ONLINE LEARNING READINESS AND STUDENT STUDY SATISFACTION IN ENGLISH WRITING CLASS DURING THE PANDEMIC

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Abstrak

Artikel ini meneliti korelasi antara kesiapan belajar online dan kepuasan belajar siswa serta pengaruhnya terhadap pembelajaran menulis online sebagai predictor keberhasilan siswa di masa pandemi. Peserta (n = 30) adalah mahasiswa semester 8 yang mengikuti mata kuliah menulis pada masa pandemi. Para siswa tersebut memiliki pengalaman menggunakan berbagai platform pembelajaran (online) sebagai media proses pembelajaran. Untuk mendapatkan data yang lebih akurat, penelitian menggunakan data kuantitatif berupa survei online disertai wawancara lanjutan untuk mendapatkan data mendalam terkait hubungan antara kesiapan belajar online dan kepuasan belajar siswa sebagai prediktor keberhasilan mahasiswa yang mengambil mata kuliah menulis di masa pandemi. Siswa diwawancarai tentang persepsi mereka terkait menulis di masa pandemic untuk menyelidiki kesiapan belajar online dan kepuasan belajar mereka. Hasil penelitian menunjukkan bahwa OLR dan SSS berhubungan secara signifikan antara; kepuasan belajar siswa dan belajar mandiri [r-tabel 0,374 > r-hitung 0,271], kepuasan belajar siswa dan kontrol siswa [r-tabel 0,374 > r-hitung 0,603] dan antara kepuasan belajar siswa dan motivasi [r-tabel 0,374 > r-hitung 0,617]. Namun, tidak ada hubungan antara; kepuasan belajar siswa dan self-efficacy komputer dan internet [r-tabel 0,374 > r-hitung 0,271]; dan kepuasan belajar siswa dan efikasi diri komunikasi online [r-tabel 0,374 > r-hitung 0,286]. Wawancara tersebut menghasilkan pendapat yang berbeda antara siswa yang mendapat nilai tinggi dan rendah. Siswa dengan kepuasan belajar siswa yang tinggi menyatakan bahwa OLR lebih penting daripada kepuasan belajar. Sedangkan siswa dengan kepuasan belajar siswa yang rendah menyatakan bahwa kepuasan belajar siswa lebih penting daripada OLR karena itu menandakan keberhasilan pembelajaran.
Kata Kunci: kesiapan belajar online, kepuasan belajar siswa, pandemi, menulis.

Abstract

This article reports the result of a correlation between online learning readiness and students' study satisfaction and those influences on writing online learning as the success predictor of the students in the pandemic. The participants (n = 30) are 8th-semester students enrolled in writing courses during the pandemic. Students are experienced using various (online) learning platforms to link the learning process. For more reliable data, this research used survey and follow-up interviews to gain in-depth data related to the relation between online learning readiness and students' study satisfaction as the success predictors of students' who took writing courses during a pandemic. They were asked about their perception of having writing during the pandemic to investigate their OLR and study satisfaction. The results indicated that OLR and SSS are almost significantly related specifically between; students' study satisfaction and self-directed learning [r-table .374 > r-count .271], students' study satisfaction and learner control [r-table .374 > r-count .603] and between students' study satisfaction and motivation [r-table .374 > r-count .617]. However, there are no correlation between; students' study satisfaction and computer and internet self-efficacy [r-table .374 > r-count .271]; and students' study satisfaction and online communication self-efficacy [r-table .374 > r-count .286]. The interview resulted different opinions between students with high and low scores. Student with high scores students' study satisfaction stated that OLR is more important than study satisfaction. While student with low scores students' study satisfaction stated that students' study satisfaction is more important than OLR because it indicates the success of the course program.
Keywords: Online learning readiness, study satisfaction, pandemic, writing skill.

INTRODUCTION

English as a foreign language student will need a range of English writing skills, at first, they are able to write simple paragraphs and summaries with ease, which makes them well-equipped to write essays and professional articles (Ahmed, 2019). Language is made up of sounds, syllables, and words, each with its own mechanisms - capitalization, spelling and punctuation, word form, and function (Durga and Rao, 2018). Writing skills are skills that help writers put their ideas into meaningful words. Writing is a highly complex cognitive activity in which the writer must demonstrate control over multiple variables at the same time.

