

CHAPTER II LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Concept of Student Satisfaction

Student satisfaction is one of the important indicators in evaluating the effectiveness of the teaching and learning process, particularly in online learning environments. Satisfaction generally refers to students' perceptions, feelings, and evaluations regarding their educational experiences. It reflects the extent to which students' expectations are fulfilled through the learning process, including teaching methods, communication, learning facilities, academic support, and overall learning experiences. When students perceive that the educational services provided meet their needs and expectations, they tend to develop positive attitudes toward the learning process.

According to (Elliott & Healy, 2001), student satisfaction refers to students' favorable evaluation of educational experiences and services provided by educational institutions. This means that satisfaction is closely related to students' judgments regarding the quality of teaching, lecturer performance, classroom interaction, and institutional support. Students who are satisfied with their learning experiences are more likely to show higher motivation, stronger engagement, and better academic achievement compared to those who are dissatisfied.

Furthermore, student satisfaction is influenced by various factors. (Kuo et al., 2014) state that interaction, course design, and instructor support significantly affect students' satisfaction in online learning. Interaction includes communication between students and lecturers, collaboration among students, and engagement with learning materials. Course design refers to how learning materials are organized, presented, and delivered to students in a structured manner. Meanwhile, instructor support includes lecturers' responsiveness, feedback, encouragement, and academic guidance throughout the learning process. These factors play a significant role in shaping students' learning experiences and satisfaction levels.

In addition, (Bolliger & Martindale, 2004) explain that accessibility and flexibility are also important determinants of student satisfaction in online learning environments. Students tend to feel more satisfied when they can easily access learning materials, participate in classroom activities, and communicate with lecturers without significant technical difficulties. Flexibility in time and place also allows students to manage their learning independently, which can positively influence their perceptions of online learning. Therefore, satisfaction in online learning is influenced not only by instructional quality but also by technological support and learning accessibility.

In the context of online learning, student satisfaction becomes even more important because students' learning experiences depend greatly on interaction quality, course organization, technological accessibility, and

lecturer support. Online learning environments that provide meaningful interaction, clear learning materials, effective communication, and sufficient academic guidance are more likely to produce higher student satisfaction. On the other hand, poor communication, technological barriers, and limited interaction may reduce students' satisfaction and negatively affect their learning outcomes.

In this research, student satisfaction refers to students' perceptions, attitudes, and feelings toward online learning in writing classes during the COVID-19 pandemic at Muhammadiyah University of Bengkulu. It is specifically measured through five dimensions adapted from Strachota's Student Satisfaction Survey, namely learner-content interaction, learner-instructor interaction, learner-learner interaction, learner-technology interaction, and general satisfaction. These dimensions are used to evaluate how students perceive their online learning experiences in writing classes and determine their overall level of satisfaction toward the learning process.

2.1.2 Dimensions of Student Satisfaction in Online Learning

Student satisfaction in online learning is influenced by various aspects of the learning experience. In measuring students' satisfaction toward online learning, this research adopts the dimensions proposed by Strachota, 2006 in *The Student Satisfaction Survey*. Strachota developed a framework of student satisfaction based on interaction and learning experience in online environments. This framework is considered relevant to the present study

because it focuses on students' perceptions of online learning processes, particularly in higher education settings.

The dimensions of student satisfaction used in this research consist of five indicators, namely learner-content interaction, learner-instructor interaction, learner-learner interaction, learner-technology interaction, and general satisfaction. These dimensions are explained as follows:

a. Learner–Content Interaction

Learner-content interaction refers to the interaction between students and the learning materials provided during the learning process. This includes students' engagement with course modules, assignments, learning resources, academic articles, and instructional materials delivered by lecturers. The quality of learning content strongly influences students' understanding, motivation, and satisfaction in online learning environments. According to Moore, 1993, learner-content interaction is one of the fundamental components of distance education because students build knowledge and understanding primarily through interaction with academic materials. In online learning, well-organized, accessible, and meaningful learning content helps students understand the material more effectively. In writing classes, learner-content interaction is reflected in students' experiences in accessing writing modules, understanding writing concepts, practicing writing tasks, and utilizing learning resources provided by lecturers.

b. Learner–Instructor Interaction

Learner-instructor interaction refers to communication and academic interaction between students and lecturers during the learning process. This interaction includes explanation of materials, guidance, discussion, feedback, motivation, and academic support provided by lecturers. In online learning, lecturer presence remains an important factor in creating meaningful and supportive learning experiences.

