = Setuju**
- **3 = Agak setuju**
- **2 = Tidak setuju**
- **1 = Sangat tidak setuju**

No.	Domain	Butir					
1	Kesesuaian bacaan-bacaan dan penugasan-penugasan	Penugasan-penugasan sudah sesuai dan efektif untuk mempelajari konten pembelajaran.	1	2	3	4	5
2		Penugasan-penugasan kelompok diskusi memicu tingginya interaksi diantara para peserta didik.	1	2	3	4	5
3		Penugasan-penugasan daring (<i>online</i>) mencakup aktivitas otentik kehidupan nyata.	1	2	3	4	5
4		Aktivitas-aktivitas kelompok diskusi dirancang untuk menumbuhkan pemikiran kritis yang lebih lanjut terkait dengan konten mata kuliah.	1	2	3	4	5
5		Sumber-sumber dan bacaan-bacaan yang dipilih mencukupi untuk tujuan pembelajaran.	1	2	3	4	5
6	Alat-alat teknologi	Tautan-tautan mengandung deskripsi dan informasi mengenai materi.	1	2	3	4	5
7		Tautan-tautan menuju bacaan eksternal terbuka di jendela-jendela baru.	1	2	3	4	5
8		Butir-butir multimedia interaktif memungkinkan para peserta didik untuk mengontrol konten.	1	2	3	4	5
9		Syarat-syarat teknologi untuk menyelesaikan kelas daring (<i>online</i>) sudah ditentukan.	1	2	3	4	5
10		Alat-alat teknologi digunakan secara tepat untuk konten pembelajaran.	1	2	3	4	5
11		Konten kelas daring (<i>online</i>) mencakup berbagai jenis penugasan-penugasan yang memerlukan berbagai jenis gaya belajar.	1	2	3	4	5

12	Umpan balik (<i>feedback</i>) dan komunikasi dari instruktur	Umpan balik (<i>feedback</i>) informatif dan disampaikan dengan jelas.	1	2	3	4	5
13		Umpan balik (<i>feedback</i>) diberikan tepat waktu.	1	2	3	4	5
14		Instruktur secara efektif mengkomunikasikan setiap perubahan / mengklarifikasi setiap kesalahpahaman yang berkaitan dengan syarat-syarat mata kuliah.	1	2	3	4	5
15	Organisasi kelas	Urutan aktivitas-aktivitas kelas daring (<i>online</i>) dirancang secara efektif dan mudah diikuti.	1	2	3	4	5
16		Tanggal-tanggal pada silabus dan jadwal kelas sesuai dengan bacaan-bacaan daring (<i>online</i>).	1	2	3	4	5
17		Tanggal-tanggal pada jadwal kelas sudah sesuai dengan pengumpulan <i>drop box</i> dan kelompok diskusi.	1	2	3	4	5
18		Presentasi konten kelas daring (<i>online</i>) konsisten.	1	2	3	4	5
19	Kejelasan luaran-luaran dan syarat-syarat	Penugasan-penugasan dan aktivitas-aktivitas secara jelas terkait dengan tujuan pembelajaran.	1	2	3	4	5
20		Kriteria-kriteria penilaian dinyatakan secara jelas.	1	2	3	4	5
21		Kriteria-kriteria penilaian untuk kegiatan kelompok diskusi sudah ditentukan secara jelas sejak awal.	1	2	3	4	5
22		Syarat-syarat untuk pengumpulan <i>drop box</i> sudah ditentukan dan mudah diikuti.	1	2	3	4	5
23		Kelas ini menumbuhkan minat yang lebih jauh terhadap bidang keilmuan.	1	2	3	4	5

24	Format Konten	Materi-materi kelas daring (<i>online</i>) tidak mengandung kesalahan ejaan maupun tata bahasa.	1	2	3	4	5
25		Ukuran huruf dan tata letak konten daring (<i>online</i>) konsisten.	1	2	3	4	5



Appendix 2. The Original Questionnaire by Rothman et. al (2011)