Since the pandemic, this field of study has been growing in the learning media and the teaching strategies. In March 2019, the Indonesian government announced that the country was in a pandemic phase, so the government decided to study and work from home as an initial step to prevent the COVID-19 virus (Joesyiana, 2020). Research on the use of Google meet reveals that it is suitable for such descriptive writing teaching (Aswir et al., 2021). It shows various learning platforms and applications implemented by the teacher to transfer the knowledge to the learners. For example, virtual classes use the Google Classroom application, zoom, Google meets, and instant messaging applications such as WhatsApp groups.

The covid-19 pandemic had a significant impact on shifting the world, especially in education. This pandemic began around December 2019 (Mohan Bs, and Nambiar V, 2020) in Wuhan, China, and was detected in Indonesia around march 2020. The Indonesian government has declared a pandemic, and most activities, including academic activities, should be suspended. It contributes significantly to the growth of online learning. One reason for the increase in online learning is the high prevalence of the covid-19 virus, which is extremely dangerous and can be reduced by engaging in activities at home, such as online learning and WFH (Circular of the Ministry of Education and Culture of Higher Education No.1 of 2020)

However, in the educational environment, this pandemic forces teachers and students, lecturers and fellow students, to confront a new challenge in their academic activities. This challenge is unlike any other encountered in offline learning. For example, many tasks, monotonous discussion, limited lecturer materials, and being late (Joesyiana, 2020).

These challenges are manifesting themselves as the growth of online learning in Indonesia. There are significant differences between online and offline learning, such as the absence of human interaction, access to learning materials, and assessment (Staffordglobal, 2020). These differences happen whenever the teacher and the student are not in the exact location or condition.

According to Engine, nobody can't separate the concept of online learning readiness from the online learning circle (2017). Readiness is essential in the educational process, particularly in teaching and learning. Online learning readiness is commonly referred to as OLR. The statement above means that anyone who wants to succeed in online education should be skillful both non-personal item and personal item such as; technologically, and communicatively prepared, then good at self-directed learning, have a good self-control and stay motivated. As online learning in Indonesia grows, teacher and student OLR regularly improve (Joesyiana, 2020). During the Covid-19 pandemic, a study on OLR was conducted in the management major of STIE PersadaBunda, and the results showed that more than half of the participants were prepared. It demonstrates how student and teacher OLR evolved.

Furthermore, a student's OLR will positively impact their studies (Yilmaz, 2017). It is possible to notice this by understanding how an institution's teachers deal with online learning challenges. If it is done correctly, it will result in high study satisfaction. The better teachers facilitate their students, the higher their level of satisfaction.

Being a student in this pandemic era has become a new problem. The better teachers facilitate their students, the higher their level of satisfaction Geier, M. T. (2021). So, it is very likely that they experience problems with learning satisfaction and readiness when online learning, which decreases compared to face-to-face learning (Thongmak, M., & Ruangwanit, N. 2021). This incident occurred because of several obstacles, such as the equipment used, the learning atmosphere, and disturbances at home.

Some college students initially have problems during online learning. They are required to adapt to this learning model, such as how to study, exams, online presentation methods, and skills in using technology that must be learned to support the smooth running of lectures. Over time, students began to get used to this online learning. So, their readiness to face online learning becomes more stable from time to time (Hamid, R. et.al 2020).

Since the pandemic starts, online learning nowadays has been implemented widely. Therefore, it is a kind of recommendation for the teacher to be able to use a variety of learning platforms to improve the teaching and learning quality. However, to upgrade the quality of teaching and learning, the teacher should know their student's readiness for online learning so that students get better study satisfaction.

Online learning may seem very rare for some higher education students, but this new learning habit became normal as the pandemic came. It leads the researcher to research online learning platforms and applications during the pandemic, such as improving students' writing skills in narrative writing through Zoom video conference by Willimsky et al. (2021), students' perception after using

Google classroom and Zoom in writing course (Bahtiar, 2021).

