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# An Analysis of Students' Satisfaction with the Writing Classroom Environment

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**Abstract** Students' satisfaction with classroom environment is crucial in language learning, particularly learning writing skills. If they are happy and satisfied with classroom environment, they are likely to actively participate in the learning process. This study aims at analyzing the students' satisfaction with the writing III classroom environment which covers the linguistics aspect, the materials and the lecturer. The population of the study was all semester IV students taking Writing III subject. Students from Class B were chosen as the sample using Cluster Random Sampling technique. To collect the data, the researcher used a set of questionnaire with five alternative choices. It contains 15 items, so the highest score is 75 and the lowest score is 5. The results show that the students were Highly Satisfied (41,67%) and Satisfied (58,33%) with the Writing III classroom environment and none of them were Unsatisfied. In addition, the percentage between those who are Highly Satisfied and Satisfied is quite comparable. To conclude, the Writing III classroom environment was satisfactory for the students. However, further researches can focus on how to increase students' satisfaction so that more and more students will be Highly satisfied. Moreover, more instruments can be used in order that better results can be obtained.

Keywords: analysis; students' satisfaction; writing; classroom environment

## 1. Introduction

### 1.1. Classroom environment

Classroom environment is all the steps and experience in the learning process which is prepared by a lecturer and is done by students. The lecturer with all his knowledge and experience prepare the class to be interesting and pleasing for the students. Therefore, classroom environment is an important factor in the learning activity. Good learning environment will make the students fun in learning. They will enjoy doing the activity and will do it seriously. Feeling happy with the pleasing classroom environment will rise satisfaction within the students and this undoubtedly, will make the students active and productive in learning. Gao (2010) clarifies that the students who are satisfied with the improvement in their learning are those who are successful in maintaining learning condition which supports their learning activity.

Rashidi & Moghadam (2014) defines satisfaction as a wish to continue the learning process as expectations and needs in the learning are found within the classroom environment. Therefore, a student who discovers pleasant and satisfaction in the learning activities will continue participating actively so that it is very possible for him/her to achieve higher learning results. Moreover, Oliver (1997 cited in Qutob, 2018) defines satisfaction as the feeling of pleasantness from the accomplishment of certain goal expected. Besides, Juillerat (1995 cited in Demaris & Kritsonis, 2008) also defines satisfaction as the feeling where in the learning process a student experiences something as what is expected, or even more than expected. This is related to how those expectations are fulfilled in accordance with the learning activities done in the class during the learning process.

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In the teaching and learning process, the main focus is the activities done by the students and those are as important as the activities done by the lecturer. Students are the subject in each learning activity. While a lecturer, plays a role as a guide as well as a facilitator in the learning process. The relevant learning between a lecturer as a teacher and students as learners is the process which is able to make students active doing learning activities which support the learning. The relevant learning between lecturers as teachers and students as learners is the process which can make the students active mixed up with doing learning activities which support the learning itself. Mel Silberman (2007) says that “during the active learning activities, the students do most of the work they should do. They use their thinking to learn concepts or ideas, solve various problems and apply what they learn”. This principle needs to be applied in every learning process, including the process of learning writing skills.

Afrianto (2019) In the context of English Language Teaching in Indonesia, speaking skill is often used as the main indicator of seeing the success of an English learner. People would tend to judge someone as a good English user if he or she can communicate orally. The same tendency also happens in many Indonesian based industries which would normally assess a candidate’s English proficiency by conducting an English interview as one of the important stages in recruiting new employees. They focus more on speaking skill, not other skills.

The students’ satisfaction concerning their classroom environment is crucial to their success in learning. Their satisfaction concerning their classroom environment will result in pleasant so that it is very possible for them to participate actively in every learning activity. Qutob (2018) explains that to be able to participate actively in the learning process, students comfort in the learning materials as well as the lecturers as facilitators is crucial and influential toward students’ writing ability. Those related to the learning materials are like the activities done in the classroom, the appropriateness between the topics learned and the students’ need which make classroom environment comfortable to the students. While those related to the lecturers are like lecturers’ motivation, the assistance provided by the lecturers when students face problems during writing, the lecturers’ feedback towards the students’ errors in writing, (Asakereh dan Dehghannezhad, 2015) and etc. Delfi (2017) exploring Personal Reading Histories is useful for English Study Program. Therefore, the students will actively participate in the learning process which can increase the students’ satisfaction in learning as well as the maximum learning results.

