

EFL University Students' Need Satisfaction of Online Learning

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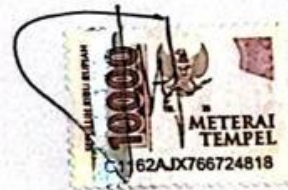
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Statement of work's originality

I honestly declare that this thesis was written entirely by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

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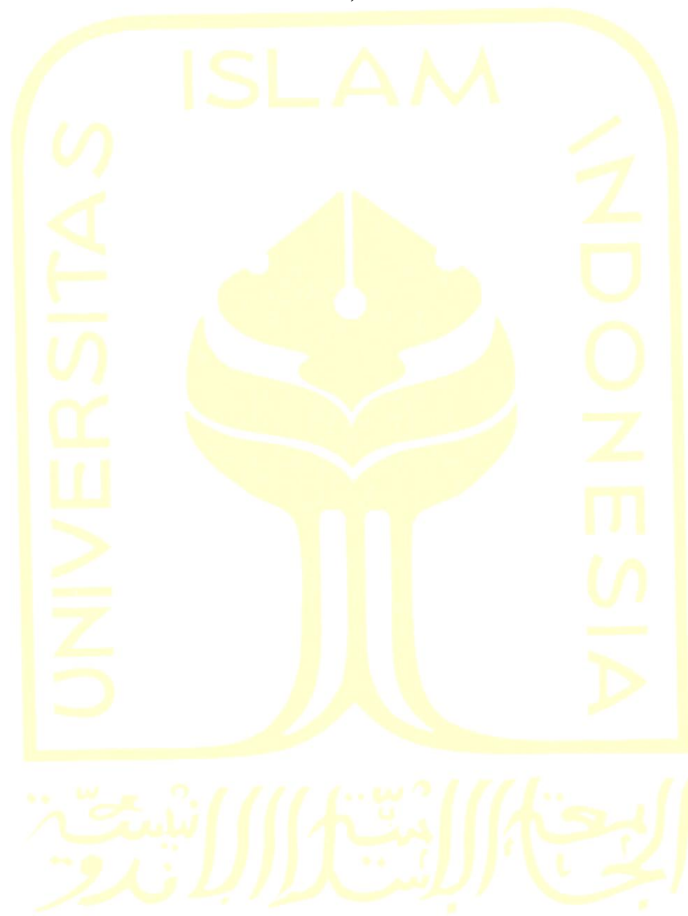


Andistya praja findiasmoro

MOTTO

“there is only one thing that makes a dream impossible to achieve: the fear of failure”

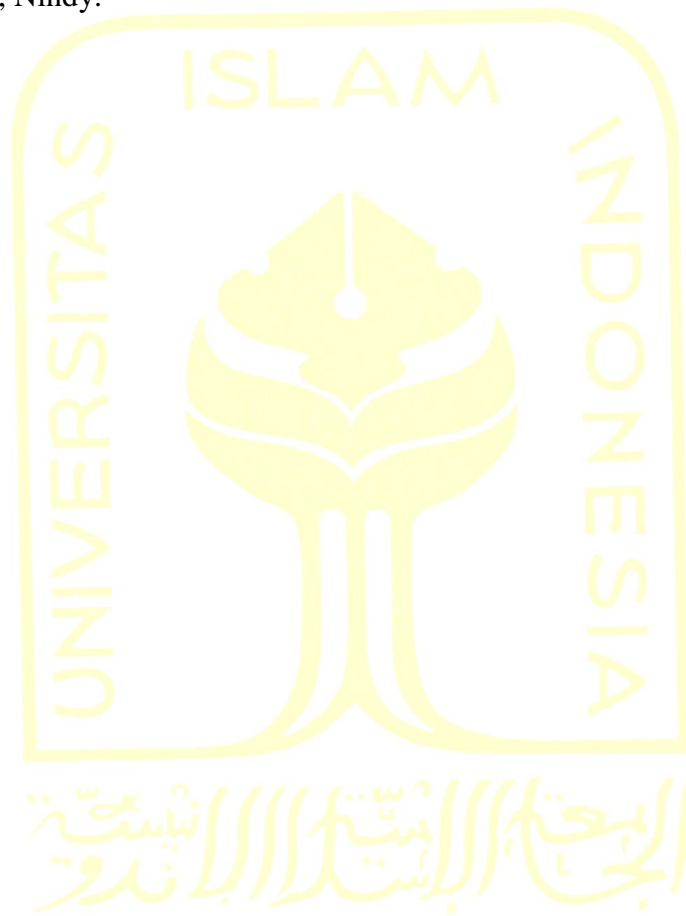
- Paulo Coelho, The Alchemist.



DEDICATION

Gratefully and thankfully, I would like to dedicate my thesis to

1. Me and my beloved mother: Yetty Normayanti, my beloved father: Bambang Suroso, and my sisters: Pratika Praja Findiasmoro and Meita Nur Fauzia
2. My best friends: Panji, Rachel, Via, Lia, Harvey, Dhimas, Rizki, Sjahir, Alfira, Nindy.



