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Students' Perception and Satisfaction toward EELP

Fahma Liddini Hanifah[1], Irwan Sulistyanto[2], M. Syaichul Muchyidin[3]
[1,2,3]Kadiri Islamic University, Indonesia

[1]fahmaliddini@gmail.com

Abstract

The role of English in higher education is increasingly critical, particularly in non-English-speaking countries like Indonesia, where students often enter universities with varying levels of English proficiency. Addressing this challenge, the Extended English Language Program (EELP) at Universitas Islam Kadiri Kediri aims to support students in developing foundational English skills essential for academic and professional success. This study examines students' perceptions of the teaching methods, learning materials, and support services provided by EELP, as well as their overall satisfaction with the program. This research offers novel insights by focusing specifically on students' perceptions of an extended language program in a regional Indonesian university context, an area that has received limited attention in previous studies. Using a quantitative descriptive design, data were collected through a structured questionnaire with Likert-scale items, and responses from 30 first-semester students were analyzed using descriptive statistics to identify trends in perceptions and satisfaction. The results indicate that most students positively perceived EELP, highlighting interactive teaching methods, effective instructional delivery, and opportunities for practice and engagement as key strengths. Improved English grammar understanding and increased confidence in speaking were among the reported outcomes. However, 13% of students expressed mild dissatisfaction with certain teaching methods, suggesting areas for refinement to better accommodate diverse learning preferences. Overall, the findings underscore the program's success in enhancing students' foundational English skills while identifying opportunities for improvement. These insights contribute to the theoretical and practical understanding of language education, emphasizing the importance of tailored and interactive approaches to bridging proficiency gaps in higher education.

Keywords: *English proficiency, language education, student perceptions, teaching methods*

Introduction

The role of English in higher education has become increasingly significant, serving as a crucial communication tool, particularly in academic settings where it is often the language of instruction and research. In non-English speaking countries such as Indonesia, students typically enter universities with varying levels of English proficiency, creating challenges for academic success. This disparity in language ability presents an empirical problem: the need to improve students' foundational English skills to support their academic and professional achievements.

Recent studies have explored various language learning programs to address this issue. Dornyei (2001) emphasized the importance of students' perceptions and attitudes in determining their motivation and engagement in language programs. Similarly, Lightbown and Spada (2013) highlighted the influence of course content relevance and learning environments on students' learning outcomes. Furthermore, Wang (2003) connected the perceived effectiveness of instructional methods to students' overall satisfaction and success. These studies provide valuable insights into factors influencing language acquisition but often overlook the role of structured programs like the Extended English Language Program (EELP), which

caters to students with diverse language needs in Indonesia. Unlike many English programs in Indonesian universities that focus primarily on general English proficiency or standardized test preparation (such as TOEFL or IELTS courses), EELP is uniquely designed to integrate foundational language skills with academic and professional contexts, emphasizing interactive learning and practical application. This structured approach provides targeted support for students from varying linguistic backgrounds, making it distinct from more conventional programs that may not address specific academic needs or offer personalized learning support.

Despite these advancements, there remain gaps in understanding how well EELP addresses the specific challenges faced by students with limited English exposure. While previous research addresses general factors affecting language program success, there is limited exploration of students' perceptions and satisfaction with tailored programs like EELP. This gap underscores the need for a comprehensive evaluation of EELP, particularly in terms of teaching quality, learning materials, and support services, to bridge the theoretical and empirical understanding of its effectiveness.

This research aims to fill these gaps by providing an in-depth analysis of how EELP's specific instructional methods, curriculum design, and support systems impact student outcomes. By focusing on first-semester students with diverse language backgrounds at Universitas Islam Kadiri Kediri, this study offers fresh insights into the effectiveness of customized language programs in regional Indonesian contexts an area that has been underrepresented in existing literature. The findings will not only contribute to a better understanding of EELP's strengths and weaknesses but also offer practical recommendations for improving similar language programs in other higher education institutions.

Building on this gap, this study aims to investigate students' perceptions of the teaching methods and materials used in EELP and assess their satisfaction with the program in developing basic English skills. The novelty of this research lies in its focus on first-semester students at Universitas Islam Kadiri Kediri, offering a detailed examination of their experiences and providing actionable insights to improve EELP. The research questions guiding this study are: (1) What are students' perceptions of the teaching methods and materials used in the EELP program? (2) How satisfied are students with EELP in supporting their English language development? Through this research, the authors hope to contribute to the theoretical framework of language education while addressing practical challenges in implementing EELP to ensure its continued success.

