CORRELATION OF ENGLISH LANGUAGE LEARNERS' E-LEARNING ANXIETY, E-LEARNING READINESS TOWARD E-LEARNING ACHIEVEMENT

BY
JENURI

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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CORRELATION OF ENGLISH LANGUAGE LEARNERS' E-LEARNING ANXIETY, E-LEARNING READINESS TOWARDS E-LEARNING ACHIEVEMENT

THESIS

Presented to
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for degree of *Sarjana* in English Language Education

BY
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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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STUDY PROGRAM OF ENGLISH EDUCATION
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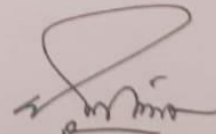
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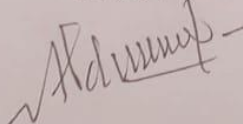
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       Can be examined in partial fulfillment of requirements of the Degree of *Sarjana Pendidikan* in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

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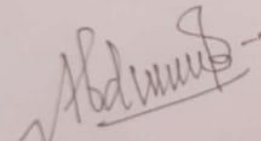
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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.

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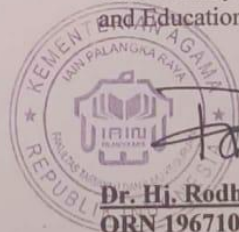
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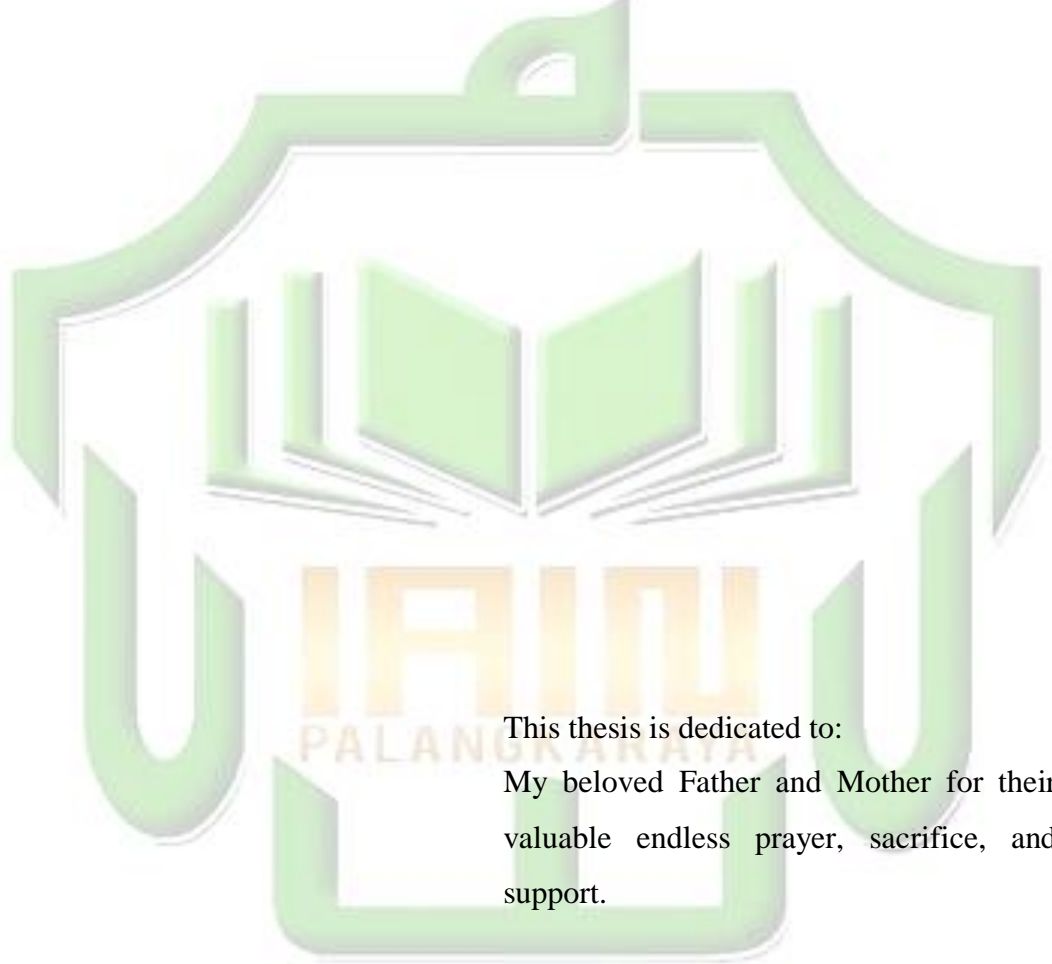Dean Faculty of Teacher Training
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MOTTO AND DEDICATION

"Dan bagaimana engkau akan dapat bersabar atas sesuatu, sedangkan engkau belum mempunyai pengetahuan yang cukup tentang hal itu?"

(Al-Kahf : 68)

This thesis is dedicated to:

My beloved Father and Mother for their valuable endless prayer, sacrifice, and support.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Declare that:

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 author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.

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ABSTRACT

Jenuri. 2022. *CORRELATION OF ENGLISH LANGUAGE LEARNERS' E-LEARNING ANXIETY, E-LEARNING READINESS TOWARD E-LEARNING ACHIEVEMENT*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.

Keywords: *Readiness, Anxiety, Online Learning, Achievement.*

The era of Covid19 pandemic is where the online learning appears as an alternative learning method. the spread of virus makes reguler education stopping the face to face learning.

this study aimed to find out the relationship between anxiety, readiness, and achievement in online learning.

