

**THE CORRELATION BETWEEN ENGLISH AS A FOREIGN
LANGUAGE LEARNERS' LEARNING READINESS AND LEARNING
SATISFACTION TOWARD ONLINE LEARNING DURING THE COVID-
19 OUTBREAK**

THESIS



**BY
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FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION**

2021 G/1443 H

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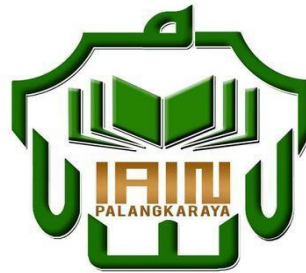
THESIS

Presented to

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In partial fulfillment of the requirements

for the degree of *Sarjana* in English Language Education



BY

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FACULTY OF TEACHER TRAINING AND EDUCATION
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1443 H/2021 G**

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Title : **THE CORRELATION BETWEEN ENGLISH AS A FOREIGN LANGUAGE LEARNERS' LEARNING READINESS AND LEARNING SATISFACTION TOWARD ONLINE LEARNING DURING THE COVID-19 OUTBREAK.**

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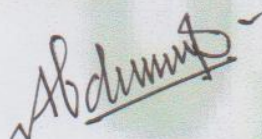
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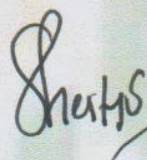
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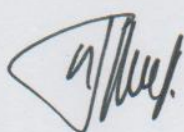
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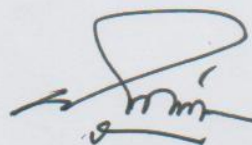
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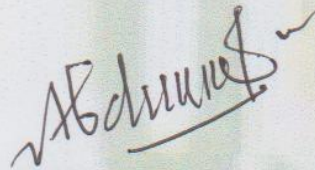
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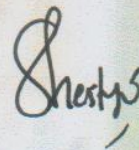
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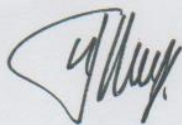
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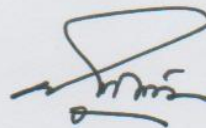
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Assalammu'alaikum Wr. Wb

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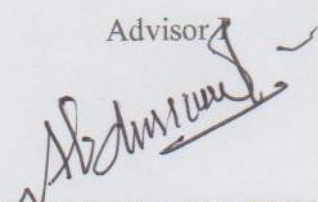
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DURING THE COVID-19 OUTBREAK.**

It can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

Thank you for the attention.

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Assalammu'alaikum Wr. Wb

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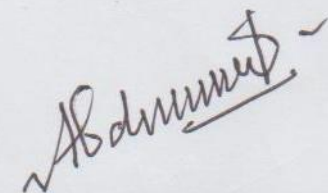
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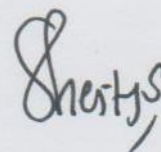
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MOTTO AND DEDICATION

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

إِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease.

(Q.S Al-Insyirah: 5-6)

This thesis is dedicated to:

My beloved father Prasetya and mother Yurni for their valuable endless prayer, sacrifice, and support. My beloved Sister Eka Prasetya for the support and happiness in conducting this research.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. If at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Palangka Raya, October 2021

Yours Faith fully



WIWIT PRASETYA
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THESIS APPROVAL

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10. Last, all of my friends and everyone who have helped the accomplishment of this thesis.

Palangka Raya, 2021

The Researcher,



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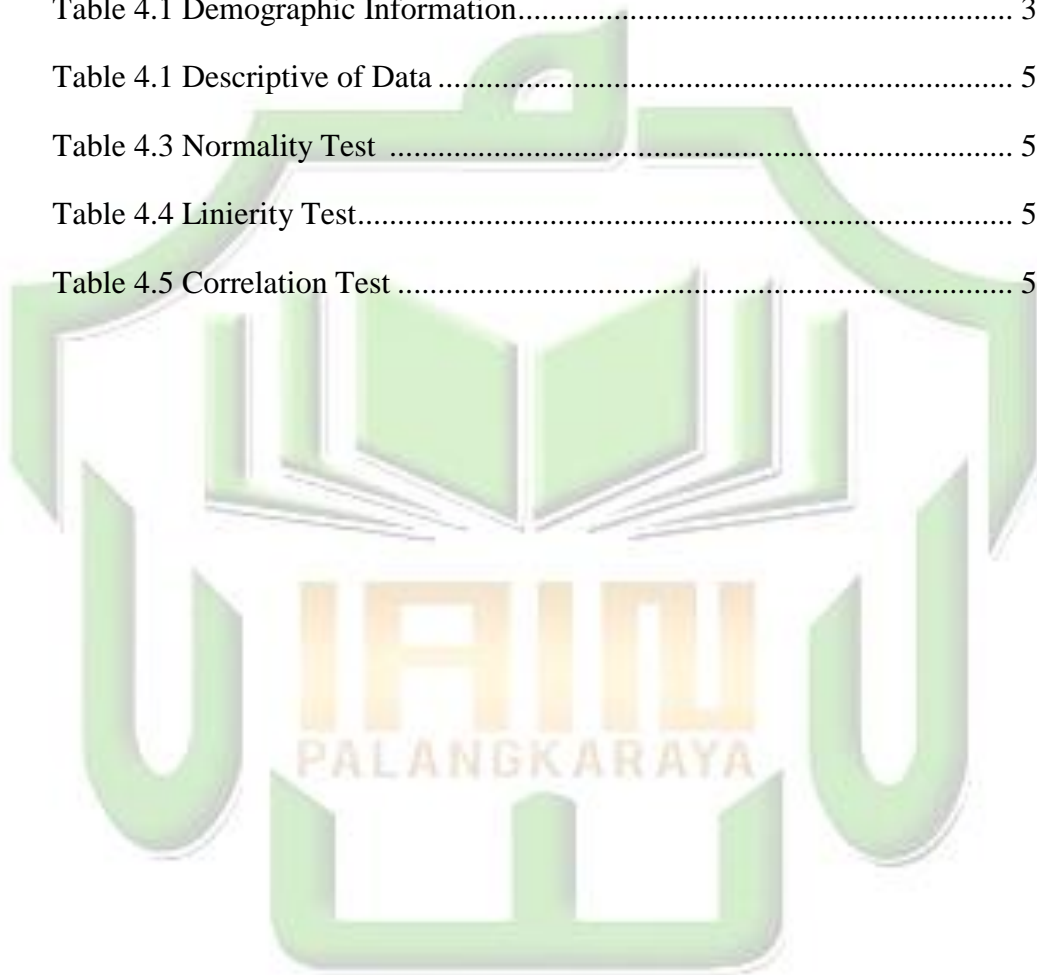
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LIST OF ABBREVIATIONS

- LR : Learning Readiness
LS : Learning Satisfaction
OL : Online Learning
EFL : English as a Foreign Language



ABSTRACT

Prasetya, Wiwit (2021). The Correlation Between English as a Foreign Language Learners' Online Learning Readiness and Learning Satisfaction Toward Online Learning During The Covid-19 Outbreak. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangkaraya. Advisor (I). Dr. Abdul Syahid, M.Pd. (II) Hesty Widiastuty M.Pd

Keywords : *Online Learning Readiness, Learning Satisfaction, Online Learning.*

Online learning is an approach to develop students' knowledge, skills, and competencies through internet technology. There are things that students must prepare in order to achieve learning satisfaction, in order to achieve learning outcomes as expected.

The purpose of this study was to find a correlation between online learning readiness and learning satisfaction toward online learning during the Covid-19 pandemic. This research focused on finding the correlation between online learning readiness and learning satisfaction toward online learning.

Quantitative method with correlation design was used in this study which involved 92 students in other English Education in IAIN Palangkaraya. Participants were randomly selected using name shuffles to fill out the questionnaire. This study used a random sampling technique, data collection used two instruments, namely a questionnaire. The data was analysed with non-parametric statistics.

The results show that the correlation between variables is online learning readiness and learning satisfaction; there was a significant correlation. This shows that there was a correlation between variables.

ABSTRAK

Prasetya, Wiwit (2021). Korelasi Antara Kesiapan Pembelajaran Mahasiswa dan Kepuasan Pembelajaran Terhadap Pembelajaran Daring Selama Wabah Covid-19. Skripsi; Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Abdul Syahid, M.Pd. (II) Hesty Widiastuty M.Pd

Kata kunci : *Pembelajaran Daring, Kesiapan Pembelajaran , Kepuasan Pembelajaran.*

Pembelajaran daring merupakan suatu pendekatan untuk mengembangkan pengetahuan, keterampilan, dan kompetensi melalui sarana berbasis teknologi internet. Untuk melakukan pembelajaran secara daring maka ada hal-hal yang harus mahasiswa persiapkan agar tercapainya kepuasan pembelajaran.

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kesiapan belajar online dan kepuasan belajar terhadap pembelajaran daring pada masa pandemi Covid-19. Penelitian ini difokuskan untuk menemukan hubungan antara kesiapan belajar daring dan kepuasan belajar terhadap pembelajaran daring.

Metode kuantitatif dengan desain korelasi digunakan dalam penelitian ini yang melibatkan 92 mahasiswa pendidikan bahasa Inggris di IAIN Palangkaraya. Peserta dipilih secara acak menggunakan pengocokan nama untuk mengisi kuesioner. Penelitian ini menggunakan teknik random sampling, pengumpulan data menggunakan instrumen yaitu kuesioner. Data dianalisis dengan statistik non parametrik.

Hasil penelitian menunjukkan bahwa hubungan antara variabel kesiapan belajar online dengan kepuasan belajar terdapat hubungan yang signifikan. Hal ini menunjukkan bahwa ada hubungan antara variabel.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the study

Currently, the Covid-19 outbreak has an impact on educational aspects. To break the chain of spreading Covid-19, face-to-face learning activities were transformed into online learning for all levels of education (Chung et al, 2020). Online learning is learning that is structured to use an electronic system or computer, it can support a learning process (Michael, 2013). Online learning readiness must remain oriented to the principle of learning outcomes and still pay attention to student accessibility abilities (Saputro 2020). Online learning raises various problems for which solutions are still being sought. So, online learning is learning activities that used the help of electronic technology.

The Covid-19 pandemic has changed learning process. Online learning readiness currently affected student learning outcomes with a substitute for face-to-face learning (Chung et al, 2020). One of the problem that occurs was difficult to get a network. So students have to look to a higher place. Some students became victims and even fell to death as a result of searching for difficult networks (Yilmaz, 2017). Online learning readiness is one of the important factors that affects learning. Online learning readiness is directly proportional to satisfaction of online learning experiences

(Gunawardena & Duphorne, 2019).



This change has an impact on student' satisfaction as online learning made the process more effective and organized, students were able used various applications on the computer to complete assignments. According to Schreiner and Nelson (2013), students' satisfaction with online learning has an influence on their success. It becomes a problem faced by students include weak signals, problematic applications, self-regulated learning and many more (Rohayani et al, 2015). The impact of online learning not face-to-face to students made the absorbed knowledge less optimal. Actually, learning has the advantage of making it easier for students to study from home under any conditions. For example, when a students experiences illness and cannot leave the house, the student was still able to listen to the study group so that lectures can still be followed (Nurgroho et al, 2019). Learning in class with online learning took a long time to adjust to previous learning, namely face-to-face learning. This is due to sudden changes in learning styles and the absence of thorough preparation in this online learning. As lecturers or teaching staff, it is expected that they first understand the learning tendencies or preferences of students by utilizing appropriate methods or learning media that made students interested in online learning (Zhafira et al, 2020).

Online Learning readiness and learning satisfaction have been discussed over years. Several studies revealed how important learning readiness in learning process (Chung, 2020; Churiyah, 2020; Rohayani, 2015; Martin, 2020; Yilmaz, 2017; Ojat, 2019). However , this issues has not been fully studied yet in English as a foreign language.