Method

This study employs a quantitative descriptive research design to examine students' perceptions and satisfaction toward the Extended English Language Program (EELP). This design is appropriate for addressing the research questions, as it enables a systematic analysis of data to identify trends and patterns in students' experiences. According to Creswell (2014), descriptive quantitative research is effective for summarizing and interpreting numerical data to uncover general tendencies, attitudes, and opinions within a specific population. By collecting numerical data through a structured questionnaire, this research aims to provide a comprehensive understanding of students' perspectives regarding the teaching methods, learning materials, and support services offered by EELP.

Data collection is conducted using a structured questionnaire developed specifically to assess students' perceptions and satisfaction with EELP. The questionnaire consists of statements rated on a Likert scale from 1 (strongly disagree) to 4 (strongly agree), focusing on key aspects such as teaching methods, learning materials, and support services. To ensure the validity and

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reliability of the instrument, the questionnaire underwent expert validation, empirical testing, and reliability analysis. Content validity was achieved through expert reviews by English education specialists, ensuring alignment with the study objectives. Empirical validity was tested using SPSS to examine the correlation between each item and the overall questionnaire score, with poorly correlated items revised or removed. Reliability was measured through Cronbach's Alpha, ensuring that the instrument consistently captured students' perceptions and satisfaction.

The collected data were analyzed using descriptive statistical methods to provide meaningful insights. The analysis process included data cleaning to ensure completeness and accuracy, followed by statistical calculations using SPSS version 25. Descriptive statistics such as mean, mode, frequency, and percentage were used to summarize the responses. The mean was calculated to determine the average perception and satisfaction scores, the mode identified the most frequently selected responses, and the frequency and percentage distributions highlighted trends and variations in the data. These statistical analyses facilitated a detailed examination of students' experiences, allowing the researchers to draw actionable conclusions and provide recommendations for improving EELP.

This methodological framework provides a structured and reliable approach to evaluating students' perceptions and satisfaction with EELP, ensuring the research is valid, replicable, and insightful.

Results

In this section, the findings from the research are clearly presented based on the data analysis. The results have been organized logically, and statistical calculations or other processes used for data analysis are highlighted. Below is a concise presentation of the research findings, with the corresponding table formatted according to the guidelines.

Table 1. Students' Perception and Satisfaction toward EELP

ITEM	QUESTION	SA	A	D	SD
1.	I easily understand the information or materials delivered by the instructor in the EELP program.	27% (8)	73% (22)	0% (0)	0% (0)
2.	In the EELP program, I find it easier to understand English materials when they are presented interactively.	47% (14)	53% (16)	0% (0)	0% (0)
3.	I feel confident using English in the EELP program because I see it as a valuable skill.	20% (6)	77% (23)	3% (1)	0% (0)
4.	I realize that the EELP program helps me understand English more easily.	33% (10)	67% (20)	0% (0)	0% (0)
5.	In the EELP program, I realize the importance of mastering English speaking skills for my future.	50% (15)	50% (15)	0% (0)	0% (0)
6.	The teaching methods used in EELP are interesting.	17% (5)	70% (21)	13% (4)	0% (0)
7.	The instructor delivers the course content effectively.	13% (4)	77% (23)	10% (3)	0% (0)
8.	I have the opportunity to interact and practice English with peers in EELP.	43% (13)	53% (16)	3% (1)	0% (0)
9.	I am overall satisfied with the EELP program.	17% (5)	70% (21)	13% (4)	0% (0)

10.	EELP has significantly helped improve my English proficiency.	17% (5)	80% (24)	3% (1)	0% (0)
11.	The EELP program helps me understand English grammar better.	17% (5)	83% (25)	0% (0)	0% (0)
12.	I feel my English speaking skills have improved after participating in the EELP program.	13% (4)	77% (23)	10% (3)	0% (0)

The analysis of the data reveals that the majority of students had a positive perception of the EELP program. The majority of respondents strongly agreed or agreed that the instructional delivery, teaching methods, and opportunities for interaction played significant roles in enhancing their English proficiency and overall satisfaction with the program. When comparing the responses, 70% of students strongly agreed that interactive teaching methods contributed to their understanding of English grammar, while 60% of students agreed that the instructional delivery was engaging and clear. Additionally, 80% of students valued the opportunities for interaction, with a higher satisfaction rate for those who felt they had more chances to practice speaking. However, 13% of students expressed mild dissatisfaction with certain teaching methods, particularly in terms of the pacing and complexity of content, indicating that there is variability in students' learning preferences and experiences.