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Yogyakarta, 20 March 2022



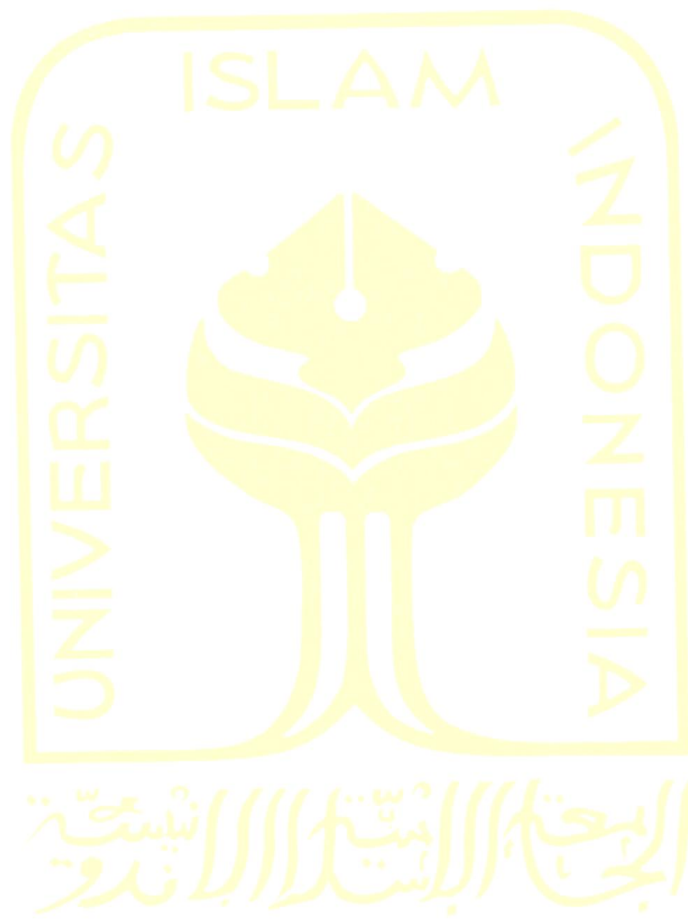
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ABSTRACT

This study explores Need Satisfaction of Online Learning of EFL University Students in a private university. This study employed a survey study. The data were collected using the Need satisfaction scale (NSS) of joining online learning. Questionnaire consisting of 16 items was adapted from Standage, Duda, and Ntoumanis (2005). In conducting this study, SPSS and Microsoft Excel were used to analyze the data to obtain descriptive statistics calculation. The participants were 97 students enrolling in English Education majors batch 2018 at a private university, they were selected following purposeful sampling. Based on the findings, the participant's response to the NSS items revealed the most highest frequency is freedom of online learning ($M=4.14$) and ($SD= 0.71$). Meanwhile, the lowest frequency statement is difficulty in facing online learning ($M=2.53$) and ($SD=0.83$).

Keywords: Need satisfaction, online learning, EFL.

CHAPTER 1

INTRODUCTION

This chapter contains the Background of the study, Identification of the problem, Formulation of the problem, Objective of the study, and Significance of the study.

1.1 Background of the study

Currently, the world is being shocked by the COVID-19 (CoronaVirus Disease) outbreak which reportedly originated from the city of Wuhan, China December 2019 (Lee, 2020). WHO declared this outbreak a global pandemic because the transmission of this virus was very fast and most countries in the world were also exposed to this virus. This has an impact on the education sector in Indonesia as well. In this situation, education changes from offline to online learning. The students and teachers are asked to carry out the learning process at home. According to The Ministry of Education and Culture (Kemendikbud) issued Surat Edaran Nomor 15 Tahun 2020 concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid-19. Thus, Since 2020, online learning has been applied at all universities in Indonesia. According to Wei and Chou (2020), online learning has become one of the fast-growing trends in the utilization of educational technology. Therefore, online learning always adapts the information and technology in the learning process has become a fundamental part of the whole world. However, online English classes often pose a series of challenges faced by English as a Foreign Language (EFL) learners.

Instead, Dinh and Nguyen (2020) stated that teachers have struggled to change their traditional teaching programs into online interactions. Then, the possible problems that will happen during online learning, resulting in dissatisfaction between teachers and students through various technical problems, such as delayed meetings, loss of connection, low-quality sound, and so on.

Student satisfaction is one of the factors that affect student success in online learning. This argument is supported by Wei and Chou (2020), the satisfaction perception of online learning is a high predictor of online learning. Thus, online learning will be success if that have a satisfaction in the several aspects. In another hand, this study rediscovered the role of online learning self-efficacy in online learning readiness. Alqurashi (2019) claimed that if students argue that they cannot achieve the expectations, they will not make a high effort to get the necessary movements to achieve that. At the same time, students who have high facilities in online learning did not regard difficult tasks as obstacles of learning, but as a challenge to develop the skills; this could support learning and performance to lead to higher satisfaction. According to Dinh and Nguyen (2020), the students reported significantly higher levels of satisfaction with all components of the face-to-face learning format than those online learning formats. However, Cole, Lennon, and Weber (2019) contrasted that online collaboration can result in higher student performance, even if students do not feel good learning. Dewi (2020) stated that internet connection is one of the things that affect dissatisfaction in online learning. The difference of connections between regions, students cannot attend a learning process.