Kuo et al. (2014) state that instructor interaction significantly influences students' satisfaction in online learning because students need guidance, clarification, and feedback to understand learning materials effectively. In writing classes, learner-instructor interaction becomes particularly important because students require explanation of writing techniques, correction of writing errors, and constructive feedback to improve their writing performance. Effective communication between lecturers and students can positively influence students' satisfaction toward online learning.

c. Learner–Learner Interaction

Learner-learner interaction refers to communication and collaboration among students during the learning process. This interaction includes classroom discussion, peer feedback, group assignments, collaborative learning activities, and informal communication among classmates. Interaction among students creates a sense of community, social support, and collaborative learning experiences.

According to (Garrison & Anderson, 2003), social presence is essential in online learning because students need opportunities to interact socially and academically with others. Peer interaction helps students exchange ideas, discuss academic problems, and develop deeper understanding of learning materials. In writing classes, learner-learner interaction may occur through peer review activities, discussion forums, collaborative writing tasks, and sharing ideas related to writing topics. Strong interaction among students can increase engagement and satisfaction in online learning.

d. Learner–Technology Interaction

Learner-technology interaction refers to students' experiences in using technological tools, digital platforms, and internet-based learning systems during online learning. This includes accessibility of learning platforms, ease of use, internet connectivity, device availability, and students' digital literacy in participating in online learning activities.

According to Dhawan (2020), technology is a crucial component in online learning because it serves as the primary medium for delivering educational content and facilitating communication. Students' satisfaction is highly influenced by how easy and convenient it is to access online learning systems. In writing classes, learner-technology interaction includes using platforms such as Google Classroom, Zoom, Google Meet, WhatsApp groups, and other digital applications to access materials, submit assignments, and communicate with lecturers. Positive experiences with technology can increase students' satisfaction toward online learning.

e. General Satisfaction

General satisfaction refers to students' overall evaluation of their online learning experiences. It includes students' general feelings, attitudes, and perceptions regarding the effectiveness, usefulness, comfort, and quality of online learning. General satisfaction reflects students' overall judgment about whether online learning has met their expectations and learning needs. According to Elliott & Healy (2001) student satisfaction is closely related to students' overall evaluation of educational experiences and outcomes. In online learning, general satisfaction is influenced by the combination of learning content quality, lecturer support, peer interaction, technological accessibility, and students' learning achievements. In writing classes, general satisfaction can be reflected in students' perceptions of whether online learning helps them improve writing skills, supports their academic development, and provides meaningful learning experiences.

Based on the explanation above, these five dimensions are used in this research as indicators to measure students' satisfaction toward online learning in writing classes during the COVID-19 pandemic at Muhammadiyah University of Bengkulu. Through these dimensions, the researcher can identify students' perceptions and determine the overall level of satisfaction toward online learning implementation.

2.1.3 Concept of Online Learning

Online learning is a learning system that utilizes internet technology, digital platforms, and electronic media to deliver instructional materials and

facilitate communication between lecturers and students without requiring physical face-to-face interaction in a traditional classroom setting. This learning model enables students to access educational content, participate in discussions, submit assignments, and receive feedback through online platforms anytime and anywhere. In recent years, online learning has become one of the most widely implemented educational approaches, particularly in higher education, due to technological advancement and the increasing need for flexible learning environments.

According to D. R. Garrison & Anderson (2003), online learning is a learning environment supported by digital technology that enables interaction, collaboration, and knowledge construction among learners and instructors. They emphasize that effective online learning requires the integration of three important elements known as the Community of Inquiry Framework, namely social presence, cognitive presence, and teaching presence. Social presence refers to students' ability to interact socially and emotionally in an online environment, cognitive presence refers to learners' ability to construct meaning through reflection and communication, while teaching presence refers to instructional design, facilitation, and academic guidance provided by lecturers throughout the learning process. The integration of these three elements is essential in creating meaningful and effective online learning experiences.

