

## Student Satisfaction Questionnaire in Master of Applied Linguistic Study Program UNY

This questionnaire is compiled and distributed to find out your level of satisfaction as a student upon services in Postgraduate program UNY in accordance with the field that students are working on. This poll consists of five sections (A, B, C, D, E).

1. Part A relates to the level of student satisfaction in terms of general services.
2. Part B deals with the level of student satisfaction with the learning process.
3. Part C concerning student satisfaction level towards thesis guidance.
4. Part D concerning student satisfaction with the implementation of thesis exam.
5. Part E deals with student satisfaction with non-academic activities.

Please fill in your assessment of the performance of lecturers, education staffs, and leaders in serving you by indicating the X sign in the appropriate column. Performance items are mentioned in the **Statement** column.

### A. Survey upon Student Satisfaction in General Services

Below are presented a series of statements related to your experience in receiving services during your studies at Postgraduate program UNY. You can freely express your approval or disapproval in relation to the services you experience. If there are items unrelated to your experience, such as that you have never been in direct contact with a Director, you are advised to choose NR (Not Relevant).

VH = Very High; H = High; L = Low; VL = Very Low; NR = Not Relevant

No.	Statements	Scale				
		VH	H	L	VL	NR
1.	Master of Applied Linguistic Study Program UNY's performance in providing lecture services, including related tasks, that I needed as a student.					
2.	Master of Applied Linguistic Study Program UNY lecturer's performance in providing thesis supervision services that I need.					
3.	Master of Applied Linguistic Study Program UNY admin's performance in providing the services I needed as a student.					
4.	The academic staffs' performance of Postgraduate program UNY in providing the services I needed as a student.					

5.	The performance of the staffs in Postgraduate program UNY Financial Department in providing the services I needed as a student.	VH	H	L	VL	NR
7.	Head of department's performance in Master of Applied Linguistic Study Program UNY in providing the services I need as a student	VH	H	L	VL	NR
8.	Director of Postgraduate program UNY performance in providing services that I need as a student.	VH	H	L	VL	NR
9.	Vice director I of Postgraduate program UNY performance in providing services that I need as a student.	VH	H	L	VL	NR
10.	Vice director II of Postgraduate program UNY performance in providing services that I need as a student.	VH	H	L	VL	NR
11.	Master of Applied Linguistic Study Program UNY lecturers' quick respond in providing assistance and services to me as a student.	VH	H	L	VL	NR
12.	Master of Applied Linguistic Study Program UNY education staffs' (admin, academic, finance) quick respond in providing assistance and services to me as a student.	VH	H	L	VL	NR
13.	Head of department in Master of Applied Linguistic Study Program UNY quick respond in providing assistance and services to me as a student.	VH	H	L	VL	NR
14.	Director of Postgraduate program UNY quick respond quick respond in providing assistance and services to me as a student.	VH	H	L	VL	NR
15.	Vice Director I of Postgraduate program UNY quick respond in providing assistance and services to me as a student.	VH	H	L	VL	NR
17.	Academic Staffs accomplishment in Master of Applied Linguistic Study Program UNY to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR

18.	Finance department accomplishment in Master of Applied Linguistic Study Program UNY to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR
19.	Master of Applied Linguistic Study Program UNY lecturers' performance to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR
20.	Master of Applied Linguistic Study Program UNY admin's performance to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR
21.	Master of Applied Linguistic Study Program UNY academic staffs' performance to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR
22.	Master of Applied Linguistic Study Program UNY finance department staffs' performance to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR
23.	Head of department in Master of Applied Linguistic Study Program UNY performance to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR
24.	Director of Postgraduate program UNY performance to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR
25.	The accomplishment of Vice Director I Postgraduate program UNY to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR
26.	The accomplishment of Vice Director II Postgraduate program UNY to assure me as a student that the services provided are in accordance with the provisions.	VH	H	L	VL	NR

27.	Lecturers' willingness/concerns in Master of Applied Linguistic Study Program UNY to pay attention to the students.	VH	H	L	VL	NR
28.	Admin staffs' willingness/concerns in Master of Applied Linguistic Study Program UNY to pay attention to the students.	VH	H	L	VL	NR
29.	Academic staffs' willingness/concerns in Master of Applied Linguistic Study Program UNY to pay attention to the students.	VH	H	L	VL	NR
30.	Finance department staffs' willingness/concerns in Master of Applied Linguistic Study Program UNY to pay attention to the students.	VH	H	L	VL	NR
31.	Head of department's willingness/concerns in Master of Applied Linguistic Study Program UNY to pay attention to the students.	VH	H	L	VL	NR
32.	Director's willingness/concerns of Postgraduate program UNY to pay attention to the students.	VH	H	L	VL	NR
33.	Vice Director I willingness/concerns in Master of Applied Linguistic Study Program UNY to pay attention to the students.	VH	H	L	VL	NR
34.	Vice Director II willingness/concerns in Master of Applied Linguistic Study Program UNY to pay attention to the students.	VH	H	L	VL	NR
35.	The adequacy of facilities and infrastructures available at UNY to support learning process in Postgraduate program UNY.	VH	H	L	VL	NR
36.	Accessibility (ease of access) to facilities and infrastructures in UNY which are available to support learning process in Postgraduate program UNY.	VH	H	L	VL	NR
37.	The quality of facilities and infrastructures available at UNY to support learning process in Postgraduate program UNY.	VH	H	L	VL	NR

## B. Student Satisfaction towards the Implementation of Learning Process

Please read carefully the statements on the implementation of learning process at Master of Applied Linguistic Study Program UNY. Then, express your agreement or disagreement of each statement by setting 'X' sign in the appropriate column. If there is any irrelevant statement to your experience, you are suggested to choose NR (not relevant).