The researcher wants to explore how students' online learning readiness faced in Covid-19 pandemic in English class because students have many problems experiments to solve the problems during online learning. In this study, those variables have never been used before and was rarely mentioned in the Covid-19 situation. So that later, a few research concerns about learning readiness among diverse problems background, particularly students of English department and online class phenomenon. The purpose of this study is to obtain information about **“The Correlation English as a Foreign Language Learners’ Online Learning Readiness and Learning Satisfaction Toward Online Learning During The Covid-19 Outbreak ”**.

B. Research Question

The researcher formulates the research problem as follow: Are the more students are ready for online learning, the better they are satisfaction with online learning?

C. Object of the study

The objectives of the study above as follow: To measure the correlation between English as a foreign language learners’ learning readiness and learning satisfaction toward online learning during the Covid-19 outbreak.

D. Hypotheses

The hypotheses of the study as follow:

Alternative hypotheses (Ha). There is a correlation between English as a foreign language learners’ learning readiness and learning satisfaction toward online learning.

Null hypothesis (Ho). There is no correlation between English as a foreign language learners' learning readiness and learning satisfaction toward online learning.

E. Assumption

1. If the students have high learning readiness so, they will satisfied with online learning.
2. If the students have good learning satisfaction, they can solve their problem in online learning.

F. Delimitation of the study

The limitation of a problem is used to avoid existence deviation or widening of the main problem so that the research more focused and easier in the discussion so that the research objectives will be achieved. This study only focused about relationship between online learning readiness and students' learning satisfaction during Covid-19 outbreak of EFL students at IAIN Palangka Raya, especially at the English Department at the 2020/2021 academic year. The instruments used 5 options multiple choice items.

G. Significances of the study

The study has theoretical and practical significance:

1. Theoretical significance

This research could enrich and strengthen the theories about learning readiness and learning satisfaction toward online learning.

2. Practical Significances

a. For students

The results of this study helps the students to be more aware of their learning readiness in online learning and could to gain insight into the learning problems faced by the students and also support the application of online courses for students.

b. For the teacher

The results of this study will help the teacher to find the relevant strategies that can accommodate the students' needs, and they can maximize the technology for teaching learning process.

c. The future researchers

The results this study help their future researchers to find inspiration to get the latest issues in learning readiness and learning satisfaction.

H. Definition of key terms

As for the following definitions of keywords:

1. Correlation study assesses the relationship among two group or more variables in a single group (Ary et al. 2010).
2. Learning readiness is an individual's readiness to face learning activities. Applying online learning must support by service readiness or user readiness to be able to access content or learning activities provided online.
3. Learning satisfaction is a sense of motivation and prospect for the future.
4. Online learning is the acquisition of knowledge which takes place through electronic technologies and media.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher discussed and reviewed some related literature that consisted of explanations of the related study.

A. Previous studies

The researcher presents some past studies related to the investigation as follows: First, Yilmaz (2017) explored the role of e-learning readiness on students satisfaction and motivation. Researcher found that students's scores e-learning was high. Motivation of student's toward e-learning increases and as students have more self-direct learning skills. The results indicated that e-learning readiness is an important predictor of satisfaction and motivation in classroom model of instruction.

Similarities between those research is the method to find correlation between learning readiness and learning satisfaction. Also this study research instruments used questionnaire to obtain the data. The difference in this research the participants the results of them, in the place of research and participants. This study was focus to provide a review of studies that investigated feedback and measurement in the context of learning readiness and learning satisfaction.

Second, the study by Ebner (2020) explored situation of an Austrian university regarding e-learning before and during the first three weeks of the change over of the teaching system, using the example of Graz University of Technology (TU Graz). The authors provided insights into the internal procedures, processes and decisions of their university and present figures on the changed usage behaviour of their students and teachers. As a theoretical

reference, the article used three-learning readiness assessment, which provides a framework for describing the status of the situation regarding e-learning before the crisis. The paper concluded with a description of enablers, barriers and bottlenecks from the perspective of the members of the educational technology department.

The similarities of the research are some of aspects that showed in the research. Also this study research instruments used questionnaire to obtain the data. The difference in this research the participants the results of them, in the place of research and participants. The results are many of participants have ready to facing online learning at Covid-19 outbreak. So, many of participant fell satisfaction for online learning.

Third, a related study was conducted by Rohayani et al. (2015) focused on examination was to talk about the hypothesis of e-learning readiness factors and explore the availability factors that have been found by past scientists for measure preparation advanced education. This investigation applied writing audits and meta-examination as exploration systems. Writing survey conducted by audit the important articles with subject "e-learning status". The examination found that aptitudes and mentalities are the most noteworthy components that impact E-learning readiness.

The research is a literature review using meta-analysis. Meta-analysis is a review of research results systematic, especially on the results of research empirically related to e-learning readiness. First of all, the authors collected papers relating to e-learning readiness study using google scholar, EBSCO and Proquest. Search papers narrowed using the keyword "E-learning readiness ".

Based on the results obtained 25 articles. Step two authors examined the abstract of each paper and found seven articles that met the criteria. Criteria used the papers that discuss the measurement of e-learning readiness in higher education. Next the authors did examine the article to identify the factors used by researchers to measure the readiness of e -learning. Data results literature study grouped and sorted according to the study. For analysis, and identify the factors most widely used by researchers to measure the learning readiness. .

The study of the literature showed that there has been much researches done in the field of e-learning. Each researcher have a different point in determining the factors to measure the readiness of e -learning in higher education. Kuldip and Abas use policy makers, regulatory body factors for measuring receiver (learners) and enablers (tutors) readiness. They have found that the policy makers and regulatory bodies should participate more actively in the implementation of e -learning programs so as to create a learning environment that is supported by information technology. Alasadik assumed there are three domains which need to be considered in assessing the readiness of e-learning, namely the competencies, experience and attitudes. He found that there is an important relationship between the competence, experience and attitudes of faculty members in Egyptian university.

The similarities of the research are some of aspect that showed in the research. Also this study research instruments uses questionnaire to obtain the data. The difference in this research the participants the results of them, in the place of research and participants. The results are many of participants has ready to facing online learning at Covid-19 outbreak. So, many of participant fell

satisfaction for online learning.

Fourth, Chung et al. (2020) intends to examine if segment factors have any effect in their preparation to learn, internet learning encounters and expectation to keep utilizing web-based learning. It additionally inspects their favored strategies for web-based learning and the difficulties they face. Information gathered from 399 understudies in two diverse web based learning courses in Malaysia demonstrated that respondents are commonly prepared for web based learning. Nonetheless, females are discovered to be more prepared than male, qualification understudies are more prepared than certificate understudies while female understudies and certificate understudies are happier with internet learning and have better learning encounters contrasted with male and confirmation understudies. The greater part of the respondents showed that whenever given a decision, they would prefer not to proceed with internet learning later on. Most respondents favored web based learning through pre-recorded talks transferred to Google Classroom and YouTube. While the greatest test for certificate understudies is web availability, for recognition understudies, it is the trouble in understanding the substance of the subject. Pushing ahead, government, media transmission organizations and colleges ought to put resources into creating web framework the nation over as web based learning will be the new standard within a reasonable time-frame. College additionally needs to give further preparing to improve scholastics' internet instructing abilities to guarantee exercises are conveyed all the more successfully.

The similarities of the research are some of factors that showed in the

research. Also this research study instruments used questionnaire and test to obtain the data. The difference in this research the participants the results of them, in the place of research and participants. The results are many of participants has ready to facing online learning at Covid-19 outbreak.

Fifth, In the recent study conducted by Kirmizi. (2020) who focused on the implementation of distance learning systems carried out by Indonesian education in the Covid-19 pandemic situation. Literature studies from various reports and scientific articles as well as in-depth interviews were also conducted with samples of students, teachers and parents, both in rural and urban environments in Indonesia which were most affected by the Covid-19 virus. The results of the analysis conclude that Indonesia has prepared virtual infrastructure well, but the factors of teachers and schools still need to understand more about the essence of distance learning. Students have low self-regulated learning so they are less able to regulate their distance learning activities, teachers tend to stutter about technology, and parents lack understanding of the nature of teaching and learning activities carried out at home.

The similarities of the research are some of aspects that showed in the research. Also this study research instruments used questionnaire and observation to obtain the data. The difference in this research the participants the results of them, in the place of research and participants. The results are many of participants has ready to facing online learning at Covid-19 outbreak.

B. Theoretical Review

1. Learning

a. The Nature of Learning

The Nature of Learning Learning is a translation of the English "Instruction", consisting of two main activities, namely: a. Study b. Teaching, then put together in one activity, namely teaching-learning which is then popular with the term Learning. Thus, to understand the nature of learning, one must first understand each part, namely the nature of learning and teaching.

From several sources that discuss learning, there are some similarities in substance about learning, which is basically a change in behaviour (knowledge, attitudes, skills) as a result of interaction between students and the learning environment. Of this understanding has two important elements that explain about learning, namely 1) changes in behaviour, and 2) the results of interaction. With these two indicators it can be concluded, that someone who has learned must definitely be marked by a change in behaviour, otherwise learning has not yet occurred. Furthermore, the changes that occur must go through a process, namely the planned interaction between students and the learning environment for the occurrence of learning activities, if not then the changes are not learning outcomes. Therefore, changes in behaviour of students can be distinguished from two aspects: firstly the change in behaviour as a learning outcome, and secondly the change in behaviour that is not from the learning outcome. As for what must be done by every education personnel, that the change in behaviour in every

student is of course a change in the behaviour of learning outcomes. Based on the definition of learning mentioned above, teaching is basically an activity to manage the learning environment in order to interact with students to achieve learning objectives. The learning objectives are behavioural change (knowledge, attitudes, skills). The understanding of teaching is based on the notion of learning that has been explained previously, namely the change in behaviour resulting from interactions with the learning environment. Therefore, the instructor is managing the learning environment for the learning process to take place. From the understanding of learning and teaching, then if put together into "learning", it means that it is a process of interaction activities between students and the learning environment to achieve learning objectives. Viewed from the point of view of the main actors (subject) that learning refers to the totality behaviour of students to carry out various activities responding to each stimulus (stimulus) of learning to achieve learning objectives. Whereas teaching refers to the totality and professional behaviour of teachers, instructors, tutors, and other education designations to facilitate student learning. Thus, in terms of the culprit, learning refers to the behaviour of the totality of interactions between students and teachers, instructors, tutors, and other educational designations, and other broader learning environments for the achievement of learning objectives.

2. Online Learning

Online learning is an extension of learning in a network with a learning pattern through the help of an internet network so that there will be interactions in teaching and learning activities between students and lecturer. Online learning is also carried out by utilizing information technology.

According to Dabbagh and Ritland (2015), online learning is an open and distributed learning system using pedagogical tools. Which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge process through meaningful action and interaction.

Online learning media can be interpreted as media that is equipped with a controller that can be operated by the user, so that users can control and access what the user needs.

- a. The advantage of using online learning is learning independent and high interactivity, can increase memory levels, provide a more learning experience, with text, audio, video and animation all used to convey information, and also makes it easy to convey, update content, download, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, to video conference links to communicate directly.
- b. The importance of online learning :
 1. Technology has changed everything. Learning through videos, voice recognition, automatic corrections, and live exams, are a few examples of the effectiveness of online learning
 2. Ease of monitoring: This is very simple, in a physical class we would have to take notes on everything the teacher tells us, but in online classes, everything is recorded either on video or in writing.
 3. The human factor. When we talk about online learning we are not talking about self-study, although it is very useful. We must always bear in mind that the help of a teacher is the best way to learn

4. The democratization of education. One of the advantages of online learning is that it is relatively low cost and gives people who can't afford to go to physical school access to quality education.