Similarly, Moore (1993) states that interaction is the core element in distance learning and online education. He divides interaction into three

types, namely learner-content interaction, learner-instructor interaction, and learner-learner interaction. Learner-content interaction occurs when students engage with learning materials and academic resources. Learner-instructor interaction refers to communication between students and lecturers in the form of explanation, feedback, and academic guidance. Meanwhile, learner-learner interaction involves communication and collaboration among students in discussions and learning activities. These interactions are fundamental in supporting students' understanding, motivation, and academic engagement in online learning environments.

Online learning offers several advantages in the educational process. One of the main advantages is flexibility, which allows students to learn at their own pace and access learning materials regardless of time and place. Students can participate in classes, review learning materials, and complete assignments according to their individual schedules. In addition, online learning provides easy access to digital learning resources, such as e-books, online journals, educational videos, and interactive learning applications, which can enrich students' learning experiences. Online learning also encourages students to develop independent learning skills, self-discipline, and digital literacy, which are important competencies in modern education. However, despite its advantages, online learning also presents several challenges. Dhawan (2020) explains that technical problems such as unstable internet connection, limited access to digital devices, and inadequate technological skills can become significant barriers in online

learning implementation. Furthermore, limited face-to-face communication may reduce students' motivation, create misunderstandings in learning materials, and decrease opportunities for social interaction. Some students may also experience difficulty maintaining concentration and managing their learning independently in online learning environments. These challenges can influence students' satisfaction and learning outcomes if not properly addressed.

Therefore, successful online learning requires not only technological support but also effective instructional design, active student participation, and meaningful interaction between lecturers and students. Clear learning objectives, well-organized course materials, timely feedback, and interactive learning activities are important components in creating positive online learning experiences. In the context of this research, online learning refers to the teaching and learning process conducted through digital platforms during the COVID-19 pandemic, particularly in writing classes at Muhammadiyah University of Bengkulu, where students participated in learning activities remotely using internet-based communication and educational technology.

2.1.4 Online Learning During the COVID-19 Pandemic

The COVID-19 pandemic brought significant changes to various sectors of human life, particularly in education. The rapid spread of the virus forced governments around the world to implement preventive policies such as social distancing, lockdowns, and temporary closure of educational

institutions to reduce transmission rates. As a result, face-to-face classroom learning was suddenly replaced by online learning, requiring educational institutions, lecturers, and students to adapt quickly to digital learning systems. This transformation marked one of the most significant shifts in modern educational practice and accelerated the integration of technology into teaching and learning activities.

According to UNESCO (2020), the closure of schools and universities during the COVID-19 pandemic affected millions of students worldwide and disrupted the normal educational process on a global scale. Educational institutions were required to adopt emergency online learning systems in a very short period of time, often without adequate preparation in terms of infrastructure, technological readiness, and pedagogical planning. This sudden transition created both opportunities and challenges in the implementation of teaching and learning processes.

Dhawan (2020) states that online learning became one of the most effective alternatives during the COVID-19 crisis because it allowed educational activities to continue while maintaining health and safety protocols. Through online learning platforms, students were able to attend virtual classes, access learning materials, submit assignments, and communicate with lecturers without direct physical contact. Online learning also encouraged the use of various educational technologies, including video conferencing applications, learning management systems, and instant

messaging platforms, which became important tools in supporting remote education during the pandemic.

However, despite its benefits, the implementation of online learning during the COVID-19 pandemic also presented numerous challenges. (Hodges et al., 2020) explain that online learning during the pandemic differed from conventional online education because it was implemented suddenly as emergency remote teaching, rather than as carefully designed online instruction. Emergency remote teaching refers to the temporary shift of instructional delivery to an online mode due to crisis circumstances. Since this transition occurred rapidly, many educational institutions were not fully prepared in terms of technological infrastructure, digital learning platforms, instructional strategies, and lecturer readiness. As a result, students often experienced learning difficulties, reduced engagement, and inconsistent learning quality.

In addition, students faced various obstacles during online learning implementation. According to (Dhawan, 2020), unstable internet connections, limited access to digital devices, insufficient technological skills, and reduced interaction between lecturers and students were among the major challenges in online learning. These problems often affected students' motivation, participation, and overall learning experiences. Students living in areas with limited internet access faced greater difficulties in joining synchronous online classes, accessing digital learning resources, and submitting assignments on time. Such conditions created inequalities in

learning opportunities and influenced students' perceptions of online learning effectiveness.