Learning Platforms are any technologies or processes built and designed for the learner, maintaining a sense of identity throughout the learning life cycle. Learners are not just pre-defined roles with access levels within each course but central actors in the system design. Here is learning that is familiar among students along with the covid-19 pandemic. The learning satisfaction scale by Wu et al. categorized the following five facets: "teacher's teaching," "master-apprentice relationship," "facilities and equipment," "course features," and "problem-solving." Wei (2003) studied the learning satisfaction of a community college in Tainan, and he categorized learning satisfaction into four groups: teacher and teaching, course content, learning environment, and administrative services.

a. Narrowly speaking, the learning environment refers to the physical space; the broad definition of learning environment refers to all physical and social environments relevant to students' learning (Education Encyclopedia Commission, 1994).

b. Teacher and Teaching Teacher and teaching refer to students' study satisfaction with teachers' qualifications, personality, teaching methods, teaching style, and attitude.

c. Course Content and Class Materials Course content and class materials refer to students' study satisfaction with courses arranged by community colleges and class materials chosen by teachers.

d. Administrative Services

It is refers to students' satisfaction toward community college staff's attitude and efficiency, registration procedures, and actions taken in response to their comments.

While students' study satisfaction is defined as learners' perceptions of the quality of a course and their experiences in the learning program (Kuo et al., 2013), it is a critical component of what keeps people motivated and engaged, as well as what helps them achieve long-term goals. When the experience is equivalent to or better than individuals' expectations, individuals feel satisfied; when the experience is worse than expected, individuals feel dissatisfied.

Learning satisfaction means that learners get respect from the teacher to talk about the teacher's attitude toward training, the technology used, the course management, the staff, the support services, and the informal communication such as after-school communication (Topala and Tomozii, 2014). We can further discuss if class materials suit students' learning desires and provide any help to their daily lives. A correlation between students' online learning readiness and attitude toward gamified online learning (Bovermann et al., 2018) was found between self-reported

attitudes towards gaming and the dimension of coping of study- satisfaction. Previous studies on student learning satisfaction have investigated the influence of students' online readiness on satisfaction and academic achievement (Kirmizi, 2015). This study reveals that all the sub-dimensions of OLR are considerably linked with study satisfaction and students' success.

Since, the previous study doesn't specify the language skill to be investigated, this study explore the relationship between OLR and SSS in writing online learning during pandemic. Learner readiness consists of five sub-dimensions; Self-directed learning is an online learner's skills and abilities to connect in the learning process. Another study on OLR, also investigated by Adams (2018), explored the student's differences in online learning readiness based on gender, age, ethnicity, the field of study, and level of education. There is a meaningful relationship between a student's online learning readiness and the individual's emotional intelligence dimension (Engin, 2017), where OLR and emotional intelligence level affect each other.

The focus of this topic is the OLR and student study satisfaction in English writing course classes. According to the background, this study tries to answer the following questions.

1. Are the students ready and satisfied with their writing online learning during pandemic?
2. Is there any significant relationship between OLR and students' study satisfaction?
3. Is OLR dimension a significant predictor of SSS level in writing online learning during pandemic?

METHODS

Research Design

The researcher performed correlation analysis and mixed methods research which combines elements of quantitative research and qualitative research using questionnaire in order to determine the relationship between the two variables. The existence of a relationship and the level of the variable are critical because understanding the level of an existing relationship allows the researcher to grow it by the study's objectives. The goal of correlation research is to examine the relationship between two or more variables using the correlation coefficient (Saputra, N., 2021). This participants of this study were 30 students from English education majors who enrolled in the English writing class as a research participants.

Research Instruments

1. Questionnaire

A questionnaire is a set of question-answer sessions that are intended to gather information from a participant. A research questionnaire combines close-

ended and open-ended questions (QuestionPro, 2020). In this research, the researcher will ask some questions related to students' opinions of students' online learning readiness and experience of learning writing during a pandemic through different learning platforms. It will use the 5-Likert scale as the measurement tool.

2. Interview

An interview is a method of data collection where two people or more in the same place are met or face to face as a reporter and in-formant to ask some questions and get the answer from the topic or subject to be studied. According to (Easwaramoorthy & Zarinpoush, 2006), an interview is a dialogue for gathering information. Two people usually sit in an in- interview and talk face to face. The interviewer asks questions, and the interviewee is the answering person (Reddy, 2020). The researcher used the semi-structured model to randomly ask the student about their experience or opinion of using some learning platforms (for online learning of EFL writing class) and problems they faced during the pandemic and gain information about students' learning strategies. The researcher did it after the questionnaire submission.