3. Online Learning Readiness

Online learning readiness can be defined as student preference to choose online learning, engage in autonomous learning, and have the confidence to use electronic communication, the Internet, & computer-mediated. Ojat et al, (2019) define Online learning readiness in several aspects:

1. Students' location

Learning systems with distant locations are characterized by the separation between lecturer and students and the use of various media in the learning process to bridge the separation (Wedemeyer 1981).

2. Internet access and students' literacy to online learning process.

Adequate internet access makes the learning process more effective (Ojat et al,2019).

3. Students' choices for deliverance rather than for face-to-face teaching.

The aspect of readiness is computer self-efficacy. Hung, Chou, Chen, and Own (2010) define computer self-efficacy as an individual's perception of his or her ability to use computers to complete a task, such as analyzing data using software, rather than simple component skills such as

booting up the computer. In addition, Chiu & Tsai, (2014) state that the term "internet efficiency" refers to the confidence of a user in their Internet use.

4. Their Motivation in electronic communication and, in particular, their skills and confidence in the use of the Internet and computer communication.

Students must have a spirit to do learning in the online environment. Motivation plays a significant role in building the spirit of students. According to Hung and Chou (2010), the dimension of "motivation for learning" can significantly ease learners' efforts to be compatible and improve their learning, retention, and recovery. It is necessary to investigate learner motivation in the online learning environment. According to Chen and Jang (2010), because the characteristics of the educational environment (e.g., flexibility, accessibility, and computer-mediated communications) and the dynamics of student motivation are distinct in the online learning environment, many observers may not believe that theories of motivation established in traditional face-to-face classrooms and other settings can be directly transferred. According to Hung and Chou (2010), communication self-efficacy online is a critical component of overcoming the limitations of online communication. For instance, inquiring about a topic allows you to delve deeper into it, and delving deeper makes the topic more understandable. Furthermore, students should use the opportunity to work with other online students by using incentives and feedback to stay motivated to prevent the burning out or loss of interest when studying online.

Long (1994) defined self directed learning as the learner's psychological processes that are purposefully and deliberately managed or

directed to gain knowledge and understanding, solve problems, or improve or strengthen a skill. Instructional activities may help or hinder the process, but they do not always cause or prevent it. SDL is also typically linked to goal-setting, resource identification and selection, and time management. Geng, Law, and Niu (2019) state that Self-directed learners are more engaged in learning tasks such as reading online learning materials, completing classroom assignments, and planning and evaluating learning milestones.

5. Their capability to participate in autonomous learning.

According Hung et al, (2010), online learning readiness is students references to choose online learning, engage in automous learning, and have the confidence touse electronic communication, the internet, and computer-mediated.

Learning freedom is the best way to apply in the online environment. Students have to hold control of the learning process. Väjataga & Laanpere (2010) Learner Control means students make their preferences about pace, methods, and sequencing, for example, based on their interests and preferences. In many circumstances, however, learner control takes the shape of learner choice, which refers to the various options available to pupils while still requiring them to meet the same goals. Vandewaetere & Clarebout (2013) mention that regardless of the type of LC, all types have one thing in common: they allow learners to (partially) define their learning process based on their own needs, abilities, and interests.

The aspect of online learning readiness is computer-self-efficacy or computer skills . Ojat et al, (2019) defined readiness as location to access the online learning. They also define that computer-self efficacy as an

individual's perception of his or her ability to use computers to complete a task, such as analyzing data using software rather than simple component skills such as booting up the computer.

According to Hamalik (2013), learning readiness is the willingness, desire and ability to undertake activities that depend on maturity, experience, mentality, and emotions. Meanwhile, according to Brever (2010), learning readiness is the willingness to respond to react and is a prerequisite for further learning. Learning satisfaction also given pressure on English learning to always be ready to accept new challenges to continue striving to attain the level of desired online learning satisfaction. ELT in the situations is giving its own challenges.

Thorndike argues that the association between stimulus and response follows the following laws: (Moreno, 2010) 1) The law of readiness, which is that the more prepared an organism is to acquire a change in behavior, the implementation of the behavior will be raises individual satisfaction so that the association tends to be strengthened. 2) The law of exercise, namely the more often a behavior is repeated trained (used), the stronger the association will be. 3) Law of effect, namely the stimulusresponse relationship tends to be strengthened if the result is pleasant and tends to be weakened if the result is unsatisfactory.

4. Learning satisfaction

According to Kolter and Keller (2015) in general, service use satisfaction is related to one's feelings of pleasure or disappointment, partly the result of a comparison between perceptions and experiences of perceived and expected services. If the perceived service performance is below

expectations, then the tendency to use the service will be dissatisfied. Conversely, if the service provided meets expectations, then the service tends to be satisfied.

Learning satisfaction having a profound impact on students' learning and motivation, online learning satisfaction affects the environment, activity, learning results and student relationships in the teaching-learning process (Nugroho,2012). In English language teaching learning would be making learning students better, learning gains would make raising grades in college. The use of information and communication technology must also be balanced with technical skills and psychological challenges in its used. Learning readiness include constraints and supporting factors such as internet access and infrastructure.

The aspect for learning readiness is motivation and prospect for the future (Ojat et al, 2019). The motivation in learning satisfaction made the students easy to do learning process. And also, with learning satisfaction can give distribution to future. So that, it can make learning process easily.

There are several aspects learning satisfaction toward online learning they were:

1. Benefits of online learning

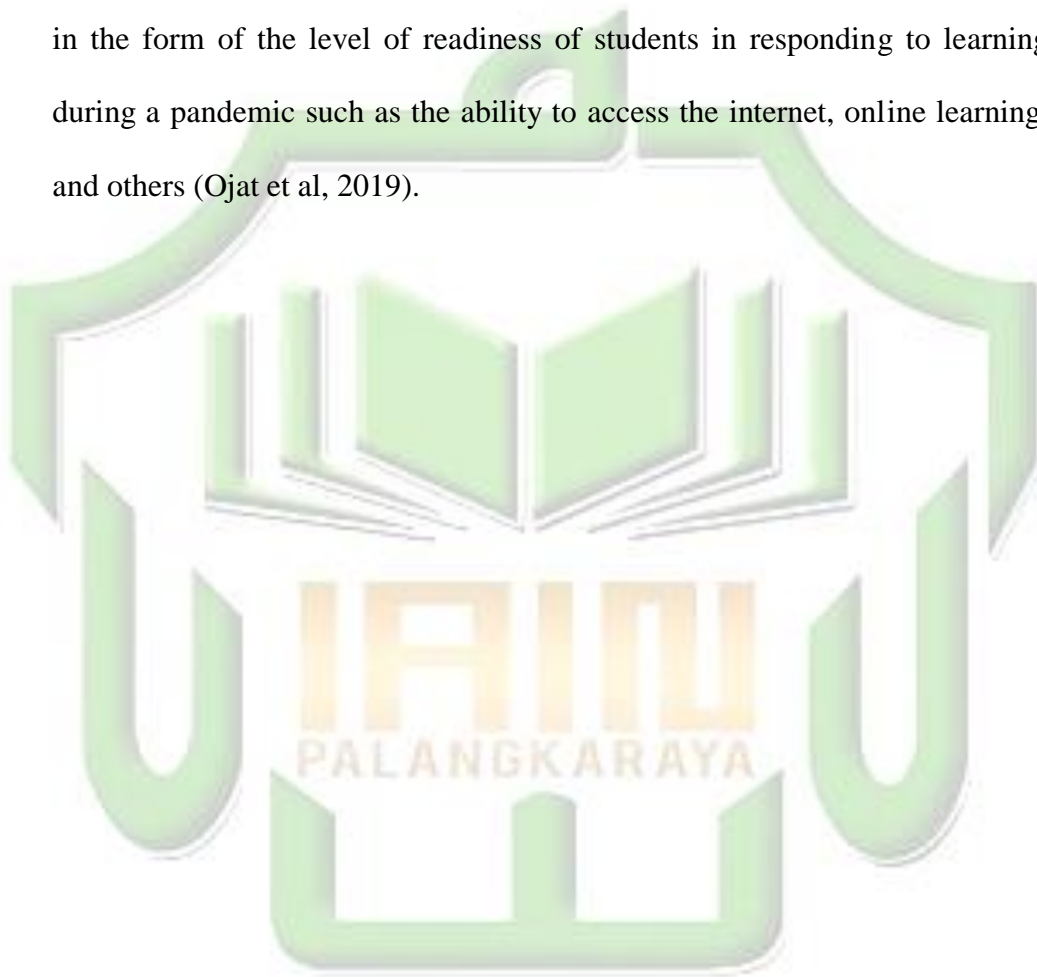
Students are satisfied with online learning, making it easier for students to find learning resources via the internet.

2. Obstacles faced such as poor internet connection make students sometimes frustrated with online learning.

3. Supporting factors make students feel no objection to online learning, such as internet quota prices and those given by the government.

4. Prospect in the future, online learning continues to grow rapidly and facilitates the teaching and learning process in the future by minimizing the impact of a bad situation.

In the Covid-19 pandemic situation, online learning readiness has an impact to learning satisfaction. Readiness arises due to the response of students to receive learning during the Covid-19 pandemic. This readiness is in the form of the level of readiness of students in responding to learning during a pandemic such as the ability to access the internet, online learning, and others (Ojat et al, 2019).





CHAPTER III

RESEACRH DESIGN

This chapter consists about research design, subject of the study, source of data, data instrument, data collecting procedure, and data analysis procedure.

A. Research Design

The purpose of this study was to investigate the correlation of English as a Foreign Language Learners' learning readiness and online learning satisfaction to further this research classified as a quantitative method with a correlational design. Correlational designs provide an opportunity to predict scores and explain the relationship between variables (Creswell, 2012). Correlation is a non-experimental design which employs data derived from pre-existing variable with the purpose to asses or study the relationship among two or more variable in a single group.

B. Population and sample

1. Population

A population is defined as all members of any well-defined class of people, events, or objects. It has created the larger group about which the generalization is called a population (Ary, et al 2010). The target population was all of the students English Language department at IAIN Palangkaraya, Central Kalimantan, Indonesia.

The subject in four classes, students took online classes whose ages ranged from 19-22 years. The population of this study showed in the following Table 3.1.

Table 3.1.
The Population of the Study

No	Class	Total
1	2 st semester	94
2	4 th semester	97
3	6 th semester	93
4	8 th semester	58
Total of population		342

Source: English Department at State Islamic Institute of Palangkaraya academic year 2020/2021.

2. Sample

The sample in this study was selected based on the use of sample size program. The sample size was of paramount importance in order to risk neither missing important information because of too small sample nor

wasting valuable resources because of too large sample size. The researcher determined the minimum sample size calculator (www.gpower.hhu.de) (Faul et al, 2009). The details calculation of analysis the sample size and statistical power can be found in Appendix.

With data analysis, namely with statistical test correlation bivariate normal and model, using exact test with $\alpha = 0.05$ with statistic a priori compute required sample size given it, significance and effect size with power (1-b error prob) 90% $P = 0,3$ from the results of the power analysis, the minimum sample size group of participants are 92 students.

Sampling can also refer to choosing specific locations, times of days, various events, and activities to observe in fieldwork (Tracy, 2013). According to Helaluddin and Wijaya (2019), sample was a small part of population which determined to be used in the process of data collection in research. Furthermore, Taherdoost (2016) stated that sampling in research can be used to make conclusions about a population or to make generalizations in relation to existing theories. The researcher used random sampling. Random selection is the process of choosing the components of a sample that ensures each member of a population stands the same chance of selection. The characteristics of the sample was assumed to be similar to the characteristics of the total population it was drawn. The initial step in choosing a sample, therefore, it is to define the sample frame (Adwok, J. 2015). The research held in State Islamic Institute of Palangka Raya, Faculty of Tarbiyah and Teachers Training, which situated at Jl. G. Obos Islamic Centre Palangka Raya, Central Kalimantan.