Despite these limitations, online learning during the COVID-19 pandemic also promoted educational innovation and digital transformation. Lecturers began utilizing various online platforms such as Zoom, Google Meet, Google Classroom, and WhatsApp to conduct classes, distribute learning materials, facilitate discussions, and provide academic feedback. These technologies created new learning opportunities and expanded the use of digital communication in education. The pandemic also increased awareness of the importance of digital literacy among lecturers and students in adapting to modern educational demands.

In the context of this research, online learning during the COVID-19 pandemic refers to the teaching and learning process conducted remotely through digital platforms in writing classes at Muhammadiyah University of Bengkulu. Students and lecturers interacted virtually through online media to continue educational activities during the pandemic. Understanding students' satisfaction in this learning environment is important because it provides insight into how effectively online learning supported students' academic experiences, particularly in learning writing skills under emergency educational conditions.

2.1.5 Writing Skill

Writing is one of the four essential language skills in English learning, alongside listening, speaking, and reading. Among these language skills, writing is often considered one of the most complex and challenging because it requires students not only to produce written language but also to organize ideas logically, apply grammatical rules accurately, select appropriate vocabulary, and communicate meaning effectively to readers. Writing is a productive skill that reflects students' linguistic competence, critical thinking, and ability to express ideas in a clear and coherent written form.

According to (Hyland, 2003), writing is a process of expressing ideas, knowledge, and experiences through written language in a structured and meaningful way. Writing does not merely involve putting words into sentences, but it also requires students to develop ideas, organize arguments logically, and consider audience and purpose in communication. In academic settings, writing becomes an important medium for students to demonstrate understanding, share information, and construct knowledge. Therefore, writing is regarded as both a cognitive and communicative activity that demands careful planning and revision.

Similarly, Brown (2001) states that writing is a complex skill involving several important components, namely content, organization, grammar, vocabulary, and mechanics. Content refers to the ideas and information presented in writing, while organization concerns the logical arrangement

of ideas to create coherence and unity in a text. Grammar focuses on the correct use of sentence structure and language rules, vocabulary refers to appropriate word choice to express meaning effectively, and mechanics include punctuation, capitalization, and spelling. Mastery of these components is essential for students to produce effective academic writing. Writing is also widely recognized as a process rather than a single act of producing text. Harmer (2004) explains that writing generally involves several stages, including planning, drafting, revising, editing, and producing the final version. In the planning stage, students generate ideas and determine the purpose of writing. During drafting, they begin organizing ideas into written form. Revising involves improving content, structure, and clarity of ideas, while editing focuses on correcting grammar, vocabulary, and mechanics. This process-oriented view suggests that writing development requires continuous practice, reflection, and improvement over time.

Furthermore, feedback plays a crucial role in improving students' writing ability. According to Harmer (2004), constructive feedback helps students recognize their strengths and weaknesses in writing, understand their mistakes, and improve the quality of their written work. Feedback may include comments on grammar, organization, vocabulary choice, coherence, and writing style. Through regular feedback, students become more aware of effective writing strategies and are encouraged to revise their writing

critically. Therefore, effective writing instruction should provide students with opportunities for practice, revision, and detailed academic feedback.

In the context of English language learning, writing is often considered challenging because students frequently encounter difficulties related to idea development, grammatical accuracy, vocabulary limitation, and organization of ideas. These challenges become even greater in online learning environments, where students may receive limited direct explanation and delayed feedback from lecturers. In writing classes conducted online, students are often required to learn independently, interpret written instructions carefully, and revise their work based on digital feedback.

In this research, writing skill refers to students' ability to express ideas effectively in written English through the learning process conducted in writing classes at Muhammadiyah University of Bengkulu during the COVID-19 pandemic. Since writing requires explanation, practice, revision, and feedback, students' satisfaction toward online learning becomes an important aspect in evaluating whether online writing instruction has effectively supported their writing development and learning experiences.