Data Collection Techniques

In stage one, the data collection was managed by the researcher before the end of the semester. The participants were asked to complete a questionnaire (English) designed to collect participants' demographic differences. During three weeks, thirty participants responded to the survey. The researcher entered the data into a spreadsheet. This questionnaire result was then classified to reveal the correlation between online learning readiness and students' study satisfaction through different learning platforms. The questionnaire (English) asked participants to provide detailed information about their demographic differences that consists of 8 open-ended items and 31 close-ended items for OLR adapted from Hung et al. (2010).

In stage two, the researcher chose some informants randomly for the interview. The informants or interviewees will be asked about the topic of the study. The interviewees are students from English education majors of the state university of Surabaya who have and is studying writing courses (English).

In stage three, the researcher determined the results of the questionnaire data and interview collected. This information will be kept separately from the data and known only to the researcher. A third party will not have any identifying or data collected during the research. In the case of participants' reported/publication of information, pseudonyms are used to protect their identities.

The data was be collected using statistical analysis,

then organized and summarized the data by the descriptive-analytic method to know the relationship between online learning readiness and student's study satisfaction and explain the process of online learning readiness affecting students' satisfaction. Then, two students with lower scores and two students with a higher score of study satisfaction were chosen for a semi-structured interview. The interview was conducted to add more reliable information related to online learning readiness and students' study satisfaction in writing online learning in the pandemic.

Data Analysis Techniques

SPSS Version 20 was used for the data analysis. The data were descriptively analyzed using frequency and percentages. In order to compare online learning readiness and student study satisfaction in English writing class during the pandemic. Scores in each group (high scores and low scores student) one sample t-test was used. A correlation and regression were used to compare the means of E-learning readiness and study satisfaction scores among the participants.

Next, using a mobile phone recorder app, the interviews were captured. To verify the correctness and reliability of the data, the transcriptions were emailed to every participant (Utami & Prestridge, 2018). According to Creswell and Poth (2018), this study employed the data analysis spiral technique, in which the researcher begins with audio materials and ends with an account of stories or narratives. Additionally, according to Creswell and Poth (2018), this strategy is divided into six phases, including managing and organizing the data, reading and noting emergent ideas, describing and categorizing codes into themes, developing and evaluating interpretations, representing and visualizing the data, and reporting the results. The researcher started by typing up the interviews and filing all the information in folders.

RESULT AND DISCUSSION

In this section, the results of the quantitative and qualitative data are summarized in a descriptive analysis form. The findings from the data gathered in this study are used to answer the questions and hypotheses about it. However, the participants of this study tended to prefer one of the writing courses they experienced during online learning and the learning platforms they used.

**The students' online learning readiness and study satisfaction during pandemic**

Table 1 presents the descriptive statistics (minimum, maximum, mean, and standard deviation) for variables such as computer/internet self-efficiency, self-learning guidance, learning control, motivation for learning, and self-efficacy in online communication, from different learning, writing online learning experiences (course and platforms used).

Table1. Descriptive statistics for the components of OLR

Sub - Dimensions of OLR	N	Minimum	Maximum	Mean	SD
Computer and internet self-efficacy	30	17	30	24.27	2.876
Self-directed learning	30	20	36	29.10	4.205
Learner control	30	21	35	27.63	3.337
Motivation	30	13	24	18.90	2.551
Online communication self-efficacy	30	18	30	23.57	2.775

We can understand from Table 1 that students have the highest average score in self-directed learning (M=29.10), followed by a relatively high level of learner control (M=27.63) and computer and internet self-efficacy (M=24.27). The lowest variable is motivation (M=18.90).

Table 2. Frequencies of student's study satisfaction
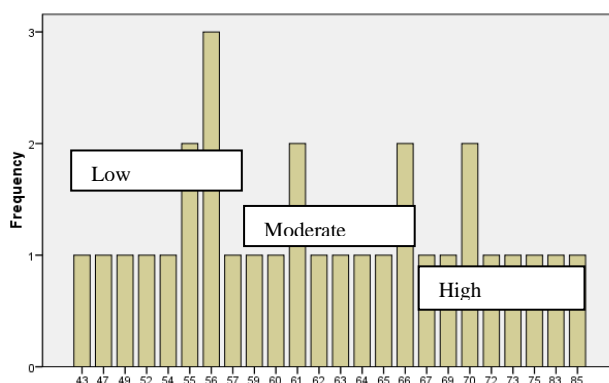
From the diagram above it can be concluded that most of students have moderate study satisfaction score (60 - 66). Based to the previous study student's satisfaction is one of success predictor, so it can be conclude that the participants are succeed in writing online learning during pandemic.