Table 1. Students' perceptions of online courses: survey item means

Item	Mean
1. Assignments and activities were clearly linked to the course objective.	4.44
2. Assignments were appropriate and effective for learning course content.	4.21
3. Evaluation criteria were clearly stated.	4.25
4. Feedback was informative and clearly articulated.	4.07
5. Feedback was delivered in a timely manner.	3.85
6. Evaluation criteria for discussion board activities were clearly specified in advance.	4.32
7. Instructor effectively communicated any changes/clarified any misunderstanding regarding course requirements.	4.21
8. The sequence of online course activities was effectively organized and easy to follow.	4.25
9. Dates on the syllabus and course schedule corresponded to online readings.	4.41
10. Dates on the course schedule corresponded to drop box and discussion board submissions.	4.41
11. Links were descriptive and provided information regarding the content.	4.20
12. Links to external readings opened in new windows.	4.01
13. Interactive multimedia items allowed students to control content.	3.91
14. Online course content was consistent in presentation.	4.31
15. Online course materials were free of spelling errors and grammatical errors.	4.41
16. Requirements for drop box submissions were specified and easy to follow.	4.25
17. Discussion board assignments fostered a high level of interaction among students.	4.04
18. Online course content included varied types of assignments to appeal to different learning styles.	
19. Online assignments included authentic, real-life activities.	3.75
20. Font size and layout of the online content was consistent.	4.42
21. Technological tools were used appropriately for the course content.	4.29
22. Technological requirements to complete the online course were specified.	4.29
23. Discussion board activities were designed to evoke further critical thinking about course content.	4.28
24. Selected readings and resources were adequate for the course objectives.	4.35
25. The course has evoked further interest in this field.	4.14

Appendix 3. Consent Form



FAKULTAS
PSIKOLOGI &
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Nomor : 891/Dek/70/DURT/ III/2021
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :

Yth. Pimpinan ACADEMIC READING AND WRITING CLASS

Di tempat.

AssalamualaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Firda Isadiyah Utami
Nomor Induk Mahasiswa : 17322044
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Astri Hapsari., S.S., M. TESOL
Judul Skripsi :

"UNDERGRADUATE STUDENTS' SATISFACTION ON GOOGLE CLASSROOM-MEDIATED ONLINE LEARNING IN ACADEMIC READING AND WRITING COURSEWORK."


Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

WassalamualaikumWr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi.,M.Si., M.Ag., Psikolog

Appendix 4. Google Form for Questionnaire



Survey Kepuasan Mahasiswa Terhadap Kelas Online (Daring)

Assalamu'alaikum warahmatullahi wabarakatuh.

Nama saya Firda Isadiyah Utami dari Jurusan Pendidikan Bahasa Inggris, Universitas Islam Indonesia, angkatan 2017. Saat ini saya sedang melakukan penelitian yang berjudul "Undergraduate Students' Satisfaction on Google Classroom-Mediated Online Learning in Academic Reading and Writing Coursework". Metode penelitian saya adalah penelitian kuantitatif dalam bentuk survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner. Partisipan penelitian saya adalah mahasiswa/i Prodi Pendidikan Bahasa Inggris angkatan 2018 yang sudah menempuh mata kuliah Academic Reading and Writing tahun akademik 2019/2020.

Dalam rangka mengumpulkan data, dengan kerendahan hati saya meminta kesediaan dari saudara/i meluangkan waktu sejenak untuk mengisi kuesioner ini. Kerahasiaan jawaban dan informasi apapun pada isian kuesioner ini dijaga dan dijunjung tinggi oleh etika akademik. Informasi yang diberikan insya Allah sangat berharga dan bermanfaat bagi pengembangan ilmu pengetahuan, khususnya dalam bidang pendidikan.

Dalam rangka mengumpulkan data, dengan kerendahan hati saya meminta kesediaan dari saudara/i meluangkan waktu sejenak untuk mengisi kuesioner ini. Kerahasiaan jawaban dan informasi apapun pada isian kuesioner ini dijaga dan dijunjung tinggi oleh etika akademik. Informasi yang diberikan insya Allah sangat berharga dan bermanfaat bagi pengembangan ilmu pengetahuan, khususnya dalam bidang pendidikan.