In the next step in building up the sample was to minimize a bias by selecting participants that difference semester. All of students from the online course were then asked to take part answer the questionnaire. The selection of participants were done by random sampling, with qualifications based on semesters. They have learned on average during the COVID-19 pandemic. The number of sample shown in the Table 3.2.

Table 3.2

The Number of Sample

No	Semester	Frequency
1	2 st semester	22
2	4 th semester	23
3	6 th semester	24
4	8 th semester	23
Total of Sample		92

Source: English Department at State Islamic Institute of Palangkaraya.

In this study, the researcher selected participants with different levels, namely students in semester 2, semester 4, semester 6, and semester 8. The selected participants ranged in age from 19-22 years with

a mean age of 20 years.

C. Research Instruments

To examine the correlation between EFL learners' learning readiness and learning satisfaction. The researcher took some questionnaire to get the data. The instruments used in this study include a questionnaire so the researcher was easy to finish the study. According to Brown (2010), the questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer. There were two types of questions are open-ended and close-ended questions. For the research, the researcher used close-ended questions that allow for more uniformity or responses and are easy to answer, code, and analysed (McKay 2006).

The sample responded to the items and statements in the questionnaire showed mostly in the form of Likert scale. It is the most common used question format for assessing participants' opinion of usability (Zoltan, 2010).

Likert scale is a bipolar scaling method, measuring either positive or negative response to a statement (Zoltan, 2010). In terms of the other data characteristics, the researcher used the Likert scale, the interval scales were also used for coding the question. The rating of score shown in the Table 3.3.

Table 3.3

Rate of Scoring

No	Statement	Score

1	Strongly Agree (SA)	5
2	Agree (A)	4
3	Neutral (N)	3
4	Disagree (D)	2
5	Strongly Disagree (SD)	1

Note : SA = Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

In this research, there are 20 items. The assesment score of this research instrument used subject Likert scale .The purpose of giving a questionnaire to determine the factors of learning readiness and students perception. Consists of the questions about learning readiness during pandemic and students' online learning satisfaction. The assessment score of this research instrument used subject or Likert scale. So that confusion can be avoided in scoring the five answers.

The researcher was adopted the questionnaire from Ojat, Adhi, and Deddy (2019). In the questionnaire there were several categories that serve as a basic reference in taking considerations in learning readiness and learning satisfaction. The category has ten dimensions. Location, Access, Literation, skills, motivation, benefit, challenge, support factor, prospect, and program. The questionnaire of learning readiness and learning satisfaction shown in the

Table 3.4

Table 3.4
The Questionnaire of Learning Readiness and Online Learning
Satisfaction

No	Statements
1	I am in remote area.
2	I have a computer and adequate internet access
3	Information technology makes the learning process more effective.
4	I am able to search with various sources of information on the internet.
5	I am able to use various applications on the computer to complete tasks.
6	I prefer to interact in online learning than face-to-face learning?
7	Lecturers quick to respond/feedback on online learning
8	Online learning can be done anytime and anywhere
9	Online learning makes the learning process more organized
10	Less cost for online learning.
11	Not all students have internet access.
12	Preparation of technology and information infrastructure for online learning requires a large amount of funding.

13	Students or lecturers are not able to use technology.
14	Delayed responses from students or lecturers frustrate tutors (students).
15	Government policy as a supporting factor for using online learning
16	You prefer online learning.
17	Information and communication technology infrastructure supports distance learning
18	Learning resources on the internet provide bright prospects for online learning.
19	I would recommend online learning to other students.
20	I am ready for online learning during the COVID-19 pandemic

Learning readiness test for location, access, literacy, skills, motivation, and benefits. For scoring each answer had weight 1 to 5 score point. A maximum of 100 score points could be achieved in the test. While online learning satisfaction dependent challenges, support factors, prospect, and program. The classification of questionnaire can be shown in the following Table 3.5



Table 3.5. Classification of questionnaire

No	Category	Number of items	No of items
1	Location	1	1
2	Access	1	2
3	Literation	1	3
4	Skills	2	4,5
5	Motivation	2	6,7
6	Benefit	3	8,9,10
7	Challenge	4	11,12,13,14
8	Support factor	3	15,16,17
9	Prospect	2	18,19
10	Program	1	20

Based on hung etal (2010), there were there levels of online learning readiness and learning satisfaction . The scoring rubrics can be seen below:

Table 3.6
Questionnaire Scoring Rubrics

Score	Interpretation
100	High
60	Moderate
20	Low

D. Instrument Validity and Reliability

Validity is the ability of an instrument to measure what it is designed to measure. Validity was defined as the degree to which the researcher has measured what he has set out to measure (Kumar, 2011). The validity of the content and the validity of the construct of this research was conducted by Ojat, Adhi, and Deddy (2019), they provided two indicators of learning readiness and observed learning satisfaction such as prospects and recommendations. The researcher used the Karl Pearson product moment correlation formula to test the validity of the instrument was found 0.681. So, this questionnaire deserves to be tested.

In this study, the reliability estimate of the instrument was based on The Cronbach's Alpa of the scale was found to be 0.747. The result of reliability by

researcher was found 0.795. Instrument has a reliability level if the $r_{ac} > 0.6$. So, this questionnaire deserves to be tested. The reliability means consistency in which an instrument produces the same score. The higher the correlation coefficient (r) of the instrument, the more reliable it was in measuring the performance of the subjects. To measure the reliability of the instrument the researcher used α formula because of scoring for the instrument. It consists 20 items.

Researcher also look for reliability to further confirm that this test was worth testing. It can be seen in the Table 3.5

Table 3.5
Reliability of instruments

No	Statements	Cronbach's Alpha
X1	I am in a remote area	,769
X2	I have a computer and adequate internet access	,770
X3	Information technology makes the learning process more effective.	,762
X4	I am able to search with various sources of information on the internet.	,764
X5	I am able to use various applications on the computer to complete tasks.	,770

X6	I prefer to interact in online learning than face-to-face learning?	,761
X7	Lecturers quick to respond/feedback on online learning	,772
X8	Online learning can be done anytime and anywhere	,769
X9	Online learning makes the learning process more organized	,759
X10	Less cost for online learning.	,770
X11	Not all students have internet access.	,786
X12	Preparation of technology and information infrastructure for online learning requires a large amount of funding.	,787
X13	Students or lecturers are not able to use technology.	,880
X14	Delayed responses from students or lecturers frustrate tutors (students).	,764
X15	Government policy as a supporting factor for using online learning	,761
X16	I prefer online learning.	,754
X17	Information and communication technology infrastructure supports distance learning	,765

X18	Learning resources on the internet provide bright prospects for online learning.	,762
X19	I would recommend online learning to other students.	,754
X20	I am ready for online learning during the COVID-19 pandemic	,761

E. Data Collection

The questionnaire was distributed to online learning at the university. With the four classes the researcher gave the link of google form that the body have of questionnaire (<https://forms.gle/DqgpzAmNzm5E9kgF7>). Google forms made it easy to distribute questionnaire during the Covid-19 pandemic. Before participants answering the questionnaire, the researcher asked the participants for permission to their assistance to answering the questionnaire. After researcher got permission, the researcher distributed the google form link through the WhatsApp groups of each class. However, sometimes there were obstacles to the location of participants, some live in city and some also live in village far from the city, thus hampering the process of answering the questionnaire.

After participants understood the filling procedure. They were asked to answer honestly and no one interfered in the process of answering the questionnaire. They were also allowed to ask the researcher what things they were confused about to answer the questionnaire. The researcher asked each

class leader to provide instructions for filling out the questionnaire. The participants answered a single 5 option multiple choice question for each questions.

F. Data Analysis

1. Data preparation

The data analysis begun with the preparation the results of data and all of information used to convert the information from each participant into a statistical analysis program, i.e. PASW Statistics Release 20.0, also known as SPSS. For example, Learning readiness variable was defined and labeled as “L_R”. After that give a score of the value of each answer responses that has been given by each respondent. Move all scoring results into tabulated data in the form computer. Then recap the total score of each sub variable and the score online whole.

After the reseacher prepared and created a data file, the next stage was counted based on the analysis that needed i.e. normality test and linearity test, if the data were normally distributed, it could to use a parametric statistics. If the data were not normally distributed, the researcher used a non-parametric statistic.

2. Data Analysis

To answer the research question the researcher analyzed the data in three steps. There were item scores, the distribution of frequency, and then central tendency. The procedure that used to analysis was a described by Field (2013). To analyze the data as reported by IBM SPSS. 20.0.

Descriptive statistics such as Means (*M*), Medians (*Med*), Standard Deviation (*SD*) and Percentage (%), Significant (S-sig) $p < .05$, Kendall's tau_d (*T*), 95% Confident Interval (*CI*) and magnitude of effect size was reported by online calculator was classified in accordance by 1998 Cohen's guidelines summarized by Hall (2010). For all of the statistical analyses, all results are reported as significant at $p < .05$ and 95 % Confident Interval . Also effect size to measure the magnitude of the effect of a variable on other variables as reported by SPSS 20.0.

Before the results of correlation were analyzed, the researcher must obtain values of normality and linearity distributed , the Kolmogorov-Smirnov test was performed to examine whether they were normal distribution or not. The assumptions, the normality of intercorrelations are reported as significant at $p > .05$. The assumptions were the results of testing were significantly. Then, to see if the data violated the assumption of linearity, the significant of linearity test was checked to examine whether the variables were intercorrelation.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the findings and discussion. The finding designed to answer the research problem, the students learning readiness and satisfaction during covid-19 outbreak.

A. Data Presentation

Demographic information used to collect personal data of the students. The number of 92 participants in semester 2nd up to 8th, academic year 2017-2020. To answer the research question, the researcher asked the students to use close-ended question about correlation between EFL learners' learning readiness and learning satisfaction during online learning. It includes semester and gender, students were joining online learning. In shown be in Figure 4.1.

Figure 4.1 demographic information of participants

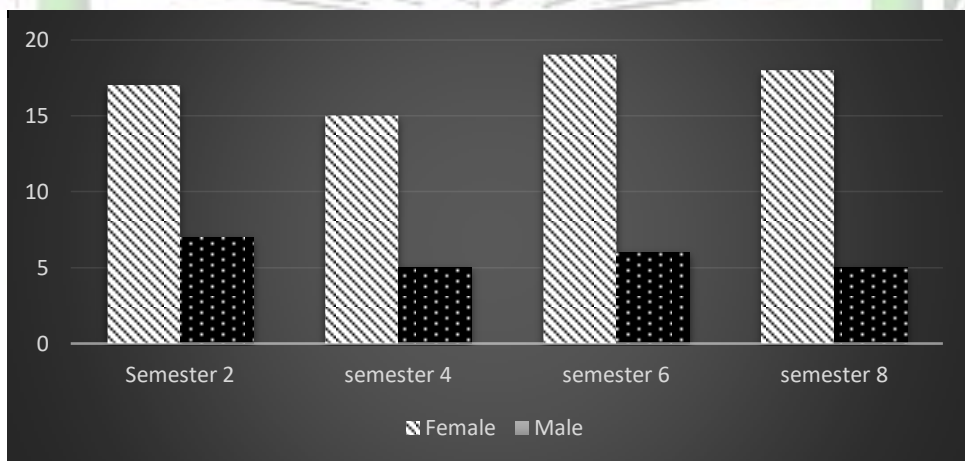


Figure 4.1 is showing in several parts, the shaded bars indicated the number of female participants. The dotted bars indicated the number of male took this test. Semester two there were female (17 participants) and male were (6 participants). Semester four there were female (15 participants) and male were (5 participants). Semester 6 there were female (19 participants) and male

were



(6 participants). Semester 8 there were female (18 participants) and male were (5 participants).