Table 3. Frequencies of students' OLR sub-dimension total score

OLR Sub-dimension	High		Moderate		Low	
	f	%	f	%	f	%
CIS	6	20.0	17	56.7	7	23.3
SDL	12	40.0	13	43.3	5	16.5
LC	9	30.0	16	53.4	5	16.5
MOT	8	26.7	12	40.0	10	33.2
OCS	4	13.3	15	50.0	11	36.6

In furtherance of analysis the level of each dimension of learner readiness, the results of 30 participants were grouped as high, moderate, and low to find the cut-off points. The cut-off points for the variables are as follows: computer/internet self-efficacy (high = 30 - 27, moderate = 26 - 23, low = 22 - 17), self-directed learning (high = 36 - 31, moderate = 30 - 26, low = 25 - 20), learner control (high = 35 - 30, moderate = 29 - 25, low = 24 - 21), motivation (high = 24 - 21, moderate = 20 - 18, low = 17-13), and online communication self-efficacy (high = 30 - 27, moderate = 26 - 23, low = 22 - 18). The results are presented in Table 3. According to the results, we can say that the participants have high levels for all the dimensions of learner readiness in total.

The relationship between OLR and study satisfaction

The second question in this research is: In an English writing online classroom, is there any relation between OLR and students' study satisfaction? If the answer is positive, we expect to see a greater or equal count-r from the r-table

Table 4. Pearson correlation

OLR sub-dimension	df = n - 2	r_{05}	r_{xy}	Correlation
CIS	28	374	.271	Not significant
SDL	28	374	626''	Significant
LC	28	374	.603	Significant
MOT	28	374	.617	Significant
OCS	28	374	.286	Not significant

In order to answer the first research question, a Pearson correlation runs to know the relation between students' study satisfaction and all dimensions of OLR. The researcher conducted Pearson's correlation analyses to find out is there any correlation between online learning readiness and students' study satisfaction to measure their correlation and the significance of the correlation. Then, to determine the validity of the instrument test, the count-r must exceed or equal to the table-r (Pearson product-moment) value or vice versa. As we can see below:

- If the value of r-count > the value of r-table, then there is a significance relationship between the two variables. However,
- If it is the other way around, then there is no significance relationship between the two variables.

From table 3 above, it found that there are no significance relationships between;

- students' study satisfaction and computer and internet self-efficacy [r_{05} .374 > r_{xy} .271]
- students' study satisfaction and online communication self-efficacy [r_{05}.374 > r_{xy} .286]

It can be known by seeing the gap between the value of r_{05} and r_{xy}.

The predictor of students' study satisfaction level on writing online learning during pandemic

In order to discover which OLR's dimensions that became a significant predictor of students' study satisfaction level this study ran a regression model. As shown in table 4, the first R was .626, and the R square was.392. This result indicated that Self-directed learning in writing courses during the pandemic contributed to an increase in students' study satisfaction by 39.2 percent. While for the last model with an R-value of .729 and .531 for the R square, it is indicated that self-directed learning and learner control (dimensions of OLR) in writing courses during the pandemic contributed to an increase in students' study satisfaction OLR 53.1 percent.

Table 5. Model summary of regression

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.626ª	.392	.370	7.75471
2	.729ᵇ	.531	496	6.93489

a. Predictors : (Constant), SDL
b. Predictors : (Constant), SDL, LC
c. Dependent Variable : Students' Study Satisfaction

The regression model showed that both SDL and LC (OLR's dimensions) contribute to Students' study satisfaction at about 39% and 53.1%, meaning that there are two strong significant predictors. The result was in line with a study conducted by (Kirmizi,2015; Bovermann et al., 2018) about the influence of learner readiness on SSS and academic achievement on EFL online programs in higher education, which found that OLR had an essential contribution to fixing and increasing student success level in online learning. Therefore, it can be concluded that OLR might contribute to students' study satisfaction, but the contribution was low; thus, there are other factors that need to be considered in enhancing their study satisfaction. Four chosen students were interviewed to add more detail data to answer research question 2.

Q1. What do you think about having a writing course in online learning during the pandemic?