SA = Strongly Agree ; A = Agree; D= Disagree; SD = Strongly Disagree; NR = Not Relevant

No.	Statements	Scale				
		SA	A	D	SD	NR
1	All courses are equipped with Semester Lesson Plan (SLP) distributed to students.	SA	A	D	SD	NR
2	Learning achievements are formulated in detail for all courses.	SA	A	D	SD	NR
3	The formulation of learning achievement in SLP is easy to understand	SA	A	D	SD	NR
5	The description of all courses contains the following elements: the statements of course importance, the objectives of study, scope of material, course methods, assignments, assessment methods and weight of learning result, and major references.	SA	A	D	SD	NR
6	The assignment is given to support the effort to achieve the learning achievements.	SA	A	D	SD	NR
7	Every assignment is accompanied by clear description.	SA	A	D	SD	NR
8	Every assignment is accompanied by assessment criteria.	SA	A	D	SD	NR
9	The learning process in general runs according to the important points in SLP.	SA	A	D	SD	NR
8	During learning process, students get adequate opportunity to express their thoughts and opinion.	SA	A	D	SD	NR
9	The learning process stimulates student's high order thinking (think critically, syntactically, problem solving, and decision making).	SA	A	D	SD	NR
10.	Teamwork	SA	A	D	SD	NR
11.	Network building	SA	A	D	SD	NR
12.	The ability to use the learning resources.	SA	A	D	SD	NR
10	Lecturers give positive responses to questions, arguments, and student's thoughts.	SA	A	D	SD	NR
11	Lectures provide feedback to student's assignment.	SA	A	D	SD	NR
12	The scope of learning materials is consistent to what has been stated in LPS.	SA	A	D	SD	NR
13	The learning assessment is compatible with materials and process.	SA	A	D	SD	NR
14	The learning assessment measures learning achievement as	SA	A	D	SD	NR

	planned in LPS.					
15	The final assessment is a combination of participation in class, assignment fulfillment, and examination.	SA	A	D	SD	NR

### C. Thesis Supervision Questionnaire

Please read carefully the statements regarding the implementation of thesis supervision in Master of Applied Linguistic Study Program UNY. Then, express your agreement or disagreement to each statement by setting 'X' sign in the appropriate column. If there is any irrelevant statement to your experience, you are suggested to choose NR (not relevant).

SA = Strongly Agree ; A = Agree; D= Disagree; SD = Strongly Disagree; NR = Not Relevant

No.	Statements	Scale				
		SA	A	D	SD	NR
1.	Thesis supervisor gives the adequate supervision to associate the title and umbrella theme of research.					
2.	Thesis supervisor does an effort to reassure the research theme to its umbrella theme.					
3.	Thesis supervisor gives opportunity to consult periodically.					
4.	Thesis supervisor is willing to be contacted through various ways, both face to face or technology (email and WA).					
5.	The consultation about thesis with the thesis supervisor runs in appropriate time through deep conversation.					
5.	Thesis supervisor gives quick respond upon feedback.					
6.	Thesis supervisor gives feedback for chapter I in several aspects:					
	<i>a. Background to the study</i>					
	<i>b. Identification of problems</i>					
	<i>c. Problem delimitation</i>					
	<i>d. Problem formulation</i>					
	<i>e. Research purpose/objective</i>					
	<i>f. Research significance</i>					
	<i>g. Product specification (for the R&amp;D research)</i>					
7.	Thesis supervisor gives feedback for chapter II in several aspects:					
	<i>a. Theoretical review:</i>					
	(i) The scope of theory					
	(ii) Kemutakhiran teori					
	(iii) Relevant theory					
	(iv) Critical review					
	(v) Coherency					
	(vi) Accuracy of language (academic)					
	<i>b. Previous studies</i>					
	(i) adequacy of research reviewed					