2.1.6 Online Learning in Writing Class

Online learning in writing class refers to the teaching and learning process of writing conducted through digital platforms and internet-based communication. In this learning environment, lecturers deliver writing materials, assign writing tasks, provide instruction, and offer feedback

through online media such as learning management systems, video conferencing applications, and communication platforms. Students participate in writing activities remotely by accessing digital learning materials, submitting assignments online, revising their written work, and communicating with lecturers and peers through virtual interaction. This mode of learning became increasingly important during the COVID-19 pandemic when face-to-face classroom instruction was replaced by online learning systems.

According to Hyland (2003), effective writing instruction requires explanation, modeling, practice, revision, and feedback. Writing is not simply a product-oriented activity but also a process that involves developing ideas, organizing information logically, and improving written work through continuous revision. In writing classes, lecturers play a significant role in guiding students through each stage of the writing process, including planning, drafting, editing, and revising. Therefore, writing instruction requires active interaction between lecturers and students as well as clear communication regarding writing expectations and evaluation criteria.

In online learning environments, writing instruction presents both opportunities and challenges. One of the advantages of online writing classes is flexibility. Students can access writing materials anytime, review lecturers' explanations repeatedly, and submit assignments digitally through online platforms. Online learning also allows lecturers to provide written

feedback directly on students' drafts, which can help students identify writing weaknesses and improve their writing quality. Additionally, digital learning tools can support collaborative writing, peer review activities, and online discussion related to writing topics, which may enrich students' learning experiences.

However, online learning in writing classes also creates several challenges. Y.-C. Kuo et al. (2014) state that interaction and communication significantly influence students' satisfaction and learning effectiveness in online environments. In writing classes, limited direct interaction between lecturers and students may reduce opportunities for immediate clarification, explanation, and oral feedback. Students may experience difficulty understanding writing instructions, interpreting feedback independently, or developing ideas without sufficient academic guidance. Technical barriers such as unstable internet connections and limited access to digital tools may also affect students' participation in writing activities and reduce learning effectiveness.

Furthermore, writing classes require constructive feedback and continuous practice, both of which may be more difficult to implement effectively in online settings. According to Harmer (2004), feedback is essential in writing instruction because it helps students recognize errors, revise their work, and develop stronger writing ability. In online learning, delayed responses, limited synchronous communication, and reduced classroom interaction may affect how students receive and respond to feedback. As a result,

students' learning experiences in online writing classes are strongly influenced by lecturer support, interaction quality, accessibility of learning resources, and the effectiveness of technology used in the learning process. In the context of this research, online learning in writing class refers to the remote teaching and learning activities conducted through digital platforms in writing courses for fourth-semester students of the English Education Program at Muhammadiyah University of Bengkulu during the COVID-19 pandemic. Since writing requires explanation, interaction, practice, and feedback, students' satisfaction toward online learning becomes an important aspect to evaluate whether online writing instruction has effectively supported students' academic development and writing skill improvement.

2.2 Previous Studies

Previous studies are important in research because they provide theoretical support, empirical evidence, and relevant references related to the topic being investigated. Reviewing previous studies also helps the researcher identify similarities, differences, and research gaps that justify the necessity of conducting the present study. In relation to students' satisfaction toward online learning, particularly in writing classes during the COVID-19 pandemic, several previous studies are discussed below.

First, Strachota (2006) conducted a study entitled *The Student Satisfaction Survey*, which aimed to develop an instrument for measuring students' satisfaction in online learning environments. The study identified several

important dimensions influencing student satisfaction, namely learner-content interaction, learner-instructor interaction, learner-learner interaction, learner-technology interaction, and general satisfaction. The findings revealed that meaningful interaction, lecturer support, and technological accessibility significantly contributed to positive online learning experiences. This study is highly relevant to the present research because it serves as the primary theoretical and instrumental foundation for measuring students' satisfaction toward online learning in writing classes.

Second, Y.-C. Kuo et al. (2014) conducted a study entitled *A Predictive Study of Student Satisfaction in Online Education Programs*. This quantitative study investigated factors influencing students' satisfaction in online learning environments. The findings showed that interaction between students and instructors, interaction among students, and course design significantly influenced students' satisfaction. Instructor responsiveness and effective communication were found to be major contributors to positive learning experiences. This study is relevant to the present research because it emphasizes the importance of interaction as a determining factor in student satisfaction. However, Kuo et al. focused on general online education programs, while the present study specifically investigates online learning in writing classes during the COVID-19 pandemic.