Student 4 (low score of SSS)

"………it does not at all have an impact on developing creativity in writing."

"……On the other hand, there is a lack of motivation and the learning environment which is the reason why students fail to complete the tasks given during online learning."

Student number 4 talked about the advantages and disadvantages of writing online learning during the pandemic based on the experience. Also, it showed that she has a problem with OLR, especially motivation and learner control.

Student 1 (high score of SSS)

"………makes it easy for us to study independently."

Student 2 (high score of SSS)

"………because I can maximize myself in writing learning through some platforms."

Student 3 (low score of SSS)

"At first. It may be hard. But after some time, it's getting better. ………"

Both students with higher SSS scores and a student with lower gave the same answer for a different reason that is writing online learning is effective. The first student stated that it makes the student easier to study independently, and the second student stated that it maximizes his/her to use the learning platform in writing. The statement can be concluded that most of them gave answers that show their good readiness for online learning.

Q2. Do you think you are ready for online learning?

Student 4 (low score of SSS)

"Initially, I am not ready to carry out online learning where this learning can cause confusion in understanding the material."

" …………. the tasks given are also more and exceed the capacity when compared to face-to-face meetings. Not only that, online learning sometimes makes class schedules change and do not match the previously determined schedule, which becomes quite annoying".

All the interviewees except student 4 answered that they are ready for online learning. Student number 4 is not ready for it because it caused confusion in understanding the material, the tasks given were more than the task given in offline learning, and almost all subjects did not follow the original schedule given. It forces the student to be ready whenever the lecturer is ready to teach.

Q3. What do you think about the statement "writing (course) is getting more difficult since the pandemic"?

Student 3 (low score of SSS)

"It could be, especially, if we start learning writing. We need a lot of suggestions and explanations from lectures and regular feedback. But, during the pandemic, we can't interact directly."

Student 1 (high score of SSS)

" I think it's not difficult because the teacher can give feedback on our writing using anything such as word and pdf."

This question means to answer students' OLR and study satisfaction on writing online learning along with the pandemic. From the answers above, we can find that student 3 is not ready and satisfied with online learning because,

it limits the interaction. On the contrary, student 1 is ready and satisfied with it.

Q4. Do you have a problem while having writing online learning?

Table 6. The answers of Q4

Q4	Answer			
	S1	**S2**	**S3**	**S4**
	Yes	Sometime	No	Yes

Q5. (If you have a problem) what are those problems?
Student 4 (low score of SSS)
"…..when working on writing assignments, a lot of time looking at the screen of a cell phone or laptop can result in poor posture and health problems, ……………..Besides, online learning leads to a lack of physical activity. This will have an impact on losing muscle endurance which becomes a stiff muscle. Furthermore, there are also feelings of feeling tired, irritated, angry, disappointed, and losing interest, or motivation."

Based on the Q4 answer, most students have problems with writing online learning. Such as student 4; has health problems (eyes problem, poor posture, losing muscle, etc.) and non-physical problems such as often feeling tired, irritable, quickly disappointed, easily offended, lose interest and motivation to learn. This answer shows that student 4 has low readiness for online learning and dissatisfaction with the study.

Student 3 (low score of SSS)
"I need a lot of feedback and suggestion-related thing(s) in my writing, but lectures have limited time somehow."
Student 1 (high score of SSS)
"Sometimes we do not understand the feedback given by the teacher if it's not explained directly."

Student 3 and student 1 had problems with feedback on their writing assignments. Writing online learning requires students to ask the teacher if they do not understand the feedback. This action raises new issues, namely the limited time of the teacher and giving further feedback over a long period.

On the other hand, student 2 has a different problem with online learning: low internet bandwidth. Internet connection is one of the factors that may influence students' readiness and satisfaction in online learning.

Student 2 (high score of SSS)
"I usually have problems with my internet connection when it is raining, ………………..."

Q6. How do you overcome those problems to succeed in writing?
Student 2 (high score of SSS)
"When it's raining, and I lost my connection, I tried

to move to another place to find the internet connection. Then, I also ask my friend about the material that I missed."
Student 3 (low score of SSS)
"……….I always tried to follow the feedback and instruction from the lecturer looking for many references."

Both answers show that those students can adapt to the condition that continuously occurs in online learning.