In this research, classroom environment is grouped into three parts, the first part is related to the linguistics, the second part is related to the learning materials and the third part is related to the lecturer whose role is as a facilitator in the learning process. Items on the linguistics aspect are such as the writing aspects (idea, organization) they learn in Writing III class, the effect of Writing III class on the improvement of their fluency in writing, their ability to make use of the stuff learnt in Writing III for real life communication, etc. Items on learning materials are immediately related to the choice of learning materials in accordance with student expectations and needs, the learning topics which agree with the needs in the field of work, etc. While items related to the lecturer as a facilitator in the learning process, among them are how the lecturer copes with students’ difficulties in the learning process, how the lecturer triggers the students’ spirit and motivates them in the learning, the appropriateness of the techniques/methods used, as well as the accuracy of the media used in the learning.

## 1.2. Writing Skills

Among the four language skills, writing is considered as a *productive skill*. In writing, the product is the final target in the learning process, (Syameducation, 2011). This writing skill is very important to be taught because it is a tool to convey ideas and messages to readers with certain purposes. Besides, the writing can be used to explain and describe something to someone far from us, Duin (1986).

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As a language skill, writing is an important tool to express ideas. For scientist or anybody working on something related to writing skill, this is something that cannot be avoided. However, as a writing process is very complex, writing activity is considered to be very difficult (Demirel, 2011; Raimes, 1983; Wiratno, 2003:3). In the process of writing, a writer needs to think several factors such as the ideas to write, the reader and the sentence structure to be used.

Many people think that writing activity is difficult. The difficulty emerges among them are caused by the ignorance about (1) the issue to write, (2) the goal to achieve, (3) the way to express ideas, (4) the appropriate sentence structure to use, and (5) the proper vocabulary to use (Wiratno, 2003). Therefore, anybody even with the limited ability are actually able to write provided that they know the aim of writing and convey it with the expected language features. The aim of writing is actually the social function of the text. While the problems related to vocabulary can be overcome through using dictionary.

Finally, let's look at what is proposed by Oshima and Ann (2005) who clarify that writing skills, particularly academic writing is not easy, both for native speakers and new English learners. Writing skill is a process, not a product, which needs review, revise, review, and again revise, and never be complete. It is the process of writing that the students should know and needs to be trained in order that they are able to produce good writing in terms of content, organization, mechanic, vocabulary and sentence structure. Demirel (2011) supports this explaining that writing skills is a plural activity which covers many elements that need to be solved at the same time. Therefore, it is clear that writing is a complicated and crucial activity to do.

Satisfaction with classroom environment is very important and it is indirectly related to the learning results. Writing skill is also important, complicated and crucial to do. Therefore, this research is conducted in Writing classroom. In addition, all teachers, lecturers and educators need to do their best to make learning results optimal, particularly students' writing ability. This study analyzes the students' satisfaction with the writing III classroom environment, particularly on the linguistics aspect, the materials and the lecturer.

## **2. Methodology**

This is a descriptive research which analyzes the students' satisfaction with Writing III classroom environment. It was conducted in the English Study Program of FKIP Universitas Riau in even semester 2018-2019 academic year. The population is all semester IV students taking Writing III subject. They are 117 students altogether which consists of class A, class B, class C and class D. Finally, class B was chosen as sample by using Cluster Random Sampling technique.

A set of questionnaire was used to collect the data about the students' satisfaction with the Writing III classroom environment. It consists of statements about satisfaction with the Writing III classroom environment which covers the linguistics aspect, the materials and the lecturer. The structure of the items of the questionnaire is built and guided by relevant research in the field of writing classroom environment. For the specific content of the items, they are developed based on various readings about satisfactions with classroom environment.