1.2 Identification of the problem

Based on the above problems, there are also pros and cons to online learning. According to Farrah and al-Bakry (2020), the lack of technical support that the universities, the need for training lecturers to improve their technological skills, the unreliable evaluation system, and the poor technological infrastructure. Dewi (2020) stated that learning achievement can be drawn from a combination of various values.

According to Chen and Adesope (2016), this learning situation through online learning often creates its own set of challenges. This study examines the characteristics of students in an online EFL learning environment concerning online student satisfaction. It was found that there was a positive effect on online student satisfaction (autonomy, competence, and relatedness).

Chen and Adesope (2016) claimed that the goals of satisfaction in online learning is able to find out learners motivation, this is associated with basic phsycological needs.

The use of online learning is also receiving a strong spotlight in the field of education. Due to the COVID-19 pandemic, teachers and students are asked to use online learning. As a result, teachers and students must contribute and have good teamwork to build satisfaction in online learning. This study addresses this gap to help researchers better know whether satisfaction influences on online learning experience.

1.3 Formulation of the problem

How is the level of EFL university students' need satisfaction of online learning?

1.4 Objective of the study

The objective of the study is to identify the level of EFL university students' need satisfaction of online learning.

1.5 Significance of the study

The research results are expected to contribute to the following aspects. The first is for teachers, this study helps evaluate their experiences in teaching online learning. This evaluation is part of the process of improving online learning. The second is for students, this study is not far from the students as users who can also reflect on learning activities in online learning. Finally, for researchers, this study can be a reference for further research related to online learning activities.

CHAPTER II

LITERATURE REVIEW

2.1. EFL Online learning practice in Higher Education.

Higher education institutions offer many opportunities to take online classes and complete degree programs online. Online courses try to create ease of access, using the Internet for interaction between students and teachers to construct the effectiveness both of time and place. Based on Martin, Wang, and Sadaf (2018), online learning is using the Internet to get the materials, interaction by students and teachers, and obtaining support while learning. Therefore that acquiring knowledge, developing personal meaning, and the learning satisfying experience. Bervell, Umar, and Kamilin (2020) stated that EFL online learning practice is using the tools of Learning Management Systems (LMS) such as web-based software, containing electronic tools including email, files, a discussion board, a grade book, an announcement board, assessment tools and multimedia tools (video, RSS feed, an audio file, etc). The online learning used also includes software or websites that support learning such as email, Kahoot, google classroom, Whatsapp and so on.

In addition, Yawson and Yamoah (2020) claimed that the learning process through online learning can be conducted anytime and anywhere using synchronous and asynchronous communication. Usually, synchronous using video conferencing such as zoom and google meets. Besides, we can use google classroom, Gmail, and Whatsapp for the asynchronous method.

In another hand, a common concern about online courses is the "isolation" they may experience when they do not have the opportunity to interact directly with other students in the class (Cole, Lennon, & Weber, 2019). Moreover, there are some challenges in the foreign language of online learning, such as low completion value, confusion from the tasks, and low interactions (Luan et al. 2020). Farrah and al-Bakry (2020) mentioned that using e-learning in Palestina Universities makes students more confident and have self-reliance, improving their technological skills, and offering them valuable experience. Generally, students are more confident in expressing their opinions than in face-to-face class, for another reason. In other words, online learning can help students to grow confident in learning sometimes.

Alqurashi (2019) claimed that interaction and satisfaction are found if there is sharing the information, student content interaction, learning interactions (instructions) and development activities to predict learning. The communication tools most often used by the learners at the university were e-mail, chat room, bulletin board, record tracking, shared file space, homework area, and discussion forum because the use of these tools as part of the requirement for the teachers to evaluate learner course achievement.

The quality of teacher determines the success of online learning which plays the most important role in many aspects. Teachers are able to be capable as guides and/or facilitators with extensive digital capability. Lesson plan design, materials preparation such as power point audio-video, consultation, etc. According to Rahman (2021), due to the limited space for interaction in online learning, a teacher must involve students such as discussion forums, supervising, facilitating and

leading discussion forums and so on. Meanwhile, the students paid close attention to the online delivery provided.

In Indonesia, there are still difficulties in the development of material by the teacher, and anxiety in learning. Allo (2020) found that the materials and instructions applied by lecturers in online learning are not easy to use and difficult to understand. According to Octaberlina and Muslimin (2020), there are three obstacles found in using E-Learning from EFL UIN Malang students. The three obstacles are low-technology in E-Learning; difficulty internet connectivity for students and teachers; and physical complaints about students and teachers, such as eye strain. Hence, using online learning has a lack that can be experienced by students, even teachers can find these problems. This study aims to identify the need satisfaction of EFL university students. It is expected that this study can provide information about what students need to learn in online learning context and teachers can prepare effective materials and activities.