Q7. How is your study satisfaction in this pandemic?
Student 3 (low score of SSS)
"Quite satisfied.3 from 5, maybe. I can maintain my grade. But for some courses, it is hard to catch the whole thing."
Student 1 (high score of SSS)
"I can more easily convey my ideas when writing."

Q8. How do you measure your satisfaction after completing a course?
Student 4 (low score of SSS)
"When I do a task, the feelings mentioned above (see Q4) often arise."
Student 2 (high score of SSS)
"I am satisfied with my writing online learning because I think I can do my task well and get a good score. I also improve my writing essay through some online platforms like Grammarly, thesaurus, and online dictionary."

Most of the students are satisfied with their studies. Student 3 scored the satisfaction 3 from 5 or moderate. However, he/she can maintain the grade. Student 1 is satisfied with the study because he/she can easily express her thought in writing (see Q7).

After completing a course, each student will know the satisfaction of their study. Students owned their satisfaction measurement. Such as, Student 4 measured his/her study satisfaction by looking at the condition and situation while finishing her writing assignment. However, student 2 stressed the satisfaction of studying. It is proved by the statement given that there are no obstacles experienced while doing tasks and getting good grades, and improving performance in essay writing with the help of several applications. It summarized that almost all students were satisfied with writing online learning during the pandemic. Their answers for Q9 below strengthen it.

Q9. Are you satisfied with your writing skill targeted by the course?
Student 4 (low score of SSS)
"No, because I always feel that I am not optimal in doing writing assignments."
Student 1 (high score of SSS)
"Yes, I am."

From the answers above, it is found that student 4 is not satisfied with the writing skills targeted by the course. On the contrary, student 2 is satisfied with it.

Q10. In your opinion, which one is the most crucial factor between students' study satisfaction and online learning readiness to succeed in online learning especially writing?

Student 2 (high score of SSS)

"I think online learning readiness is really important for students' success. When they are ready to study and learn something, they will maximize their potential, knowledge, and ability to succeed. They'll be satisfied too."

Student 3 (low score of SSS)

"I think both are important. In the beginning, online learning readiness is very important. But in the end. Students' satisfaction is also important. If I have to choose 1. I'd choose student's satisfaction because it reflects whether the learning ran well or not."

This question (Q10) is meant to reveal the most important factor that affects students' success in writing online learning according to the student. The opinions of students with high and low scores are different. Student 2 stated that OLR is more important than study satisfaction because the better online learning readiness leads the better students' study satisfaction. Student 3 has a contra opinion; students' study satisfaction is more important than OLR. Because it indicates the success of the course program. This answer is in line with the study result conducted by Moore & Kearsley (1996, as cited in Kirmizi, 2015) on the relation between students' study satisfaction and course quality.

CONCLUSION

This study summarized students' OLR and studied satisfaction in writing online learning with the various learning platform. This study revealed that both variables nearly had a highly significant correlation. It is proved by the result of Pearson's correlation on the dimensions of OLR against students' study satisfaction. According to Pearson's table and conceptualized rule, these count results that exceed the value in the table showed a correlation (see Table 4).

The OLR and students' study satisfaction have potentially contributed to the student's success in writing online learning during the pandemic. The data collected in this study indicated that students' study satisfaction had influenced the dimension of OLR. Especially, SDL and learner control contributed to an increase in students' study satisfaction in writing courses during the pandemic by 53.1 % (see Table 5. no 2).

The interviews with students indicated that both high and low scores study satisfaction are ready for online learning. Besides online learning problems that decrease students' readiness, it makes the student more creative and maximizes the use of learning platforms to improve writing because online learning makes writing easier. However, students with both high and low scores have different study satisfaction; the high score students are satisfied with their studies and the skill targeted after completing the course, but the low score students are moderately satisfied with that. They measured their satisfaction with various factors. Such as, students with a high score of study satisfaction measured his/her satisfaction by looking at scores given by the lecturer, student 3 (low score) measured his/her satisfaction according to the material remembered, and student 4 (low score) measured his/her study satisfaction by looking at the condition and situation. Finally, the students were asked about the most important factor that significantly impacts their success in writing online learning. It is found that all students but student 4 stated that OLR is more important than SSS for students' success in the course.

Suggestion

Future researchers should conduct studies on online learning readiness and students' learning satisfaction with specific writing courses and learning platforms. So that teachers have a comprehensive vision for how to help students improve their writing skills and achieve the learning objectives.

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