The Likert Scale which consists of statements of agreement information is used. The scales used are: Very Unsatisfactory (VU), Unsatisfactory (U), Neutral (N), Satisfactory (D), and Very Satisfactory (VS) (Cresswell 2008; Setiyadi 2006). Furthermore, there are thirty nine English Department students in B class altogether. Because of several reasons and conditions, thirty six students participated in this study.

To provide the answers to the questions posed in the study, the students' satisfaction with the Writing III classroom environment were analyzed through percentage. They were differentiated into three different categories: Highly Satisfactory, Satisfactory, and Unsatisfactory. The criteria applied to decide the students' level of satisfaction was  $\geq 70\%$ . Therefore, the level of satisfaction was considered to be negative if the score was below 70%.

Pallant (2013) clarifies that one indicator of internal consistency which is mostly used is coefficient Cronbach Alpha. He (2001) further recommends that coefficient Cronbach alpha should be at least 0.70 to show that the instrument used is reliable. While Bryman dan Cramer (1990) suggest that the reliability level should be at least 0.80. For this research, coefficient Cronbach alpha is 0.829.

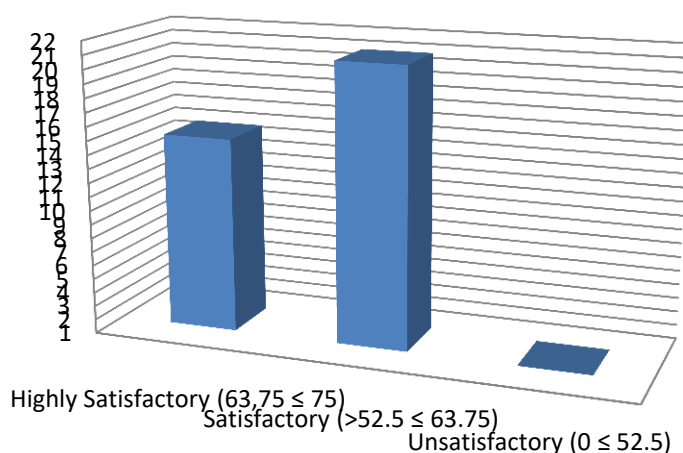
### 3. Result and Discussion

There were 36 students participated in this study and the number of items in the questionnaire was 15. Therefore, the highest score of student questionnaire with five-point Likert scale was 75. The level of satisfaction was also differentiated into three: Highly Satisfactory, Satisfactory and Unsatisfactory and the criteria applied to decide the students' level of satisfaction was  $\geq 70\%$ . Students' questionnaire on the satisfaction with the classroom environment is discussed in the following table.

**Table 1:** Students' Satisfaction on Classroom Environment

Range of Score	Level of Satisfaction	Number of Students	Percentage %
$> 63.75 \leq 75$	Highly Satisfactory, Satisfactory and Unsatisfactory	15	41.67%
$> 52.5 \leq 63.75$		21	58.33%
$0 \leq 52.5$		0	0%

All students were satisfied and highly satisfied with the Writing III classroom environment and no students were unsatisfied with Writing III classroom environment. Therefore, this finding has answered the research question posed in this study that most students were satisfied with the Writing III classroom environment. Moreover, if we look at the percentage, more than 40% of the students were highly satisfied. In other words, the percentage between Highly Satisfactory and Satisfactory was quite comparable. This can be seen in the following graph.



**Graph 1:** The Comparable Percentage between the Highly Satisfactory and the Satisfactory Students with Classroom Environment

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#### 4. Conclusion

The data from the students of the English study program showed that the majority of the students were Satisfied with the Writing III classroom environment. As a matter of fact, the different percentage of the students' satisfaction with Writing III classroom environment between Highly Satisfied and Satisfied is not quite large, that is more or less 4 : 6. Besides, none of the students were Unsatisfied with the Writing III classroom environment. Therefore, it can be concluded that Writing III classroom environment in even semester 2018 / 2019 academic year was satisfactory for the students.

Although all students were Highly Satisfied and Satisfied with the Writing III classroom environment, further researches can focus on how to increase students' satisfaction so that more and more students will be highly satisfied. Moreover, more instruments can be used in order that better results might be obtained.

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