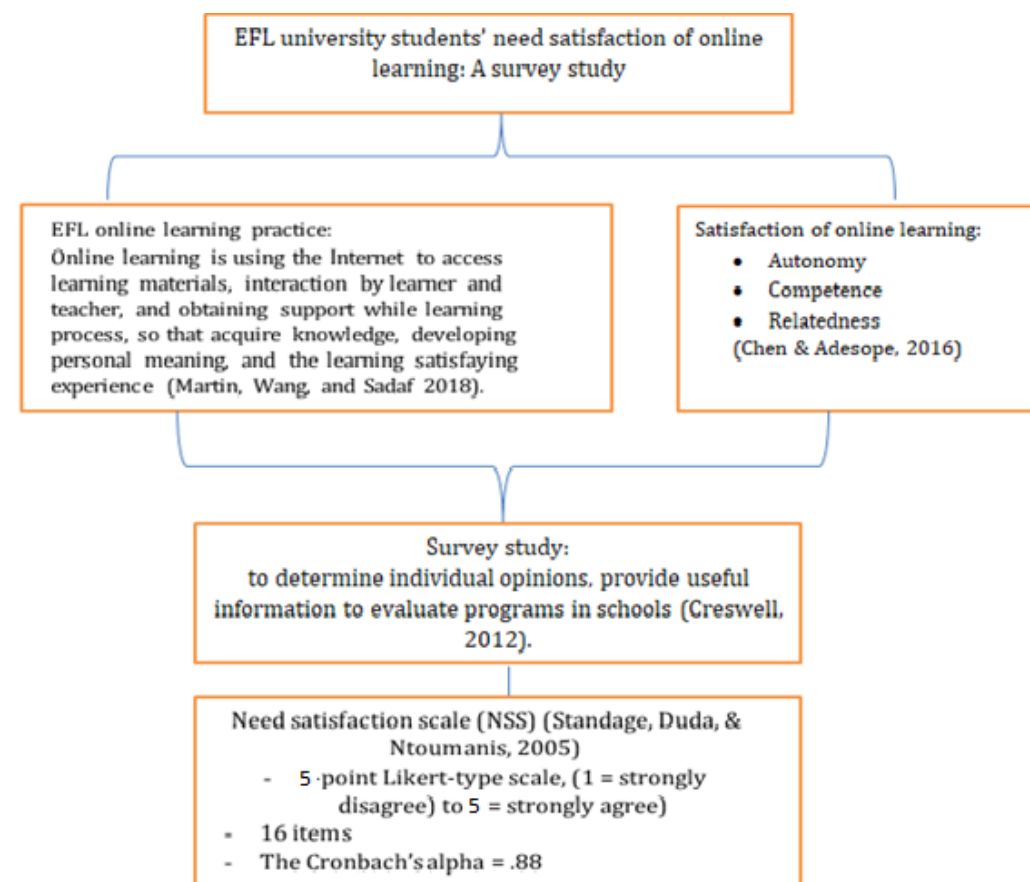
2.2. Satisfaction of Online learning

Online student satisfaction was obtained from the quality of media and learning that is good for them (Chen and Adesope, 2016). Similarly, Bervell, Umar, and Kamilin (2020) to achieve satisfaction in online learning requires material innovation, building the interaction between teachers-students, student-student interaction and student-material interaction, which aims to build a good atmosphere in the classroom. In addition, makes Chen and Adesope (2016) potential factors related to online learning satisfaction include the need for Autonomy is related to flexibility of time and space which learner independence, learner autonomy, and

motivation; Competence is related to effectiveness in doing challenges optimally and being able to develop a skill or learning strategies, and Relatedness is related to interact maximally in environment of online learning.

Rahman (2021) found that emergency online learning had dissatisfaction. It experiences poor internet connectivity, low technology, irregular electricity, significant cost involvement in data plans, lack of proper environment at home, lack of technical and pedagogic skills of teachers, students' comfort and so on. Dinh and Nguyen (2020) demonstrated that students' satisfaction could adapt to the changing of teaching methods, which have a good potential for online learning. However, the interaction of teachers and students is not satisfying, because they are unfamiliar with new technology. The greater satisfaction and performance among students will combine in the long-term because improving the convenience and flexibility of learners and teachers will happen. In the Indonesian context, Ahmad and Arifin (2021) emphasized that it has positive results in satisfaction with online learning usage. There are many pros and cons regarding online learning in Indonesia, making it difficult for teachers and students to identify how to maximize online learning because this has not been commonly in Indonesia before.

2.3 Theoretical framework



Martin, Wang, Sadaf (2018) stated that online learning is using the internet to access the learning materials, interaction by learner and teacher, supporting learning process. Then acquire knowledge, developing personal meaning and the learning satisfying experience. Besides, The satisfaction of online learning requires 3 aspects, namely Autonomy, Competence, Relatedness (Chen & Adesope, 2016). In this research used a survey study, Need Satisfaction Scale Questioner as a media to collect the data.