The data above could be detailed as follows:

Item_1 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	6,5	6,5	6,5
	D	8	8,7	8,7	15,2
	N	38	41,3	41,3	56,5
	A	23	25,0	25,0	81,5
	SA	17	18,5	18,5	100,0
	Total	92	100,0	100,0	

Item 1, stated that the students location was in the distance learning program unit. The table showed that there were 6 students (6,5 %) voted strongly disagreed, 8 students (8,7%) voted disagreed, 68 students (41,3%) voted uncertainly, 23 students (25%) voted agree, and 17 students (18.5 %) voted strongly agreed.

Item_2 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	5,4	5,4	5,4
	D	7	7,6	7,6	13,0
	N	19	20,7	20,7	33,7
	A	30	32,6	32,6	66,3

SA	31	33,7	33,7	100,0
Total	92	100,0	100,0	

Item 2, stated that the students have a computer and adequate internet access. The table showed that there were 5 students (5.4 %) voted strongly disagreed, 7 students (7,6%) voted disagreed, 19 students (20,7%) voted uncertainly, 30 students (32,6 %) voted agree, and 31 students (33.7 %) voted strongly agreed.

Item_3 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	28	30,4	30,4	30,4
	D	24	26,1	26,1	56,5
	N	26	28,3	28,3	84,8
	A	6	6,5	6,5	91,3
	SA	8	8,7	8,7	100,0
	Total	92	100,0	100,0	

Item 3, stated that Information technology makes the learning process more effective. The table showed that there were 28 students (30,4 %) voted strongly disagreed, 24 students (26,1 %) voted disagreed, 26 students (28,3 %) voted uncertainly, 6 students 6,5 %) voted agree, and 8 students

(8,7%) voted strongly agreed.

Item_4 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	2,2	2,2	2,2
	D	1	1,1	1,1	3,3
	N	11	12,0	12,0	15,2
	A	28	30,4	30,4	45,7
	SA	50	54,3	54,3	100,0
	Total	92	100,0	100,0	

Item 4, stated that it was able to search various sources of information on the internet. The table showed that there were 2 students (2,2 %) voted strongly disagreed, 1 students (1,1 %) voted disagreed, 11 students (12 %) voted uncertainly, 28 students (30,4 %) voted agree, and 50 students (54,3 %) voted strongly agreed.

Item_5 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	5,4	5,4	5,4
	N	23	25,0	25,0	30,4
	A	27	29,3	29,3	59,8

SA	37	40,2	40,2	100,0
Total	92	100,0	100,0	

Item 5, stated that it able to use various applications on the computer to complete tasks. The table showed that there were 5 students (5,4 %) voted disagreed, 23 students (25,0 %) voted uncertainly, 27 students (29,3 %) voted agree, and 37 students (40,2 %) voted strongly agreed.

Item_6 Results of Questionnaire Analysis

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
SD		17	18,5	18,5	18,5
D		21	22,8	22,8	41,3
N		40	43,5	43,5	84,8
A		11	12,0	12,0	96,7
SA		3	3,3	3,3	100,0
Total		92	100,0	100,0	

Item 6, stated that do you prefer interacting in online learning to face-to-face learning?. The table showed that there were 17 students (18,5 %) voted strongly disagreed, 21 students (22,8 %) voted disagreed, 40 students (43,5%) voted uncertainly, 11 students (12,0 %) voted agree, and 3 students (3,3%)

voted strongly agreed.

Item_7 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	2,2	2,2	2,2
	D	8	8,7	8,7	10,9
	N	34	37,0	37,0	47,8
	A	22	23,9	23,9	71,7
	SA	26	28,3	28,3	100,0
	Total	92	100,0	100,0	

Item 7, stated that the tutors or lecturers quick to respond / feedback on online learning. The table showed that there were 2 students (2,2 %) voted strongly disagreed, 8 students (8,7 %) voted disagreed, 34 students (37 %) voted uncertainly, 22 students (23,9 %) voted agree, and 26students (28,3%) voted strongly agreed

Item_8 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	3,3	3,3	3,3
	D	4	4,3	4,3	7,6
	N	33	35,9	35,9	43,5

A	28	30,4	30,4	73,9
SA	24	26,1	26,1	100,0
Total	92	100,0	100,0	

Item 8, stated that online learning can be done anytime and anywhere. The table showed that there were 3 students (3,3 %) voted strongly disagreed, 4 students (4,3 %) voted disagreed, 33 students (35,9 %) voted uncertainly, 28 students (30,4 %) voted agree, and 24 students (26,1 %) voted strongly agreed.

Item_9 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	27	29,3	29,3	29,3
	D	24	26,1	26,1	55,4
	N	25	27,2	27,2	82,6
	A	12	13,0	13,0	95,7
	SA	4	4,3	4,3	100,0
	Total	92	100,0	100,0	

Item 9, stated online learning makes the learning process more organized. The table showed that there were 27 students (29,3 %) voted

strongly disagreed, 24 students (26,1 %) voted disagreed, 25 students (27,2 %) voted uncertainly, 12 students (13,0 %) voted agree, and 4 students (4,3 %) voted strongly agreed.

Item_10 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	3,3	3,3	3,3
	D	11	12,0	12,0	15,2
	N	33	35,9	35,9	51,1
	A	22	23,9	23,9	75,0
	SA	23	25,0	25,0	100,0
	Total	92	100,0	100,0	

Item 10, stated that costs for online learning are cheaper. The table showed that there were 3 students (3,3%) voted strongly disagreed, 11 students (23,0 %) voted disagreed, 33 students (35,9 %) voted uncertainly, 22 students (23,9 %) voted agree, and 23 students (25,0 %) voted strongly agreed.

Item_11 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	4,3	4,3	4,3
	D	7	7,6	7,6	12,0
	N	28	30,4	30,4	42,4

A	27	29,3	29,3	71,7
SA	26	28,3	28,3	100,0
Total	92	100,0	100,0	

Item 11 , stated that not all students have internet access. The table showed that there were 4 students (4,3 %) voted strongly disagreed, 7 students (7,6 %) voted disagreed, 28 students (30,4 %) voted uncertainly, 27 students (29,3 %) voted agree, and 26 students (28,3 %) voted strongly agreed.

Item_12 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1,1	1,1	1,1
	D	2	2,2	2,2	3,3
	N	8	8,7	8,7	12,0
	A	34	37,0	37,0	48,9
	SA	47	51,1	51,1	100,0
	Total	92	100,0	100,0	

Item 12, stated that preparation of technology and information infrastructure for online learning requires significant funding. The table showed that there were 1 students (1,1 %) voted strongly disagreed, 2 students (2,2 %) voted disagreed, 8 students (8,7 %) voted un certainly, 34 students (37,0 %) voted agree, and 47 students (51,1 %) voted strongly agreed.

Item_13 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	2,2	2,2	2,2
	D	4	4,3	4,3	6,5
	N	27	29,3	29,3	35,9
	A	31	33,7	33,7	69,6
	SA	28	30,4	30,4	100,0
	Total	92	100,0	100,0	

Item 13, stated that students or lecturers are not able to use technology. The table showed that there were 2 students (2,2%) voted strongly disagreed, 4 students (4,3 %) voted disagreed, 27 students (29,3 %) voted uncertainly, 31 students (33,7 %) voted agree, and 28 students (30,4 %) voted strongly agreed.

Item_14 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	22	23,9	23,9	23,9
	D	26	28,3	28,3	52,2
	N	25	27,2	27,2	79,3
	A	12	13,0	13,0	92,4

SA	7	7,6	7,6	100,0
Total	92	100,0	100,0	

Item 14, stated that delayed responses from students or faculty are frustrating. The table shows that there were 4 students (2,2 %) voted strongly disagreed, 17 students (9,3 %) voted disagreed, 67 students (36,6%) voted uncertainly, 45 students (24,6 %) voted agree, and 50 students (27,3 %)voted strongly agreed.

Item_15 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	7,6	7,6	7,6
	D	21	22,8	22,8	30,4
	N	34	37,0	37,0	67,4
	A	24	26,1	26,1	93,5
	SA	6	6,5	6,5	100,0
	Total	92	100,0	100,0	

Item 15, stated that government as a supporting factor for using online learning. The table shows that there were 7 students (7,6 %) voted strongly disagreed, 21 students (22,8 %) voted disagreed, 34 students (37,0 %) voted uncertainly, 24 students (26,1 %) voted agree, and 6 students (6,5 %) voted strongly agreed.

Item_16 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	3,3	3,3	3,3
	D	1	1,1	1,1	4,3
	N	13	14,1	14,1	18,5
	A	33	35,9	35,9	54,3
	SA	42	45,7	45,7	100,0
	Total	92	100,0	100,0	

Item 16, stated that you prefer distance learning. The table showed that there were 3 students (3.3 %) voted strongly disagreed, 1 students (1,1%) voted disagreed, 13 students (14,1 %) voted uncertainly, 33 students (35,9 %) voted agree, and 42 students (45,7 %) voted strongly agreed.

Item_17 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	11	12,0	12,0	12,0
	D	22	23,9	23,9	35,9
	N	42	45,7	45,7	81,5
	A	12	13,0	13,0	94,6

SA	5	5,4	5,4	100,0
Total	92	100,0	100,0	

Item 17, stated that technology and information and communication infrastructure supports distance learning. The table showed that there were 11 students (12,0 %) voted strongly disagreed, 22 students (23,9 %) voted disagreed, 42 students (36,6 %) voted uncertainly, 12 students (13,0 %) voted agree, and 5 students (5,4%) voted strongly agreed.

Item_18 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	4,3	4,3	4,3
	D	11	12,0	12,0	16,3
	N	39	42,4	42,4	58,7
	A	24	26,1	26,1	84,8
	SA	14	15,2	15,2	100,0
	Total	92	100,0	100,0	

Item 18, stated that Internet learning resources provide bright prospects for online learning. The table showed that there were 4 students (4,3 %) voted strongly disagreed, 11 students (12,0 %) voted disagreed, 39 students (42,4 %) voted uncertainly, 24 students (26,1 %) voted agree, and 14 students (15,2%) voted strongly agreed.

voted uncertainly, 24 students (26,1 %) voted agree, and 14 students (15,2 %) voted strongly agreed.

Item_19 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	10,9	10,9	10,9
	D	20	21,7	21,7	32,6
	N	46	50,0	50,0	82,6
	A	12	13,0	13,0	95,7
	SA	4	4,3	4,3	100,0
	Total	92	100,0	100,0	

Item 19, stated that I would recommend online learning to other students. The table showed that there were 10 students (10,9 %) voted strongly disagreed, 20 students (21,7 %) voted disagreed, 46 students (50,0 %) voted uncertainly, 12 students (13,0 %) voted agree, and 4 students (4,3 %) voted strongly agreed.

Item_20 Results of Questionnaire Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	7,6	7,6	7,6
	D	7	7,6	7,6	15,2

N	26	28,3	28,3	43,5
A	33	35,9	35,9	79,3
SA	19	20,7	20,7	100,0
Total	92	100,0	100,0	

Item 20, stated that are you ready for online learning during the Covid-19 pandemic?. The table showed that there were 7 students (7,6 %) voted strongly disagreed, 7 students (7,6 %) voted disagreed, 26 students (28,3 %) voted uncertainly, 33 students (35,9 %) voted agree, and 19 students (20,7 %) voted strongly agreed.