Sebagai ucapan terima kasih, saya akan memberikan pulsa sebesar Rp.50.000 untuk 2 responden yang beruntung. Apabila saudara/i bersedia mengisi kuesioner ini, silahkan memilih "bersedia" pada pernyataan dibawah. Atas partisipasi saudara/i, saya ucapkan banyak terima kasih. Semoga Allah SWT memberikan balasan yang setimpal untuk kebaikan saudara/i dalam mengisi kuesioner ini.

Wassalamu'alaikum warahmatullahi wabarakatuh.

* Required

Alamat email *

Your answer

Appendix 5. The Participants' Data

No.	Name	Students Number	Gender
1.	Ratih Sulistiya Ningsih	18322053	Perempuan
2.	Danny Himawan	18322034	Laki- laki
3.	Ratih Sulistiya Ningsih	18322053	Perempuan
4.	Achmad Zaki Fitroty	18322024	Laki- laki
5.	Ferbiana Nerissa Arvenina	18322138	Perempuan
6.	Rizky Wibowo	18322012	Laki- laki
7.	Indah Paranita	18322043	Perempuan
8.	Abdan	18322094	Laki- laki
9.	Annisa Salmitha Shofura	18322077	Perempuan
10.	Alfa Lisa	18322074	Perempuan
11.	Tiara Ayu Fatmasari	18322048	Perempuan
12.	Genti Putri Dwi Redjeki	18322046	Perempuan
13.	Herbi Mulyadi	18322101	Laki- laki
14.	Nesty Wulansari	18322099	Perempuan
15.	Nur Najmi Laila	18322042	Perempuan
16.	syalsabila firdausiyah	18322030	Perempuan
17.	Zalzabila C. Kiay Demak	18322010	Perempuan
18.	Debby	18322105	Perempuan
19.	Daffa	18322154	Laki- laki
20.	Debby	18322105	Perempuan
21.	Eka Nanda Mei Titi Wulandari	18322050	Perempuan
22.	Andistya praja	17322043	Laki- laki
23.	Agrifina fenosi putri	18322008	Perempuan
24.	syalsabila firdausiyah	18322030	Perempuan
25.	Nur Najmi Laila	18322042	Perempuan
26.	Danny Himawan	18322034	Laki- laki
27.	Anyu	18322088	Perempuan
28.	Anita	18322152	Perempuan
29.	shafa nurafifah	18322001	Perempuan
30.	Muhammad Maula Hamdani	18322102	Laki- laki
31.	Muthiah Qatrunnida	18322089	Perempuan
32.	Aurel	18322013	Perempuan
33.	alifaa risma	18322051	Perempuan
34.	Irwansyah	18322114	Laki- laki
35.	Malik Fajar	18322064	Laki- laki
36.	Indah Widya K	18322049	Perempuan
37.	Iisarapitri	18322056	Perempuan
38.	Sina	18322073	Perempuan
39.	Jabida Layn	18322135	Perempuan
40.	Alim	18322023	Laki- laki
41.	Nuruliah Ariyanti	18322054	Perempuan
42.	Aurel	18322013	Perempuan
43.	Sekar Jashinta Putri	18322025	Perempuan

44.	Nadhifah Dwi Oktaviani	18322122	Perempuan
45.	Lia Widiyari	18322127	Perempuan
46.	Sekar Jashinta Putri	18322025	Perempuan
47.	Jesikawanda Sholihat	18322029	Perempuan
48.	Fadilla R	18322084	Perempuan
49.	Fadilla R	18322084	Perempuan
50.	Lely Nur febriyanti	18322075	Perempuan
51.	Miftah Muhammad	18322041	Laki- laki
52.	millenia canticca sujito putri	18322011	Perempuan
53.	Farhan Amier	18322032	Laki- laki
54.	Khofifah Novitasari	18322107	Perempuan
55.	Muhammad Pebriansyah Rifaldo	18322037	Laki- laki
56.	Fitriana Syarifa Ahmad	18322146	Perempuan
57.	Muhammad Pebriansyah Rifaldo	18322037	Laki- laki
58.	Mehrunnisa Ani Mufti	18322160	Perempuan
59.	Lusiana	18322066	Perempuan