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

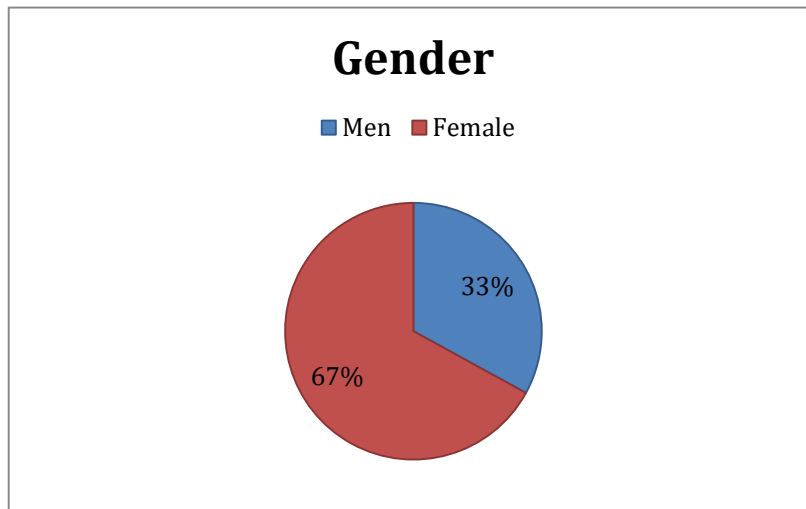
This research was designed as a survey study. According to Cresswell (2012), survey studies describe trends in the data rather than offer rigorous explanations. This research uses the data learning experiences of Covid-19 pandemic.

3.2 Population and Sample

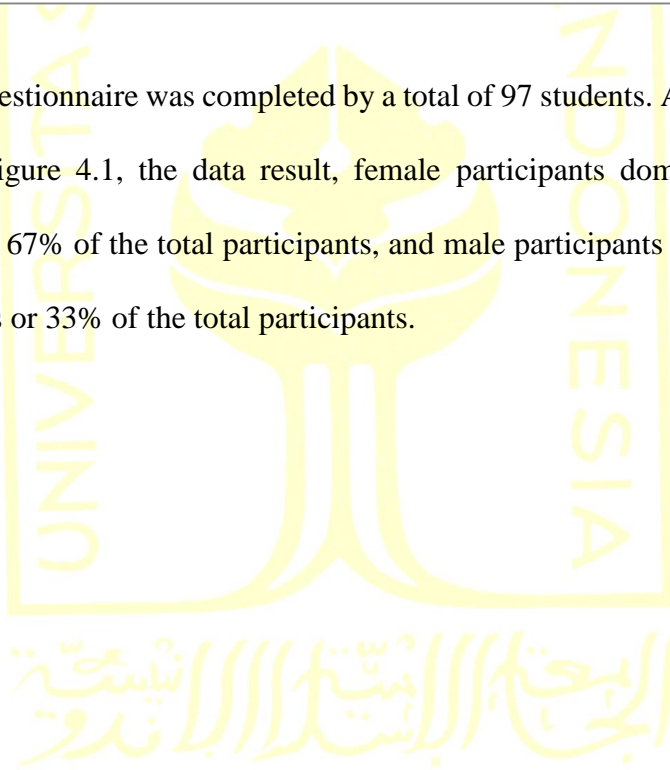
The population of this study was students of the Department of English Education, University of Islam Indonesia. The population consists of 128 students from batch 2018. The participants taken were purposeful sampling, where students from batch 2018 had a traditional learning experience before and were faced online learning that made a transition in their learning process.

The questionnaire consists of participants' personal information and the types of EFL University Students' Online Learning. The following are the data results of the participants' personal information:

Figure 3.1 Chart of Participant's Gender



The questionnaire was completed by a total of 97 students. According to the statistics in Figure 4.1, the data result, female participants dominated with 65 participants or 67% of the total participants, and male participants dominated with 32 participants or 33% of the total participants.



3.3 Data Collecting Technique

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

3.3.1 Instrument

The researcher used a questionnaire to collect data in this study. The questionnaire was adapted from Standage, Duda, and Ntoumanis (2005), Need satisfaction scale of joining online learning (NSS) adapted from one theoretical framework of online learners' motivation outcome is self-determination theory (SDT). All items were on 5-point Likert scales, ranging from 1 (strongly disagree) to 5 (strongly agree) with 16 items. Originally, the items were designed to assess students' autonomy need satisfaction (items 1, 2, 3, 4, 5, and 6), competence need satisfaction (items 7, 8, 9, 10, and 11), and relatedness need satisfaction (items 12, 13, 14, 15, and 16).

In this research, the questionnaire was adapted from Liao (2002) by having it translated into Bahasa Indonesia by the researcher and submitted to the supervisor for validation before distribution. Participants can distribute the survey through an online Google Form. Due to COVID-19, researchers will send the questionnaire link through E-mail or personal chat.