B. Research Finding

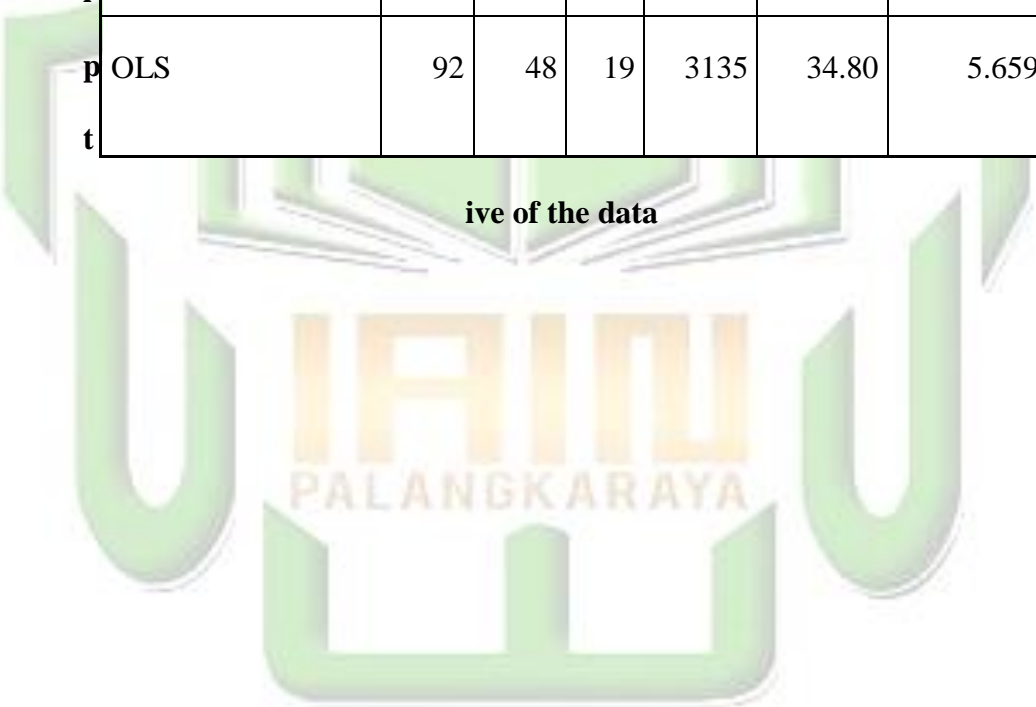
1. Descriptive statistics

Based on the research question dealing with the correlation of EFL learners' learning readiness and online learning satisfaction. Drawing to body of research that might hypotheses students' learning readiness and students' online learning satisfaction have a significant correlation. In the test conducted by 92 participants of learning readiness. The data can be seen in the table 4.2.

Table 4.2**D**

	N	Max	Min	Sum	Mean	Std. Deviation
LR	92	48	23	3116	33.87	4.625
OLS	92	48	19	3135	34.80	5.659

ive of the data



The descriptive analysis showed that the mean of LR was 33.87 and OLR was 43.80. Also, the standard deviation of OLR was 4.625 and OLS was 5.659.

2. Assumption Test

a. Normality Test

Before calculating the correlation between variables, the variables must be normally and linearity distributed. In normality and linear analysis, the following values were obtained. The Normality test shown in the Table 4.3

Table 4.3
Distribution of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Learning Readiness	.105	92	.014
Learning Satisfaction	.082	92	.161

Note: Not normal = .014 < .05

The significance learning readiness 0.161 and significance of learning readiness was 0.014. Then, the normality was consulted with Kolmogorov-Smirnov with level significance 5 % ($\alpha=0.05$) (0.014 < $\alpha=0.05$) then it could be concluded that data were not normal.

b. Assumption of Linearity

After obtaining normality, the input of linearity test to know whether data were linearity distributed. Linearity was applying ANOVA and comparing the significant level, if the value was less than .05, it was considered non-linear, while if the significance was $> .05$ it was linear (Garson,2012).The significance learning readiness and online learning satisfaction were not linearity distributed. This can be seen in the linear results below as a condition to determine whether the next analysis whether data used parametric or non-parametric statistics.

Table 4.4
Distribution of Linearity

Variable	Sig	Deviation	Taraf	Assumption
	From		Significance	
	Linearity			
LR-LS	0.00		> 0.05	Not-Linear

Note: $*p < .05$

The table 4.4 indicates that the value was less than .05, it was considered non-linear.

3. The Correlation of Learning Readiness and Learning Satisfaction

After knowing that the data were not normally and linearity distributed so the researcher used non-parametric statistics. Kendall's tau-b was run to determine whether there was a significance correlation

between students learning readiness and students online learning satisfaction. The researcher used Kendalls' Tau_b because the research had a small data. As hypothesized, Learning readiness was significantly related to online learning satisfaction, $T= 0.434$, 95% *BCa CI* [32.9, 35.3], $p=0.000$. This indicates that if the higher level of students' learning readiness, the better the students' online learning satisfaction.

Table 4.5
The Correlation Online Learning Readiness and Learning Satisfaction

Kendalls' Tau_b		Readiness	Satisfaction
Readiness	Correlation Coefficient	1.000	.434
	Sig. (1-tailed)		.000
	N	92	92
Satisfaction	Correlation Coefficient	.434	1.000

	Sig. (1-tailed)	.000	
	N	92	92

Analysis of variance to obtain information on the difference in the average mean of two or more variables studied. Influencing factor. In analysis of variance are $N= 92$, $SD= 4.625$, $Var= 21.389$, $sd\ error= 0.48$. Whereas for LS $N=92$, $SD= 5.659$, $var = 32.027$. The analysis shown frequency of CI has mean= 33.87, lower bound = 32.91, upper bound = 34.83, $SD= 4.625$, $CI= 95\%$ $n= 92$ and $SE= 482$. It has confidence level 95%. So, the learning readiness received by students ranged at least 32.91 and not more than 34.83. Online Learning satisfaction received by students ranged from 32.90 at least and not more than 35.25. The fatter the CI image, the less confidence it has, on the other hand, the thinner the CI image, the greater the level of confidence. This means that the confidence level represents of confidence intervals that contain the true value of the unknown population parameter. In other words, 90% of confidence intervals computed at the 90% confidence level contain the parameter, 95% of confidence intervals computed at the 95% confidence level contain the parameter, 99% of confidence intervals computed at the 99% confidence level contain the parameter.

Factors affecting the width of the confidence interval include the size of the sample, the confidence level, and the variability in the sample. A larger sample tended to produce a better estimate of the population

parameter, when all other factors are equal. A higher confidence level tend to produce a broader confidence interval. For more explanation can be seen in the Figure 4.2.



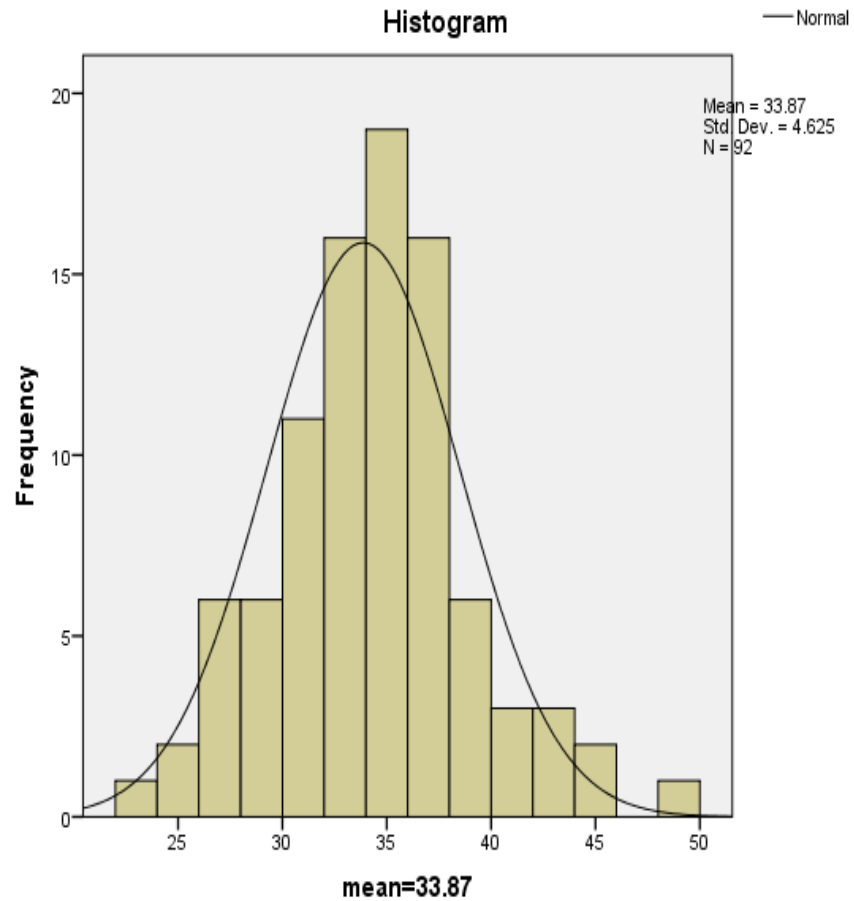


Figure 4.2 Demographic Information of CI OLR

It was showed that the shape of the lean inclined curve indicated that the confidence level of these two variables were good.

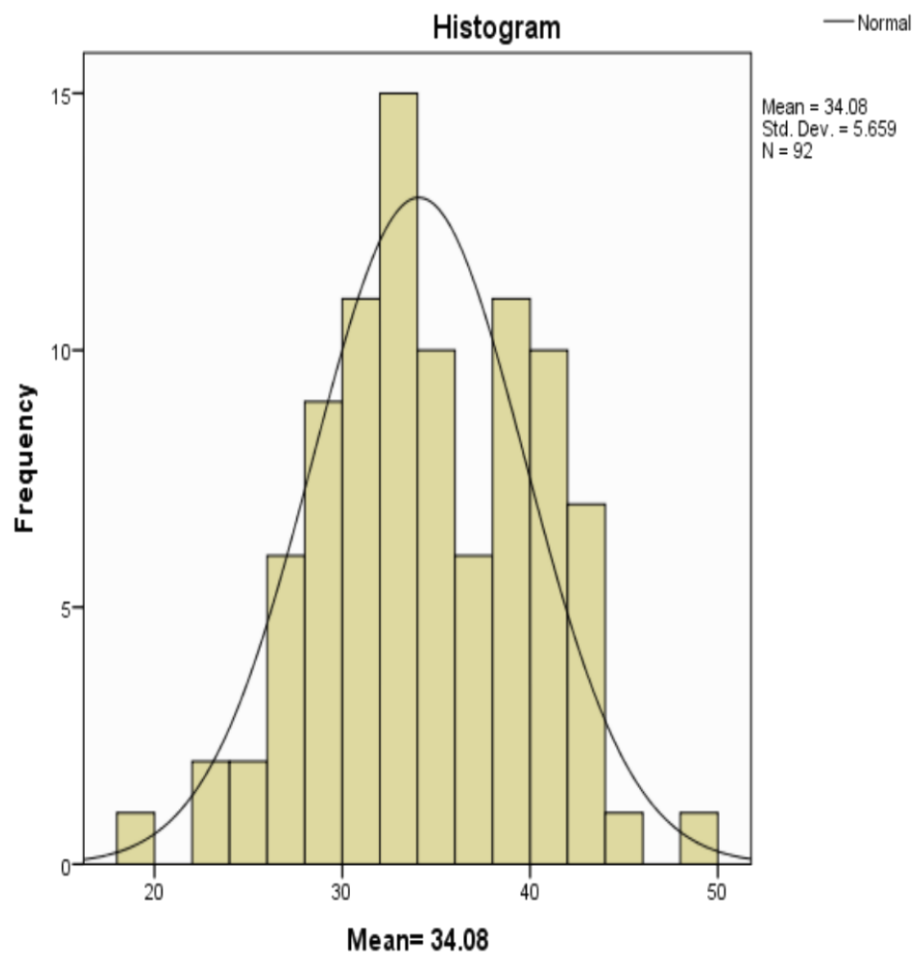


Figure 4.3 Demographic Information of CI LR

It was showed that the shape of the lean inclined curve indicated that the confidence level of these two variables were good.

Then calculate the effect size to find out how big the effect is in this study. Effect size is a measure of magnitude of the effect of a variable on other variables.

$$Cohen' d = \frac{Mean1 - Mean 2}{\sigma}$$

$$= \frac{33.87 - 34.08}{26,707}$$

$$= \frac{-0.21}{26.07}$$

$$= -0.04$$

The researcher also performed calculations using an online effect size calculator ([http:// web.uccs.edu/lbecker/Psy590/escalc3.htm](http://web.uccs.edu/lbecker/Psy590/escalc3.htm)). Enter the mean and standard deviation. Returns $a. d = -0.04$ for LR-LS. This indicates that the effect sizes for LR and OLS are too small or negligible.