Third, D. U. Bolliger & Martindale (2004) conducted a study entitled *Key Factors for Determining Student Satisfaction in Online Courses*. Using survey methods, the researchers examined students' perceptions of online

learning and identified factors affecting satisfaction levels. The findings showed that flexibility, accessibility, instructor feedback, communication, and course organization were the major factors contributing to students' satisfaction. Students appreciated the convenience of online learning, but they also expected active lecturer involvement and effective communication. This study supports the present research because it highlights the importance of accessibility, lecturer support, and course organization in influencing students' online learning satisfaction.

Fourth, Dhawan (2020) conducted a study entitled *Online Learning: A Panacea in the Time of COVID-19 Crisis*. This study examined the implementation of online learning during the COVID-19 pandemic and discussed both its opportunities and challenges in the educational sector. The study found that online learning became an effective alternative for continuing educational activities during lockdowns and social distancing policies. However, challenges such as unstable internet access, limited digital skills, technological barriers, and reduced student engagement remained significant obstacles in its implementation. This study is relevant because it provides a broader understanding of online learning during the pandemic, particularly regarding the factors that may influence students' learning experiences and satisfaction.

Fifth, (Hodges et al., 2020) conducted a study entitled *The Difference Between Emergency Remote Teaching and Online Learning*. The researchers explained that online learning during the COVID-19 pandemic

differed from planned online education because it was implemented suddenly as emergency remote teaching. The study highlighted that many educational institutions were not fully prepared in terms of infrastructure, instructional strategies, and technological readiness. As a result, students frequently experienced technical problems, reduced interaction quality, and learning difficulties. This study is relevant to the present research because it explains the educational context during the pandemic, which directly relates to students' online learning experiences in writing classes.

Sixth, (Yates et al., 2021) conducted a study examining students' perceptions and satisfaction toward online learning in higher education during the COVID-19 pandemic. The study found that students' satisfaction was strongly influenced by the quality of teaching, lecturer responsiveness, clarity of instruction, and availability of learning resources. Students who received regular feedback and clear communication from lecturers demonstrated higher levels of satisfaction compared to those who experienced limited interaction. This finding strongly supports the present study because writing classes require intensive communication, explanation, and constructive feedback between lecturers and students.

Based on the previous studies above, most researchers focused on general online learning satisfaction, factors influencing students' satisfaction, and challenges in online learning implementation during the COVID-19 pandemic. However, limited studies specifically investigate students' satisfaction toward online learning in writing classes using Strachota's

student satisfaction dimensions, particularly in the context of English Education students at Muhammadiyah University of Bengkulu. Therefore, the present study aims to fill this gap by investigating students' satisfaction toward online learning during the COVID-19 pandemic in writing classes of fourth-semester students at Muhammadiyah University of Bengkulu.