Table 3.1 *Distribution of Questionnaire Item*

Items	Statement
1.	I can decide which part of the materials I want to learn
2.	I have a say regarding what language skills I want to practice
3.	I feel that I am taking this online English course because I want to
4.	I feel a certain freedom of action
5.	I have some choice in what I want to do
6.	I have to force myself to do the learning activity
7.	I think I am pretty good at learning english via the internet
8.	I am satisfied with my performance at learning english via the internet
9.	When I have participated in learning english via the internet for a while, I feel very competent
10.	I am pretty skilled at learning english via the internet
11.	I cannot learn english via the internet very well
12.	With the other students in the online english class I feel supported
13.	With the other students in the online english class I feel understood
14.	With the other students in the online english class I feel listened to

15.	With the other students in the online english class I feel valued
16.	With the other students in the online english class I feel safe

Table 3.2 *Sub-factor*

Likert-scale	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

3.3.2 Validity & Reliability of The Instrument

In the quantitative study, Validity is a visual representation of a concept. Validity is a term used to describe something adequate and valid for measuring data. Validity is evidence of the results obtained to show the interpretation of the results matches the proposed use (Creswell, 2012). Furthermore, the validity of instruments was calculated using SPSS 25. Based on the results of the calculation of the validity of the NSS questionnaire that consists of 16 items are as follows:

Table 3.3

Items	Pearson Correlation	R-Table 5% (N=97)	Criteria
ST.1	0.452	0.195	Valid
ST.2	0.473	0.195	Valid
ST.3	0.603	0.195	Valid
ST.4	0.491	0.195	Valid
ST.5	0.475	0.195	Valid
ST.6	0.376	0.195	Valid
ST.7	0.587	0.195	Valid
ST.8	0.529	0.195	Valid
ST.9	0.660	0.195	Valid
ST.10	0.448	0.195	Valid
ST.11	0.183	0.195	Invalid
ST.12	0.666	0.195	Valid
ST.13	0.691	0.195	Valid
ST.14	0.731	0.195	Valid

ST.15	0.779	0.195	Valid
ST.16	0.687	0.195	Valid

(Pearson Correlation) > R-table of 0,195 (N =97). Thus, 15 of the questionnaire items are valid and 1 is invalid.

Meanwhile, Sujarweni (2019) defines that If the Cronbach alpha value is more than 0.6, the questionnaire can be confirmed reliable. Based on the SPSS 25 output below, the Cronbach alpha value is 0.850 of the total 15 items. This indicates that the questionnaire items are highly reliable.

Table 3.4 Reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
.850	15

3.4 Data Analysis Technique

The data analysis technique uses the computational calculation program of SPSS Statistics 23. Descriptive statistics such as frequencies, means, and standard deviations were computed to summarize the participants' responses to the NSS. These descriptive analyses can help identify the overall patterns of students' learning strategy use involving translation. The data were analyzed in the following steps :

- a. Reviewed the NSS questionnaire
- b. Adapted NSS as the instrument and translated into Bahasa Indonesia
- c. Checked the translated items
- d. Checked validity of NSS Indonesian Version
- e. Checked reliability of NSS Indonesian Version
- f. Distributed 16 questionnaire items to 97 students of Department of English Education of Faculty of Psychology and Social-cultural sciences.
- g. Used Microsoft Excel 2010 and SPSS 23 to analyze the questionnaire data into a Standard Deviation and Mean in the statistical package

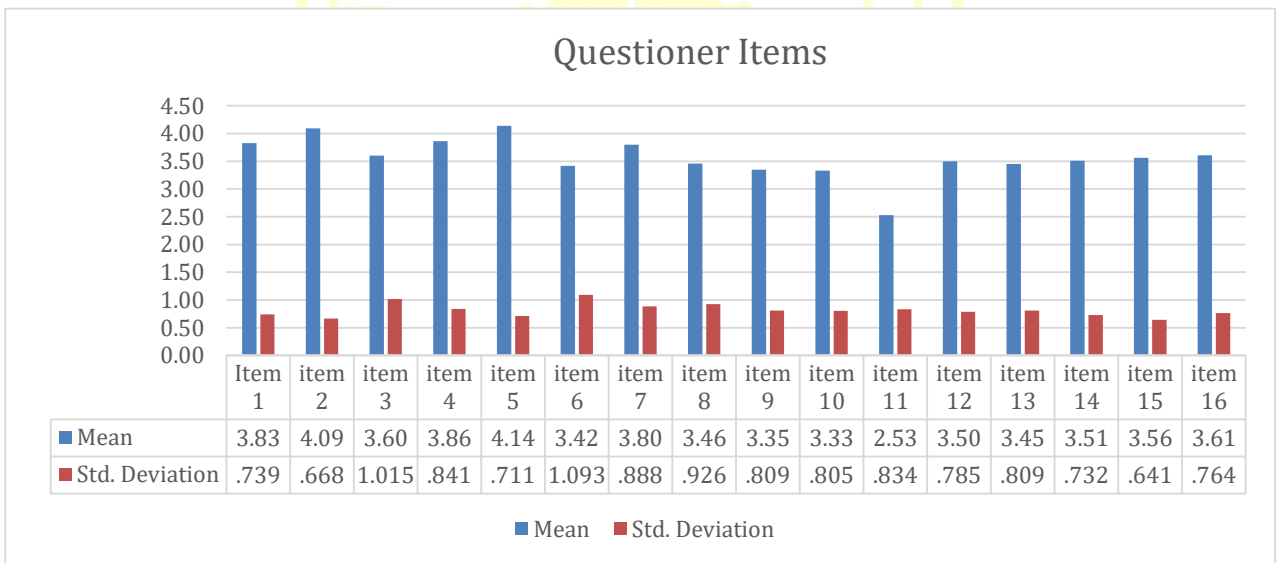
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to identify EFL University Students' Need Satisfaction Of Online Learning in the Department of English Education year 2018 at University of Islam Indonesia.