From the results of the data and interpretation above, it could be concluded that the data were not normally and linear distributed. Then the results showed that the level of confidence interval and analysis of variance have different means. Then, students' learning readiness had a significant correlation with students' online learning satisfaction. In the final analysis, it can be concluded that the answer to the research question is "Yes" because students' learning satisfaction had a correlation on students' online learning readiness.

C. Discussion

After being summarized, the researcher interpreted and compared the results with previous study. Based on findings, there was a significance relationship between students' learning readiness and students' satisfaction, in which T was smaller than P ($0.00 < 0.05$). It was related with a previous study by Ojat, Adhi & Susilo (2019). The result previous research showed that there was a strong enough between learning readiness and learning satisfaction. According to them the two positions of participants were compared to each of the access conditions, the literacy of online learning, or the status of participants. The opinions of the online learning program differ from views on one side of the spectrum to other moderate positions. Especially the cost, trend, and the sustainability price of online learning participants. It was similar to the results of research in which participants' opinions differ. The way of analyzing the data were somewhat different in their study was used non-parametric statistic because the data do not normal and linear distribution, so that they used spearman rho to analyzed the data. They also have a saturated point of online learning because of the backbiting of teachers. Eventually students lack of respect for online piracy. And they also had a greater respondent of some 16,000 participants, making their work more meaningful, and they also employed vivid statistic, the two variables of study and learning satisfaction. Which results in the same result that if learning readiness is good then learning satisfaction is also good.

From the reporting of the results, it was found that the effect size was not meaningful, this indicates that students' learning readiness was

not fully influenced by learning readiness. Understanding in general there were other factors in influencing student learning satisfaction. Yilmaz (2017) found that the other factors which have an impact on satisfaction are self-directed learning skills and internet self-efficacy.

Related to first previous study, another research study by Yilmaz (2017) showed that there was positive correlation between two variables. High-quality interaction in the community and finding answers to the learning needs would increase learning satisfaction and motivation. He used path analysis to identify the relationships between latent structures. The result of the model showed that the other factors which have an impact on students satisfaction are self-direct learning skills and internet self- efficacy. They claim that to enhance the satisfaction of student learning must prepare everything that was possible, such as internet access, computer skills, and mentals. Similarly, it has been concluded in the research conducted that the learning content and materials used in online learning as well as the learning environment, its interactivity, quality, usability and suitability to students have a direct effect on student motivation and satisfaction. Yilmaz (2017) also found that for learning satisfaction students must learn to use the online learning support applications.

This research was somewhat different from the research conducted by Yilmaz (2017). The discussion carried out to examine whether there was an effect of student learning readiness on student satisfaction and learning motivation that is applied in the classroom. The population in this study were 236 students who took computer courses taught by the FC model. The research

method used was correlational research to enable the researchers to evaluate the relationships and effects between dependent and independent variables. Even though the researchers used the same method, namely correlation, the results were still different. The difference lies in the treatment of the experimental class.

The same result was also presented by Chung et al. (2020), explained there was a significant correlation between learning readiness and learning satisfaction, it generally indicated that they were between slightly to moderate ready for online learning. They were found that learning readiness for application in the computer such as classroom, Youtube , etc. Also they were used of different test was used. The study was calculated then ranked based on percentage. In their study there were challenges readiness such as lack of motivation, slow response and device, lack of computer skill, and difficulty on focus online learning . And result from previous study same which have positive correlation between learning readiness. They study with applications such as the whatapps and telegrams to support learning, there were some of the students who have limited communication tools such as poor voice in the whatapps, old loading, limited download. Furthermore, they also found out the difference between demograpics choice of preferences for online learning methods. Gender did not have a significant effect on the choice of preference for online learning methods.

This research was somewhat different from the research conducted by Chung (2020), the discussion carried out in this study is to examine whether there is an effect of student learning readiness on student learning satisfaction and motivation. The population this study was 399 are made up of 116 (29 %)

male and 283 (71 %) females. They ranged from 19 to 25 years of age, with an average age of 21 years. While 178 (45%) were degree students, the remaining 221 (55%) were diploma students. The research method used was non-experimental research to enable the researchers to evaluate the relationships and effects between dependent and independent variables. The difference in the treatment of the experimental class.

Another study by Kirmizi (2015), indicated that have a high level of students' learning readiness and learning students' satisfaction. The result have indicated that distance education students think that their course contribute to their educational and professional development. In terms of the relation between computer/Internet self-efficacy and satisfaction, the results of the study found a positive correlation and support the findings of Chu and Chu's (2010) study. However, although a positive correlation was found, the regression analysis indicated that computer/Internet self-efficacy was not one of the predictors of satisfaction.

The discussion carried out in this study was to measure the effect of student learning readiness on students' learning satisfaction and motivation. The research design used correlation research to enable the researchers to evaluate the relationships and effects between dependent and independent variables. However, this study was somewhat different, namely in terms of the readiness factor in which they described five assessment indicators such as self-directed learning, motivation for learning, computer/internet self-efficacy, learner control, and online communication self-efficacy.

The previous study by Kumar (2021), the study was designed to identify the predictors of students' satisfaction with online learning. This is

because satisfaction was highlighted as one of the important factors that determine the quality of online instruction research attempted to understand the relationship between five dimensions of OLRs construct (CIS, SDL, LC, ML, and OCS) and student satisfaction with online learning. Two different models were tested. Results suggest that it was more likely to have high students' satisfaction if students come to an online course with some preparation to give direction to his/her own learning progress. The one who is confident of using online tools to communicate effectively through text, discussion forums etc. are the one among the satisfied students. The findings of this research stresses the importance of self-efficacy for learning online. Self-directed learning (SDL) is not so strong predictor of student satisfaction. However, results demonstrated that the one who is inclined towards self-discipline in managing their time well, setting up their learning goals, consulting people to solve learning problems, and keen on their performance were the one who are satisfied with online learning environments.

Based on the result of this study, researcher recommended that all factors that can be controlled such as the ability to use computers, internet access should be of sufficient concern, especially for teachers and FL learners. FL learner should be provided with knowledge on how to access the internet properly and taught how to use various computer applications to support online learning.

The results of this study mean that learning readiness has an important part in increasing students' learning satisfaction. Learning readiness is a program implemented by every student as well as teachers and related

institutions to support the implementation of good and conducive learning in order to create an ethos and learning experience.

Readiness to learn is one of the external factors that affect learning satisfaction. By following learning readiness, students will feel satisfied so that they encourage them to be more creative, innovative and dare to take risks. So it can be concluded that the higher the level of students' readiness, the better the student's learning satisfaction.

The result of this study showed that all variables were interrelated. Learning readiness affects students' satisfaction in online learning. The study suggested that FL learners always prepare in any condition, especially at the possible covid-19. A readiness of good learning will result in good learning satisfaction, creating a conducive, safe, and controlled atmosphere of teaching. Because with the satisfaction of good learning will make learning more effective and efficient aural stimuli in the teaching-learning process.

The existing technology has been well equipped to help FL learners and teachers to searching some references to doing work. But many students reject to the high cost of Internet quotas to access online learning. Not to mention, when Internet users were in remote areas where access to the Internet was scarce and even bad, the learning process can be rather disrupted.

The study has been attempted and implemented according to scientific procedure, yet it still has limitations, the factors affecting the learning satisfaction of the student in this study are only two variables, learning readiness and learning satisfaction. And there were many other factors that influence learning satisfaction. Beyond the existence of an experiment with

leginaire's, it was sometimes the answers given by the sample don't indicate the reality. The research environment was conducted online only in other college areas. Other limitations also lack the methods of interviews to support questionnaires' data, so more data are obtained and support each other.

The evident that the poor results of the current covid-19 outbreak condition made the research process quite impaired. Looking at the power as a statistic, evidence there was significant and correlation interaction between learning readiness and learning satisfaction. As also described on the research method, there are power analysis and sample size calculation has been performed before the questionnaire was distributed. On the contrary, the observed there was significance had a small effect size. So, this effect size was sufficient to examine the effect of significance and effect size would have been noteworthy.

The strength of this research is that researcher got the instrument directly from the instruments maker and this research has passed the recommended procedure. The data in this study have gone through stages in the form of normality test, linearity test, and non-parametric test. The study was also one that have done to see the level of student learning readiness and learning satisfaction in Covid-19 pandemic, especially at other colleges. In future, qualitative research methods could be used to make in depth examination of students opinions. Researcher who will conduct research with a survey approach can combine with other learning models. Furthermore, it is important to consider because it will be the basis for consideration for some of the things related to online learning and help provide insight into these discussions. Finally, to corroborate some of the results of earlier research into

the Covid-19 period.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the results of the data and interpretation above, it could be concluded that the data were not normally and linear distributed. Then the results showed that the level of confidence interval and analysis of variance have different means. Then, students' learning readiness had a significant correlation with students' learning satisfaction. In the final analysis, it can be concluded that the answer to the research question is "Yes" student online learning satisfaction had a significance correlation on student learning readiness. Because, T was smaller than $sig.$ ($0.00 < 0.05$).

B. Suggestion

Based on the result of the study, the researcher gave some suggestions for the students, teachers/ lecturers and future researcher as follow:

1. For the students

Suggestions for students are to further skills in the use of technology and also to know strategies as students in order to obtain complete the task for online learning.

2. For the Teacher

Suggestion for teachers should know the students need to enhance their learning readiness. So, the teacher needs to find their obstacles in online learning situation.

3. For the future researchers

In the future researchers, qualitative research methods could be used to make in depth examination of students opinions. Researcher who will conduct research with a survey approach can combine with other learning models.



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Appendix

INFORMED CONSENT FORM

Research Title: THE CORRELATION BETWEEN ENGLISH AS A FOREIGN LANGUAGE LEARNERS' ONLINE LEARNING READINESS AND LEARNING SATISFACTION TOWARD ONLINE LEARNING DURING THE COVID-19 OUTBREAK.

Students: Wiwit Prasetya

1. Advisor 1 : Dr. Abdul Syahid, M.pd
 2. Advisor II : Hesty Widiastuty, M.pd
-

You are invited to take part in a research study. But before you accept, we would like to help you understand the research and what participation you will be involved in. Please read through the Information Sheet for Participants and the Informed Consent Form. The followings are the points of consent.

- I have read the Information Sheet for Participants, which explains the goal and the methods of this study, why this study is being done and my part in it. I understand it.
- I have had a chance to ask questions about the project, and I am comfortable with the answers that I have been given. I know that I can ask more questions whenever I like.
- I have volunteered to participate in the research. I know that I could have said 'No thank you'.
- I agree to participate in a classroom where I am assigned to, have a questionnaires, and reading test.
- I know that I am free to withdraw from the study at any time. If I do withdraw there will be no adverse consequences for me.
- I know that I can join a non-research class of the same course if only I choose not to participate this research.
- I agree for the information received to be used in publication, presentation, teaching and further research.
- If I withdraw from the study, none of the information I have given can be used in the research.
- I know that the researchers will keep my information confidential so far as the law allows.

- I have been told that we will not talk about politics and sensitive issues of human rights. I will not pass on any personal and family-related information. If I accidentally tell the researcher these kinds of things, they will try to stop me and will try not to record them.
- I know that I will not get paid for participating in the research project. Even though I am paid I don't have to answer all of the questions.

I have read this Informed Consent Form and I agree with all the points listed above.

Signed by the research participant _____

Name of the research participant _____

Date_11th June, 2021 _____

I agree to having an questionnaires

YES

NO

Palangka Raya, June 2021

Name:

SRN.

