

Chapter Four

Findings and Discussion

In this chapter, the researcher showed the result based on the participants that had filled out the questionnaires to answer each research question. Then, in discussion, the researcher tried to relate the result with the several theories.

The Level of Students' Satisfaction toward Their Lecturers' Teaching in English Language Education Department (ELED) Batch 2015

In this section, the researcher answered the research question whether the students of ELED batch 2015 felt satisfied with their lecturers' or not. The result was based on 91 students of ELED 2015 who had filled 19 items of questionnaires. To explain the level of their satisfaction, the researcher presented their level of satisfaction in the table below.

Table 7. The level of students' satisfaction toward their lecturers' teaching in ELED

Department	Mean Score	Category
ELED	3.85	Satisfied

The level of their satisfaction was measured by mean score. Based on the table above, the level of ELED students' satisfaction toward their lecturers' teaching were 3.85. The score were between 3.41 until 4.2. It meant that the category was satisfied. So, the researcher could conclude that they felt satisfied with their lecturers teaching.

The Level of Students' Satisfaction toward Their Lecturers' Teaching in International Program for International Relations (IPIREL) Batch 2015

This section explains the level of students' satisfaction toward their lecturers' teaching in IPIREL batch 2015. The result was based on 65 students of IPIREL 2015 who had filled 19 items of questionnaires. To explain the level of their satisfaction, the table is showed below

Table 8. The level of students' satisfaction toward their lecturers' teaching in IPIREL

Department	Mean Score	Category
IPIREL	3.48	Satisfied

According to the table, the mean score was 3.48 and the score were between 3.41 until 4.2. The score was in satisfied category. So, same as the students of ELED, they also felt satisfied with their lecturers' teaching.

The researcher also explained the distribution of mean score in each category. To get the mean score in each category, the researcher looked for the items in a particular category and summed the mean score of each item. Thus, the researcher divided them. The following table was showed to investigate the category distribution in ELED batch 2015,

Table 9. *The highest mean score of satisfaction in each category in ELED*

Category	Mean Score
Not satisfied	0
Slightly satisfied	0
Satisfied enough	3.29
Satisfied	3.85
Very satisfied	4.42

From 19 items, 17 items were in satisfied category. They covered teaching preparation lecturers' competency, and the lecturers' teaching. The mean score was 3.85. It was also considered as satisfied because the mean score was between 3.41 until 4.2. Besides, the students of ELED batch 2015 did not answer both not satisfied and slightly satisfied. So, not satisfied and slightly satisfied were 0. On the other hand, from 19 items, only one item was in satisfied enough. It was my lecturers gave the assessment score on time. Also, only one item was in very satisfied category. It was my lecturers used class facilities (projector, whiteboard. and many more) to support learning process. The mean score of an item in satisfied enough category was 3.29 and very satisfied category was 4.42

Different from ELED students, IPIREL students had more category of satisfaction. The following table showed the satisfaction category distribution in IPIREL batch 2015.

Table 10. The biggest mean score of satisfaction in each category in IPIREL

Category	Mean Score
Not satisfied	0
Slightly satisfied	0
Satisfied Enough	3.20
Satisfied	3.61
Very satisfied	4.42

From 19 items, 10 items were in satisfied category. They covered lecturers' preparation before teaching, lecturers' competency and the lecturers' teaching. The mean score was 3.61. It was considered as satisfied because the mean score was between 3.41 until 4.2. Thus, there were 8 items in satisfied enough category and the mean score was 3.20. They covered student – teacher relationship and the lecturers' teaching. It was considered as satisfied enough because the mean score was between 2.61 until 3.4. However, same as the students of ELED batch 2015, IPIREL students also did not answer both not satisfied and slightly satisfied. So, not satisfied and slightly satisfied were 0. In the other hand, from 19 items, only one item was in very satisfied category. The item

was the mean score of an item of very satisfied category was 4.42. It was their lecturers used class facilities (projector, whiteboard. and many more) to support learning process

The Factors that Make the Students Feel Satisfied toward Their Lecturers' Teaching

In this section, the researcher explains about the factors that make the students feel satisfied toward their lecturers' teaching in ELED and IPIREL batch 2015. The researcher also took three items that were the highest means in each item that become the factors affecting the students' satisfaction toward their lecturers' teaching . This table below found out the items that had the highest means in ELED and IPIREL batch 2015.

Table 11. The three highest mean score in each item in ELED batch 2015

Item	Statement	Mean Score
18	My lecturers used class facilities (projector, whiteboard. and many more) to support learning process	4.42
9	My lecturers were competent when explaining the lesson	4.12
2	My lecturers explained the assessment rubric in the beginning of the class	4.08

Table 12. The three highest score in each item in IPIREL

batch 2015

Item	Statement	Mean Score
18	My lecturers used class facilities (projector, whiteboard. and many more) to support learning process	4.42
2	My lecturers explained the assessment rubric in the beginning of the class	3.88
3	My lecturers updated their knowledge	3.82

According to table above, the students of ELED batch 2015 stated that the factors that led to their satisfaction toward their lecturers' teaching was item 18. It was my lecturers used class facilities (projector, whiteboard. and many more) to support learning process. In item 9, they also revealed that the lecturers with good competency were considered as the factors that affect their satisfaction toward their lectures' teaching. The last statement came from item 2. They also stated that the lecturers who explained the assessment rubric in the beginning of the class were the factor that affected their satisfaction toward their lecturers teaching.