4.1 Research Finding

Figure 4.1 Result of Each Item



Based on Table 4.2, The highest frequently EFL University Students' Online Learning are shown in (Items 5, 2, 4, 1, 7, 16, 3, 15, 14, 12, 8, 13, 6, and 9) receive high means ($M > 3.5$) and there are two items (Item 10 and 11) that are the lowest used strategy ($M < 3$).

Based on the data above from 97 participants, the result shows the highest frequently used strategies found in item 5 (I have some choice in what I want to do) with a mean ($M=4.14$) and standard deviation ($SD= 0.71$). The second frequent strategy is found in item 2 (I have a say regarding what language skills I want to practice) with a mean ($M=4.09$) and standard deviation ($SD=0.66$). The third frequent strategy is found in item 4 (I feel certain freedom of action) with a mean ($M=3.86$) and standard deviation ($SD=0.84$).

Meanwhile, the lowest frequently used strategies are found in item 11 (I cannot learn English via the internet very well) with a mean ($M=2.53$) and standard deviation ($SD=0.83$). The second least frequent is found in item 10 (I am pretty skilled at learning English via the internet) with a mean ($M=3.33$) and standard deviation ($SD=0.80$).

4.2 Discussion

Based on the findings above, this study shows that participants have flexibility on their learning. The participant decided to learn independently without a compulsion to learn from anyone. Based on the highest frequently related to Autonomy that self-initiation and self-regulation such as learner independence, learner autonomy, and motivation.

In the present study, the three highest mean scores of the Need satisfaction scale (NSS) are item 5 (*I have some choice in what I want to do*) with mean ($M=4.14$) and standard deviation ($SD= 0.71$). This proves that online learning has a high flexibility towards the pursuit of EFL students.

Next, item 2 (*I have a say regarding what language skills I want to practice*) with mean (M=4.09) and standard deviation (SD=0.66) and item 4 (*I feel a certain freedom of action*) with mean (M=3.86) and standard deviation (SD=0.84). Thus, they will be satisfied with online learning when they have many opportunities to fulfill their autonomy needs, which are in some items that are item 5, item 2, and item 4. This result is supported by Landrum, Bannister, Garza, & Rhame (2020) preparation in online learning in which there are student expectations regarding the time and space of online learning, self-demand, the role of others, including fellow students and teachers. This result is similar to the results of the current study that students were satisfied with the communication and flexibility afforded during online learning (Elshami, et al., 2021). Based on Lau, Li, & Lee (2021) child characteristics, such as children's self-regulation, children's interest, and attention, were important predictors of parents' perception toward online learning. It can be concluded that Autonomy dominates. In the same situation students and their parents use self-regulation to prepare their online learning, that is students have their encouragement in the learning.

Meanwhile, the lowest mean score are item 11 (*I cannot learn english via the internet very well*) with mean (M=2.53) and standard deviation (SD=0.83). This result showed that the students did not mastering online learning well. The findings also show that online learning has not been satisfactory in certain aspects for them. This result is also similar to Dewi (2020) said that the internet is not a good solution for student performance in learning platforms because they are not physically present due to the pandemic forcing online learning. However, it can be concluded

that students do not provide positive input in any course progress in the COVID-19 pandemic situation. Besides, Wei and Chou (2020), student performance looks good in their online learning. On the other hand, their satisfaction is inversely related to discovery. Thus, overall online course satisfaction was not influenced by these perceptions. The second least frequently is found in item 10 (*I am pretty skilled at learning english via the internet*) with mean (M=3.33) and standard deviation (SD=0.80). This item shows about students were not comfortable using online learning as their daily learning.

In addition, they believe that the online learning that is applied is not completely reliable. Likewise, Rahman (2021) student satisfaction shows a stumbling block in the mechanism for implementing online learning. A stable internet network, electricity, a conducive environment at home, are some of the prerequisites for joining e-learning. It was found that 44.3% of students were satisfied with internet discussions and 65.7% of the participation of students liked discussions in face-to-face classes (Elshami, et al., 2021). Thus, it is shown that participants prefer to use traditional learning than learning English via internet.