	(ii) current research reviewed					
	(iii) the relevance of research reviewed					
	(iv) critical review					
	(v) Coherency					
	(vi) Accuracy of language (academic)					
8.	Thesis supervisor gives feedback for chapter III in several aspects:					
	a. Research context					
	b. Setting or the research					
	c. Sample of the research					
	d. Instrument of data collection					
	e. Technique of data collection					
	f. Validity and reliability of the instrument					
	g. Technique of the Data Analysis					
9.	Thesis supervisor gives feedback for chapter IV in several aspects:					
	a. Data analysis description					
	a. Presentation of quantitative data analysis results:					
	(i) Graphic presentation					
	(ii) Data tabulation					
	(iii) Verbal presentation					
	(iv) Hypothesis test					
	(v) Summary of findings					
	b. Presentation of qualitative data analysis results					
	(i) Presentation of process snippets					
	(ii) Graphic presentation of analysis results					
	(iii) Presentation of verbal analysis results					
	c. Critical discussion of research findings ( arguments)					
	(i) In terms of the theory presented in Chapter II					
	(ii) In terms of the findings of previous studies					
	(iii) In terms of questions or research hypotheses					
10.	Thesis supervisor gives feedback for chapter V in several aspects:					
	a. Conclusion (must flow from discussion and summary)					
	b. Implications (must flow from conclusion, emphasizing the importance of reason presented in the research findings).					
	c. Recommendations (must flow from implications)					
	d. Limitation of research.					
11.	Thesis supervisor gives feedback for references in several aspects:					
	a. APA system (Thesis Writing Guide) suitability					
	b. Alphabetical order for reference presentation.					
	c. The compatibility between the name of the author of the					

	library that is in the text and that presented in the bibliography.					
12.	There is an opportunity to conduct research with lecturers to accelerate the writing of thesis.					

#### D. Student Assessment towards Thesis Examination

The implementation of thesis exam is the final activity involving students as a party whose performance is the center of attention. As a student, please rate the thesis exam you have experienced. Please set an X in the appropriate column to show your perception of the things expressed in the statement. If there are items unrelated to your experience, such as that you have not reached that item in the thesis writing process, you're advised to choose NR (Not Relevant).

SA = Strongly Agree ; A = Agree; D= Disagree; SD = Strongly Disagree; NR = Not Relevant

No.	Pernyataan	SA	A	D	SD	NR
1.	The Board of Examiners consists of lecturers who have a competency background in accordance with the field ed in the thesis.	SA	A	D	SD	NR
2.	The Chief Examiner creates an atmosphere of testing that is conducive to the smooth running of the test.	SA	A	D	SD	NR
3.	The main examiner's questions show the expertise that corresponds to the issues raised in the tested thesis	SA	A	D	SD	NR
4.	All questions from the Chairman of the Board of Examiners are relevant to the field examined.	SA	A	D	SD	NR
5.	All questions from the Exam Secretary correspond to the scope of the thesis research tested.	SA	A	D	SD	NR
6.	The supervisor summarizes all questions and feedback given during the exam.	SA	A	D	SD	NR
7.	Exam is conducted in a comfortable room.	SA	A	D	SD	NR
8.	The exam lasts for a set time.	SA	A	D	SD	NR
9.	The exam takes place on a set day.	SA	A	D	SD	NR
10.	All examiners provide written improvement advice in the exam.	SA	A	D	SD	NR
11.	All written improvement suggestions are submitted to the student in the form of adequate space to write.	SA	A	D	SD	NR
12.	There is enough opportunity to consult with examiners in the process of improving the post-exam thesis.	SA	A	D	SD	NR



13.	There is enough opportunity to consult to thesis supervisor in the process of improving the post-exam thesis.	SA	A	D	SD	NR
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### E. Non-Academic Activities Questionnaire

Non-academic activities for students with regard to the development of personal and social potential, including leadership, creativity, innovativeness, cooperation, communication, and networking. Please read the statements below and set up an X to show your assessment of your experience in non-academic activities during your time as a student of the Master of Applied Linguistic Study Program (M-ALSP) UNY. If there are items unrelated to your experience, such as that you've never experienced one, you're advised to choose NR (Not Relevant).

SA = Strongly Agree ; A = Agree; D= Disagree; SD = Strongly Disagree; NR = Not Relevant

No.	Deskripsi Butir	SA	A	D	SD	NR
1.	There are many opportunities for students of M-AL of Postgraduate Program UNY to create and innovate in non-academic activities.					
2.	There are funds to support the development of creativity and innovative students of M-AL of Postgraduate Program UNY.					
3.	Facilities are available to support the development of creativity and innovative students of M-AL of Postgraduate Program UNY.					
4.	Lecturers and Leaders encourage students of M-AL of Postgraduate Program UNY to create and innovate.					
5.	There are standard operational procedures available for:					
	a. establishment of a Committee to carry out non-academic activities					
	b. submission of activity proposal					
6.	Opportunity availability for students of M-AL of Postgraduate Program UNY to draw up an annual work program plan of postgraduate program.					
7.	There is an opportunity for students of M-AL of Postgraduate Program UNY to be involved in drawing up a plan of non-academic activities.					
8.	There is an opportunity for students of M-AL of Postgraduate Program UNY to be involved in carrying out planned non-					

	academic activities.					
9.	There is an opportunity for students of M-AL of Postgraduate Program UNY to report on the implementation of non-academic activities and results.					
10.	There is an opportunity for students of the M-AL of Postgraduate Program UNY to propose new activities based on the results of reflection and evaluation of non-academic activities that have been carried out.					

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