Apparently, the researcher found the trends about the factor that led the students' satisfaction toward their lecturers' teaching in IPIREL batch 2015 was same as the students in ELED batch 2015. According to the table, item 18 was also answered by them. It was the lecturers used class facilities (projector, whiteboard. and many more) to support learning process. Besides, they also answered item 2. It was their lecturers explained the assessment rubric in the beginning of the class. Item 3 was answered. It was their lecturers update stheir knowledge and was also considered as the factor that led their affected their satisfaction toward their lecturers' teaching.

The researcher also showed the three lowest mean score in to investigate the less affecting factors of students' satisfaction in ELED and IPIREL. This following table explained the three lowest mean score.

Table 13. The three lowest mean score in each item in ELED batch 2015

Item	Statement	Mean Score
10	My lecturers gave the assessment score on time	3.29
17	My lecturers gave the challenging task	3.67
11	My lecturers use the various teaching method	3.68

Table 14. The three lowest mean score in each item in IPIREL batch 2015

Item	Statement	Mean Score
10	My lecturers gave the assessment score on time	2.83
12	My lecturers motivate me to study hard	3.06
5	My lecturers were capable to use teaching time efficiently	3.18

The table above showed the lowest mean score in each item. Both ELED and IPIREL students had same opinion about their lecturers' teaching. It is their lecturers gave the assessment score on time in item 10. ELED students had mean score 3.29 and IPIREL students had mean score 2.83.

However, ELED and IPIREL students also had different opinion about their lecturers' teaching. ELED students answered item 17. It was their lecturers gave the challenging task that had 3.67 mean score. They also answered item 11 that their lecturers used various teaching method and the mean score was 3.68. Besides, IPIREL students answered item 12. It was their lecturers motivate them to study hard that had mean score 3.06. Then, they also answered item 5. It was their lecturers were able to use their teaching time efficiently and the mean score was 3.18. So, ELED students were also considered as satisfied with their

lecturers because item 17 and 11 were between 3.41 until 4.2, except item 10 that considered as satisfied enough because the score was between 2.61 until 3.4.

IPIREL student were also considered as satisfied enough because item 10, 12, and 5 were between 2.61 until 3.4.

Discussion

In this study, the researcher aimed to find out the level of students' satisfaction toward their lecturers' teaching in ELED batch 2015. The researcher did not only find out their students' satisfaction, but also the researcher investigated the level of students' satisfaction toward their lecturers' teaching in IPIREL batch 2015. The results showed that both ELED and IPIREL students felt satisfied with their lecturers teaching. ELED students had 3.85 mean score of satisfaction and IPIREL students also had 3.48 score of satisfaction. Their scores were categorized as satisfied because they were between 3.41 until 4.2.

In the last research question, the researcher investigated the factors that made the students' feel satisfied with their lecturers' teaching. The researcher also compared whether the factors were different or not. The result showed that they had same opinion regarding the factors that made them feel satisfied with their lecturers' teaching.

Both ELED students and IPIREL believed that the lecturers who assessed their task based on assessment rubric were the factor that affecting their satisfaction toward their lecturers' teaching and they also believed that the lecturers who used the facilities (projector, whiteboard, and many more) to

support the learning process were considered as the factor. Those statements were related to the lecturers' preparation before teaching. According to Siming (2015), lecturers' preparation before teaching was one of the factors that led the students' satisfaction toward their lecturers' teaching.

However, the researcher also found out the different opinion regarding the factors that led the students' satisfaction toward their lecturers' teaching. ELED students' batch 2015 believed that the lecturers with good competence could affect their satisfaction. Besides, IPIREL students also stated that their lecturers used to update their knowledge were the factor. Their opinion were in line with Muzenda (2013) who revealed the lecturers' competence was important. Siming (2015) also stated that the lecturers with good competency were one of the factors that led the students felt satisfied with their lecturers' teaching.

In short, based on the analysis above, the researcher could conclude that the factor that lead the students' satisfaction toward their lecturers' teaching were the using of classroom facilities and explaining the assessment rubric before the class. Those factors were in line with lecturers' preparation before teaching. Besides, the lecturers who were competent when explaining the lesson and updating their knowledge were also the factors. They were also in line with lecturers' competency.

In other side, the researcher also found out the three lowest mean score in each item. Both ELED and IPIREL students had same opinion about their lecturers' teaching. It is their lecturers gave the assessment score on time in item 10. ELED students had mean score 3.29 and IPIREL students had mean score 2.83. Besides, item 10 had the relation with what IPIREL students answered. It was item 5, their lecturers using teaching time efficiently. So, item 10 and item 5 was the lecturers' preparation before teaching that was in line with Siming (2015) that lecturers' preparation before teaching was one of the factors leading the students' satisfaction toward their lecturers' teaching.

ELED and IPIREL students also had different opinion about their lecturers' teaching. ELED students answered item 17. It was their lecturers gave the challenging task that had 3.67 mean score. They also answered item 11 that their lecturers use various teaching method and the mean score was 3.68. Their opinion was in line with Ko (2014). According to Ko (2014), the students will feel satisfied if their lecturers' could show their good quality of teaching. In other hand, IPIREL students answered item 12. It was their lecturers motivate them to study hard that had mean score 3.06. This item had relation with teacher-student relationship. Siming (2015) stated the teacher-student relationship can affect the students' satisfaction.

By seeing the three lowest mean score in each item, ELED students still felt satisfied with their lecturers because item 17 and 11 were between 3.41 until 4.2, except item 10 that considered as satisfied enough because the score was between 2.61 until 3.4. IPIREL student were considered as satisfied enough

because item 10, 12, and 5 were between 2.61 until 3.4. Although they were considered as satisfied by seeing their the lowest score in each item, these result can be the evaluation for the lecturers to keep developing their teaching quality and preparation before teaching. Not only improving it, but also they were also suggested to maintain the good relationship with their students