CHAPTER V

CONCLUSION AND RECOMMENDATION

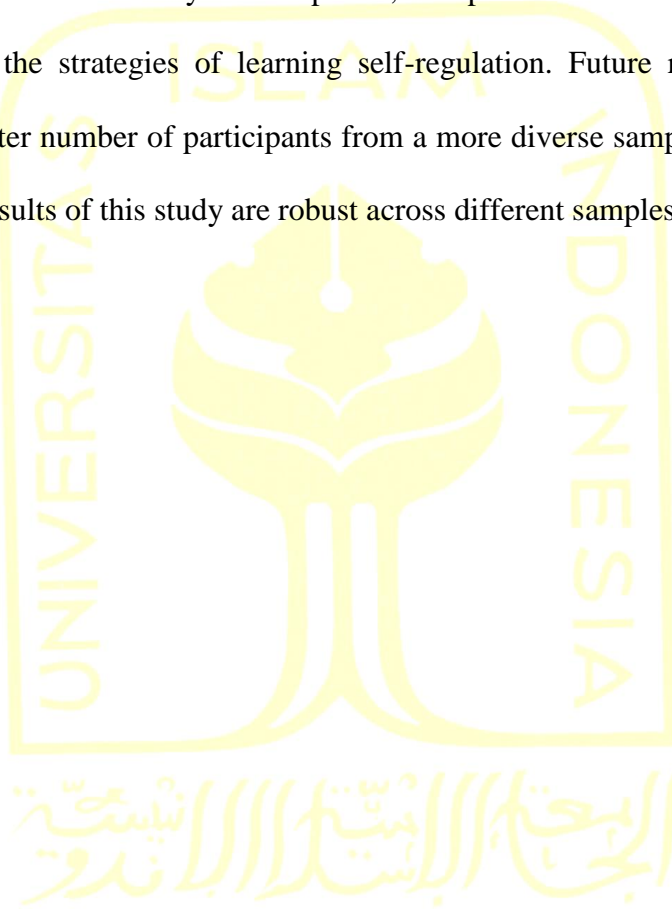
5.1 Conclusion

This study has aims to identify EFL university students' need satisfaction with online learning in the private university. Based on the data analysis, researchers found that the most higher frequency is item 5 (I have some choice in what I want to do) with a mean ($M=4.14$) and standard deviation ($SD= 0.71$). It is followed by item 2 (I have a say regarding what language skills I want to practice) with a mean ($M=4.09$) and standard deviation ($SD=0.66$). The next frequency strategy is found in item 4 (I feel certain freedom of action) with a mean ($M=3.86$) and standard deviation ($SD=0.84$).

Based on the result the satisfaction in the online learning that focused on Autonomy. This aspect meant that students had a higher degree of control over their learning and enjoyed higher levels of classroom satisfaction in their way than control over their peers. Meanwhile, flexibility is included in the autonomy aspect which teaches them the freedom to learn anywhere and anytime.

5.2 Recommendation

The present study offers some recommendations for further study. Firstly, there is still a gap in the result satisfaction of online learning on EFL university students. Thus, further research has to be conducted. Second, to provide EFL online learners with the important features of online learning that demand a variety of skills, such as the efficiency of computers, computer-mediated communication efficacy, and the strategies of learning self-regulation. Future research should include a greater number of participants from a more diverse sample to determine whether the results of this study are robust across different samples and settings.



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APPENDIX

Appendix 1

Table A1. Need satisfaction scale

Items		STS	TS	N	S	SS
1.	Saya dapat menentukan bagian materi mana yang ingin saya pelajari	1	2	3	4	5
2.	Saya memiliki pendapat tentang keterampilan bahasa apa yang ingin saya latih	1	2	3	4	5
3.	Saya merasa bahwa saya mengikuti kelas bahasa Inggris online adalah keinginan saya	1	2	3	4	5
4.	Saya merasakan kebebasan dalam melakukan sesuatu	1	2	3	4	5
5.	Saya memiliki pilihan atas apa yang saya inginkan	1	2	3	4	5
6.	Saya harus memaksakan diri untuk belajar	1	2	3	4	5
7.	Saya pikir saya dapat belajar bahasa Inggris melalui internet dengan baik	1	2	3	4	5
8.	Saya puas dengan kinerja saya dalam belajar bahasa Inggris melalui internet	1	2	3	4	5

9.	Ketika saya telah berpartisipasi dalam belajar bahasa Inggris melalui internet selama beberapa waktu, saya merasa sangat kompeten	1	2	3	4	5
10.	Saya cukup ahli dalam belajar bahasa Inggris melalui internet	1	2	3	4	5
11.	Saya tidak bisa belajar bahasa Inggris melalui internet dengan baik	1	2	3	4	5
12.	Dengan siswa lain di kelas bahasa Inggris online, saya merasa didukung	1	2	3	4	5
13.	Dengan siswa lain di kelas bahasa Inggris online, saya merasa dimengerti	1	2	3	4	5
14.	Dengan siswa lain di kelas bahasa Inggris online, saya merasa didengarkan	1	2	3	4	5
15.	Dengan siswa lain di kelas bahasa Inggris online, saya merasa dihargai	1	2	3	4	5
16.	Dengan siswa lain di kelas bahasa Inggris online, saya merasa aman	1	2	3	4	5

Appendix 2



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Hal : Permohonan Ijin Pengambilan Data Skripsi

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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 : Andistya Praja Findiasmoro
Nomor Induk Mahasiswa : 17322043
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Ista Maharsi, S.S., M. Hum
Judul Skripsi :

"EFL University Students' Need Satisfaction Of Online Learning: A Survey Study."

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

WassalamualaikumWr. Wb

Dosen Pembimbing Skripsi

Ista Maharsi, S.S., M. Hum