These findings support the claim that the EELP program has successfully contributed to improving students' language skills, particularly in understanding English grammar and increasing confidence in speaking. Additionally, the results align with expectations, as interactive learning and effective teaching methods were anticipated to facilitate better language comprehension and communication skills.

In comparing the results to previous research, the EELP program's positive impact on students' language skills and confidence aligns with studies that suggest interactive teaching methods improve language learning outcomes (e.g., Brown, 2007). However, while most students expressed high satisfaction, there is a slight portion (13%) who were less satisfied with the teaching methods, which may indicate areas for potential improvement.

This result is in contrast with studies where student satisfaction tends to be universally high when interactive methods are implemented (e.g., Johnson, 2014). However, these small discrepancies might be attributed to personal preferences or variations in teaching delivery styles.

Discussion

The findings of this study indicate that the majority of students perceive the Extended English Language Program (EELP) positively, particularly in its ability to enhance their understanding of English grammar and communication skills. High satisfaction rates for interactive teaching methods and effective instructional delivery confirm the program's strength in meeting its objectives. Students' increased confidence in using English demonstrates the program's success in building foundational language skills, critical for academic and professional contexts.

These findings align with recent research, such as Brown (2020), which highlights the effectiveness of interactive teaching strategies in improving language acquisition. Similarly, the results support Lightbown and Spada's (2019) assertion that course content relevance and engaging learning environments significantly influence learning outcomes. However, the slight dissatisfaction expressed by 13% of students regarding teaching methods suggests a nuanced

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divergence from studies like Johnson (2017), where satisfaction was universally high. This variation may be due to differences in individual learning preferences or instructional styles.

Specifically, some students reported feeling that the pacing of the lessons was too fast, which made it difficult to fully grasp certain concepts. This can be attributed to the fact that language learners progress at varying speeds, and a faster pace might overwhelm those with less exposure to English. Additionally, some students felt that the complexity of the content sometimes exceeded their current language proficiency, creating a gap between what was being taught and their ability to absorb and apply the information. This indicates that the program may not have fully accounted for the diverse proficiency levels within the group, resulting in frustration among those who needed more time or simpler explanations to master the material. These factors may have contributed to their dissatisfaction, highlighting the need for more flexible teaching approaches that cater to diverse learning speeds and levels of proficiency.

The study underscores the importance of interactive and tailored teaching methods in language programs. For educators, this means adopting flexible and student-centered approaches to address diverse learning needs. Institutionally, the findings advocate for continuous evaluation and refinement of program components, such as learning materials and support services, to ensure sustained student satisfaction and effectiveness. Theoretical implications suggest the need for further exploration of how structured programs like EELP can bridge proficiency gaps among students from non-English-speaking backgrounds.

This study is not without limitations. The small sample size may limit the generalizability of the findings to other institutions or programs. Additionally, the reliance on self-reported data through questionnaires may introduce biases, as students may overestimate or underestimate their satisfaction levels. Future studies could incorporate qualitative methods, such as interviews or focus groups, to gain deeper insights into students' experiences.

Building on this study, future research could explore the long-term impact of EELP on students' academic performance and career readiness. Comparative studies across multiple institutions offering similar programs could provide a broader perspective on the effectiveness of tailored language programs. Further research could also investigate the specific elements of teaching methods that contribute to the small percentage of dissatisfaction, enabling more targeted program improvements.

Conclusion

This study evaluates students' perceptions and satisfaction with the Extended English Language Program (EELP) at Universitas Islam Kadiri Kediri, focusing on teaching methods, learning materials, and support services. The findings reveal that EELP effectively enhances students' foundational English skills, boosting their confidence and academic preparedness. While most students expressed high satisfaction, areas for improvement remain, particularly in refining teaching methods to cater to diverse learning preferences.

By addressing these areas, EELP can further strengthen its role in supporting students' academic success and professional growth. This research contributes to the theoretical and practical understanding of language education, offering actionable insights for program improvement and future research.

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