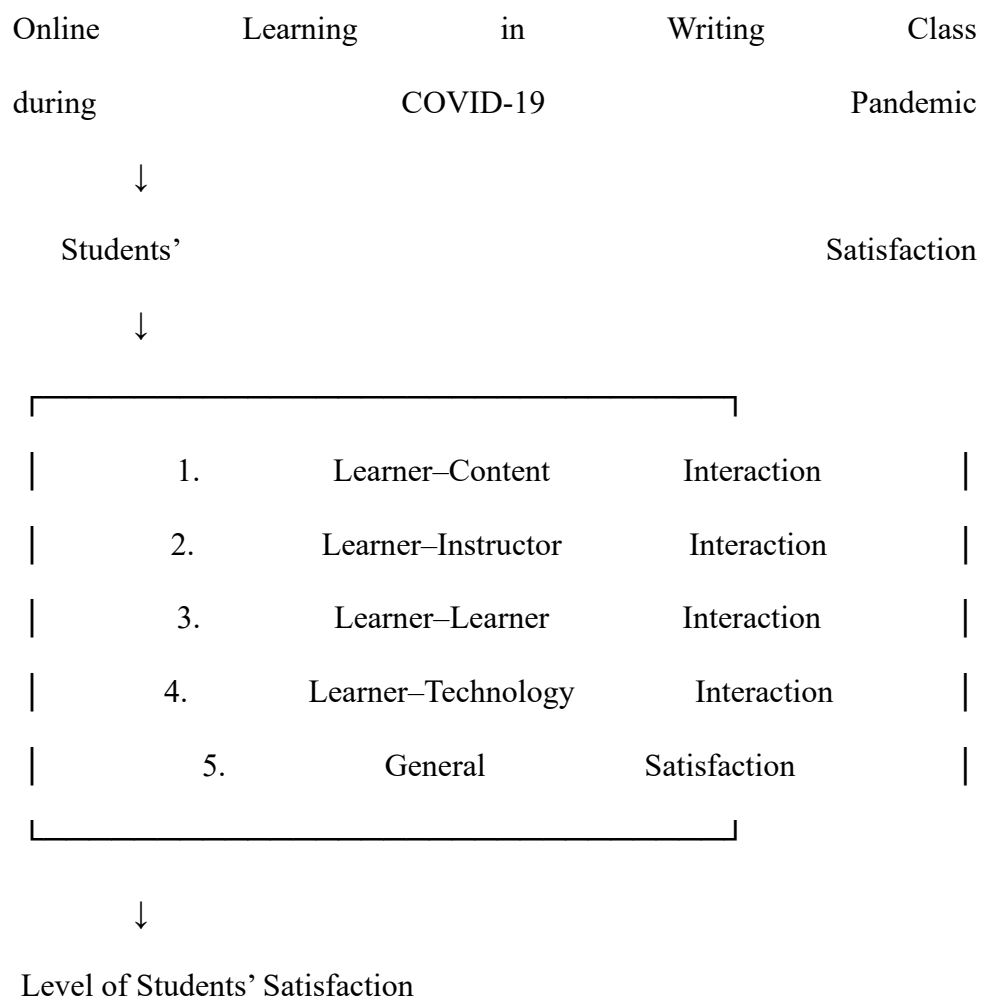
2.3 Conceptual Framework

The conceptual framework of this research is developed based on the theory of student satisfaction in online learning proposed by Elaine M. Strachota through *The Student Satisfaction Survey*. This framework explains that students' satisfaction in online learning is influenced by several dimensions of learning interaction and learning experiences. In the context of this research, students' satisfaction toward online learning in writing class during the COVID-19 pandemic is measured through five dimensions, namely learner-content interaction, learner-instructor interaction, learner-learner interaction, learner-technology interaction, and general satisfaction. The first dimension, learner-content interaction, refers to students' engagement with learning materials, writing modules, assignments, and instructional resources provided by lecturers. The second dimension, learner-instructor interaction, refers to communication, guidance, feedback, and academic support provided by lecturers during the learning process. The third dimension, learner-learner interaction, focuses on communication, collaboration, and discussion among students in learning activities. The fourth dimension, learner-technology interaction, refers to students'

experiences in using online platforms, internet access, and digital learning tools. The fifth dimension, general satisfaction, represents students' overall perceptions and evaluations toward online learning experiences in writing classes.

These five dimensions are used as indicators to determine students' level of satisfaction toward online learning implementation. The researcher assumes that positive learning experiences in these dimensions will contribute to higher student satisfaction in online writing classes.

Conceptual Framework Diagram



Based on the conceptual framework above, this research focuses on measuring students' satisfaction toward online learning in writing class by examining those five dimensions in order to determine students' overall satisfaction level.

2.4 Hypothesis

Since this research uses a descriptive quantitative method, hypothesis testing is not the primary focus of the study. The purpose of this research is to describe and analyze students' satisfaction toward online learning in writing class during the COVID-19 pandemic rather than to test relationships between variables.

However, as a research assumption, the researcher proposes the following working hypothesis:

Students of the English Education Program at Muhammadiyah University of Bengkulu have a positive level of satisfaction toward online learning in writing class during the COVID-19 pandemic.

This hypothesis is formulated based on the assumption that students experience various forms of interaction with learning content, lecturers, peers, and technology, which may influence their overall satisfaction toward online learning experiences. The level of satisfaction is measured through the five dimensions of student satisfaction adapted from Strachota's Student Satisfaction Survey.