Appendix I

I really like to appreciate the participants for helping to answer this questionnaire. This questionnaire is not a test. This questionnaire contains the perception of the students who have answer levels of 1(Strongly disagree), 2(Disagree), 3(Neutral), 4(Agree) and 5(Strongly agree). Data test result are not disseminated. To encourage the participants, I would like to ensure that the answers remain totally and technically safe, meaning that no one knows who the answers come from survey of learning satisfaction adopted by Ojat et al, (2019) about learning readiness (LR) and learning satisfaction (LS).

Saya sangat berterima kasih kepada para peserta yang telah membantu menjawab kuesioner ini. Kuesioner ini bukan tes. Kuesioner ini berisi persepsi siswa yang memiliki tingkat jawaban 1 (Sangat tidak setuju), 2 (Tidak Setuju), 3 (Netral), 4 (Setuju) dan 5 (Sangat setuju). Data hasil tes tidak disebarluaskan. Untuk mendorong para peserta, saya ingin memastikan bahwa jawabannya tetap aman secara total dan teknis, artinya tidak ada yang tahu siapa jawaban yang berasal dari survei kepuasan pembelajaran yang diadopsi dari Ojat et al, (2019) tentang Learning Satisfaction (LR) and learning satisfaction (LS).

For the participants please write your biodata below:

For example :

Name : Wiwit Prasetya

Class : 4A

Email :wiwitprasetya29@gmail.com

Gender : Female

Learning Readiness questionnaire

NO	STATEMENTS	SD	D	N	A	SA
1	I have a computer and adequate internet access (Saya memiliki komputer atau akses internet yang memadai)					
2	Information technology makes the learning process more effective. (informasi teknologi membuat proses pembelajaran lebih effective)					
3	I am able to search with various sources of information on the internet. (saya bias mencari berbagai sumber informasi di internet).					
4	I am able to use various applications on the computer to complete tasks. (saya bias menggunakan berbagai aplikasi di computer untuk mengerjakan tugas).					
5	I am prefer to interact in online learning than face-to-face learning? (Saya menyukai pembelajaran online dari disbanding tatpmuka).					
6	Lecturers quick to respond/feedback on online learning? (tutor atau dosen cepat memberikan umpan balik ketika pembelajaran online).					
7	Preparation of technology and information infrastructure for online learning requires a large amount of funding. (persiapan infrastuktur untuk pembelajaran daring memerlukan pembiayaan yang besar.)					
8	I am ready for online learning during the COVID-19 pandemic? (Saya siap pembelajaran online selama pandemic covid-19)					
9	Students or lecturers are not able to use technology. (mahasiswa atau dosen tidak bias menggunakan teknologi).					
10	I am in remote area (Saya berada di tempat terpencil)					

Learning Satisfaction (LS)

NO	STATEMENTS	SD	D	N	A	SA
1	Online learning can be done anytime and anywhere (Pembelajaran online bisa dilakukan kapan dan dimanapun)					
2	Online learning makes the learning process more organized (Pembelajaran online membuat proses pembelajaran lebih terorganisir).					
3	Less cost for online learning. (Pembelajaran online lebih murah).					
4	Not all students have internet access. (Tidak semua mahasiswa memiliki akses internet)					
5	Delayed responses from students or lecturers frustrate tutors (students). (Respon yang telat dari dosen membuat prustasi)					
6	Government policy as a supporting factor for using online learning (Kebijakan pemerintah dalam mendukung pembelajaran daring).					
7	I prefer online learning. (Saya menyukai pembelajaran daring).					
8	Information and communication technology infrastructure supports distance learning (Infrastuktur Teknologi informasi dan komunikasi mendukung pembelajaran jarak jauh)					
9	Learning resources on the internet provide bright prospects for online learning. (Sumber pembelajaran daring memberikan prospek yang cerah untuk pembelajaran daring).					
10	I would recommend online learning to other students. (Saya akan merekomendasikan pembelajaran daring kesesama mahasiswa lainnya).					

G*Power Sample Calculator

G*Power 3.1.9.7

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Central and noncentral distributions Protocol of power analyses

critical $r = 0.172558$

Test family: Statistical test
 Exact Correlation: Bivariate normal model

Type of power analysis
 A priori: Compute required sample size - given α , power, and effect size

Input Parameters		Output Parameters	
Tails(s)	One	Lower critical r	0.1725582
Determine =>	Correlation $\rho H1$ 0.3	Upper critical r	0.1725582
	α err prob 0.05	Total sample size	92
	Power ($1 - \beta$ err prob) 0.90	Actual power	0.9020564
	Correlation $\rho H0$ 0		

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Message 1: (Image of a golden geometric pattern)

Message 2: syarat utk

Message 3: mohon segera membuat proposal dan

Message 4: sen PA masing2 agar sbkm brgkt KKN sdh pny

Message 5: as lgsq konsul 13:11

Message 6: 3:36

Message 7: lah ni? Tix DAD pna banyak lkk jmsabus?

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Adhi Susilo, S.Pt., M.Biotech.St., PhD <adhi@ecampus.ut.ac.id> Wed, Nov 4, 11:20 AM

to me

Yth. Wivit,

File terlampir.

Salam hormat,
Wakil Dekan bidang Akademik
Fakultas Sains dan Teknologi - UT
Adhi Susilo

Visi Fakultas Sains dan Teknologi:
"Menjadi Fakultas yang unggul di bidang sains dan teknologi melalui sistem pendidikan tinggi terbuka dan jarak jauh (PTTJJ)"

Misi Fakultas Sains dan Teknologi:

1. Menyediakan akses pendidikan tinggi yang berkualitas di bidang sains dan teknologi yang relevan dengan pembangunan nasional melalui sistem pendidikan terbuka dan jarak jauh.
2. Mengkaji, mengembangkan, dan memanfaatkan berbagai hasil kajian bidang sains dan teknologi yang berkualitas.
3. Menyebarluaskan dan menerapkan hasil kajian sains dan teknologi untuk mencerdaskan dan mensejahterakan masyarakat

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Kuesioner kesiapan pembelajaran Mahasiswa Tadris Bahasa Inggris di IAIN ☆

Questions Responses 183

Section 1 of 2

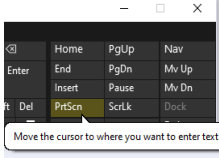
KUESIONER KESIAPAN MAHASISWA PADA PEMBELAJARAN DALAM JARINGAN (DARING) SAAT PANDEMIC. (Angket ini diadopsi dari artikel Ojat Darajat, Adhi Susilo, & Deddy A. Suhardi (2019).

Kami menghargai bantuan Anda dalam menjawab pertanyaan berikut. Survei ini bukan tes, jadi tidak ada jawaban yang "benar" atau "salah". Harap tunjukkan sejauh mana kesesuaian Anda dengan setiap pernyataan di bawah ini dengan menunjukkan angka yang sesuai (1 = sangat tidak setuju, 2 = tidak setuju, 3 = tidak setuju atau tidak setuju, 4 = setuju, 5 = sangat setuju). Untuk mendorong partisipasi, penulis menjamin jawaban tetap aman secara total dan teknis, artinya tidak ada yang tahu dari siapa jawaban tersebut berasal.

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Kuesioner kesiapan pembelajaran Mahasiswa Tadris Bahasa Inggris di IAIN ☆

Questions Responses 183

Kami menghargai bantuan Anda dalam menjawab pertanyaan berikut. Survei ini bukan tes, jadi tidak ada jawaban yang "benar" atau "salah". Harap tunjukkan sejauh mana kesesuaian Anda dengan setiap pernyataan di bawah ini dengan menunjukkan angka yang sesuai (1 = sangat tidak setuju, 2 = tidak setuju, 3 = tidak setuju atau tidak setuju, 4 = setuju, 5 = sangat setuju). Untuk mendorong partisipasi, penulis menjamin jawaban tetap aman secara total dan teknis, artinya tidak ada yang tahu dari siapa jawaban tersebut berasal.

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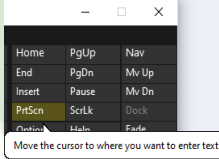
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Semester *

Short answer text



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Kuesioner kesiapan pembelajaran Mahasiswa Tadris Bahasa Inggris di IAIN ☆

Questions Responses 183

3. Teknologi informasi membuat proses pembelajaran menjadi lebih efektif *

1 2 3 4 5

sangat tidak setuju sangat setuju

4. Saya mampu mencari dengan berbagai sumber informasi dengan internet *

1 2 3 4 5

sangat tidak setuju sangat setuju

5. Saya mampu menggunakan berbagai aplikasi dalam komputer untuk menyelesaikan tugas *

1 2 3 4 5

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Questions Responses 183

6. Apakah anda lebih suka berinteraksi dalam pembelajaran daring dibandingkan pembelajaran tatap muka? *

1 2 3 4 5

sangat tidak setuju sangat setuju

7. Saya lebih menyukai respon/ umpan balik pada pembelajaran daring? *

1 2 3 4 5

sangat tidak setuju sangat setuju

8. Pembelajaran daring bisa dilakukan kapan saja dan dimana saja *

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Questions Responses 183

6. Apakah anda lebih suka berinteraksi dalam pembelajaran daring dibandingkan pembelajaran tatap muka? *

1 2 3 4 5

sangat tidak setuju sangat setuju

7. Saya lebih menyukai respon/ umpan balik pada pembelajaran daring? *

1 2 3 4 5

sangat tidak setuju sangat setuju

8. Pembelajaran daring bisa dilakukan kapan saja dan dimana saja *

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Kuesioner kesiapan pembelajaran Mahasiswa Tadris Bahasa Inggris di IAIN ☆

Questions Responses 183

9. Pembelajaran daring membuat proses pembelajaran lebih terorganisasi *

1 2 3 4 5

Sangat tidak setuju sangat setuju

10. Biaya untuk pembelajaran daring lebih murah *

1 2 3 4 5

Sangat tidak setuju Sangat setuju

11. Tidak semua mahasiswa memiliki akses internet *

1 2 3 4 5

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Kuesioner kesiapan pembelajaran Mahasiswa Tadris Bahasa Inggris di IAIN ☆

Questions Responses 183

13. mahasiswa atau dosen tidak mampu menggunakan teknologi *

1 2 3 4 5

sangat tidak setuju sangat setuju

14. respon yang tertunda dari mahasiswa atau dosen membuat frustrasi . *

1 2 3 4 5

sangat tidak setuju sangat setuju

15. kebijakan pemerintah sebagai faktor pendukung untuk menggunakan pembelajaran daring *

1 2 3 4 5

sangat tidak setuju sangat setuju

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Kuesioner kesiapan pembelajaran Mahasiswa Tadris Bahasa Inggris di IAIN ☆

Questions Responses 183

16. anda lebih suka pembelajaran jarak jauh *

1 2 3 4 5

sangat tidak setuju ○ ○ ○ ○ ○ sangat setuju

17. infrastruktur teknologi dan informasi dan komunikasi mendukung pembelajaran jarak jauh *

1 2 3 4 5

sangat tidak setuju ○ ○ ○ ○ ○ sangat setuju

18. sumber pembelajaran di internet memberikan prospek yang cerah untuk pembelajaran daring *

1 2 3 4 5

sangat tidak setuju ○ ○ ○ ○ ○ sangat setuju

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Kuesioner kesiapan pembelajaran Mahasiswa Tadris Bahasa Inggris di IAIN ☆

Questions Responses 183

sangat tidak setuju ○ ○ ○ ○ ○ sangat setuju

19. saya akan merekomendasikan pembelajaran daring kesesama mahasiswa yang lain *

1 2 3 4 5

sangat tidak setuju ○ ○ ○ ○ ○ sangat setuju

20. Siapkah anda terhadap pembelajaran daring saat terjadi pandemic covid-19? *

1 2 3 4 5

Sangat tidak setuju ○ ○ ○ ○ ○ sangat setuju

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