Also, this research was conducted by using correlational study. The participants of this research were the 3rd semester of students 2018 (sixth-semester students), 2019 (fourth-semester students), and 2020 (second-semester students) generation. The data were gathered through secondary data and questionnaire.

findings in this study directly explained in the analysis that readiness and achievement showed no significant association, anxiety and achievement showed no significant association and also the analysis of three variables between readiness, anxiety, and achievement showed no significant association.

ABSTRAK

Jenuri. 2022. *CORRELATION OF ENGLISH LANGUAGE LEARNERS' E-LEARNING ANXIETY, E-LEARNING READINESS TOWARD E-LEARNING ACHIEVEMENT.* Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya.

Kata Kunci : Kesiapan, Kecemasan, Pembelajaran Dalam Jaringan, Pencapaian.

Era pandemi Covid19 adalah di mana pembelajaran daring muncul sebagai metode pembelajaran alternatif. penyebaran virus membuat pendidikan reguler menghentikan pembelajaran tatap muka.

Penelitian ini bertujuan untuk mengetahui hubungan antara kecemasan, kesiapan, dan pencapaian dalam pembelajaran online.

Juga, penelitian ini dilakukan dengan menggunakan studi korelasional. Peserta penelitian ini adalah mahasiswa semester 3 tahun 2018 (mahasiswa semester enam), tahun 2019 (mahasiswa semester empat), dan tahun 2020 (mahasiswa semester dua). Data dikumpulkan melalui data sekunder dan kuesioner.

Temuan dalam penelitian ini secara langsung dijelaskan dalam analisis bahwa kesiapan dan pencapaian tidak menunjukkan hubungan yang signifikan, kecemasan dan pencapaian tidak menunjukkan hubungan yang signifikan dan juga analisis tiga variabel antara kesiapan, kecemasan, dan pencapaian tidak menunjukkan hubungan yang signifikan.

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The writer would like to express his sincere gratitude to Allah SWT., for the blessing bestowed in him whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

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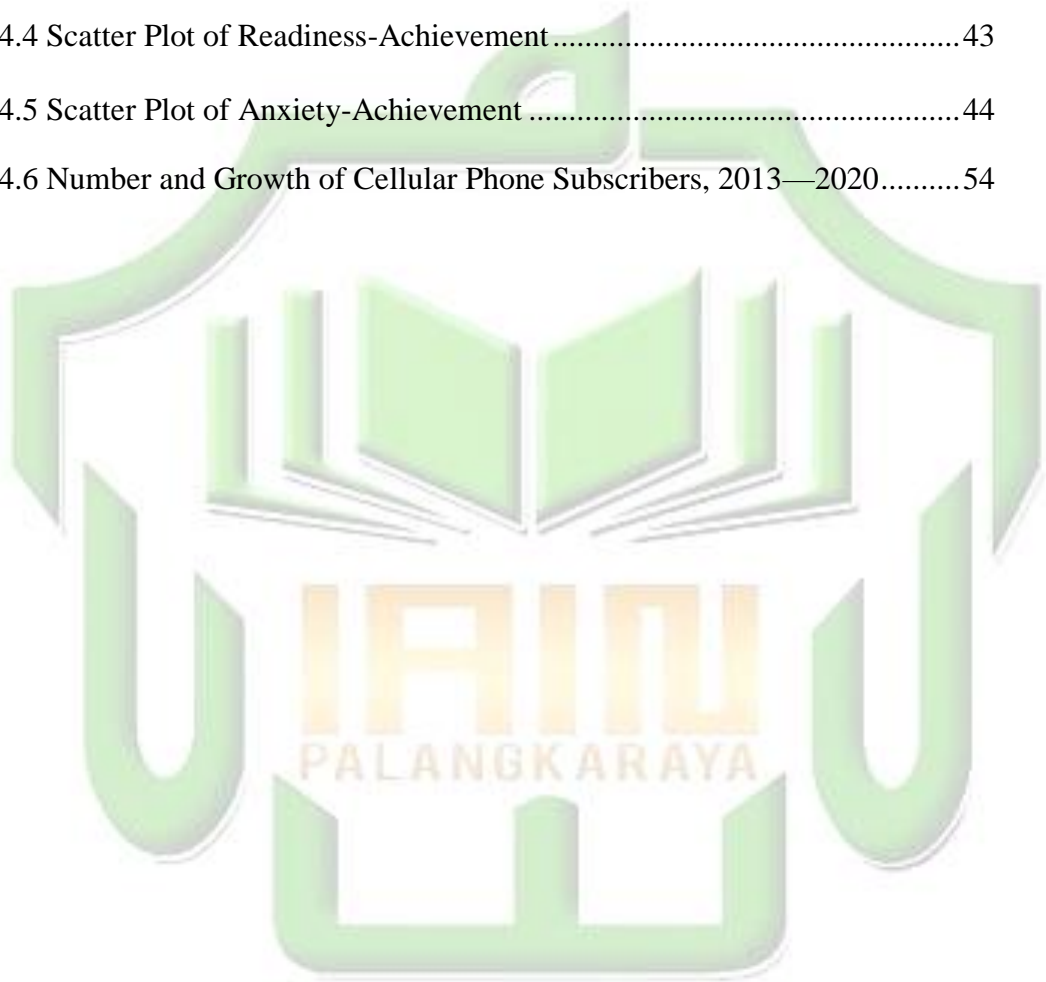The Writer,

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LIST OF ABBREVIATIONS

SPSS   : Statistical Package for the Social Sciences

OLRS   : Online Learning Readiness Scale

ODL   : Online Distance Learning

CIS   : Computer/Internet Self-Efficacy

SDL   : Self-Directed Learning

LC   : Learner Control

MFL   : Motivation for Learning

OCS   : Online Communication Self-Efficacy
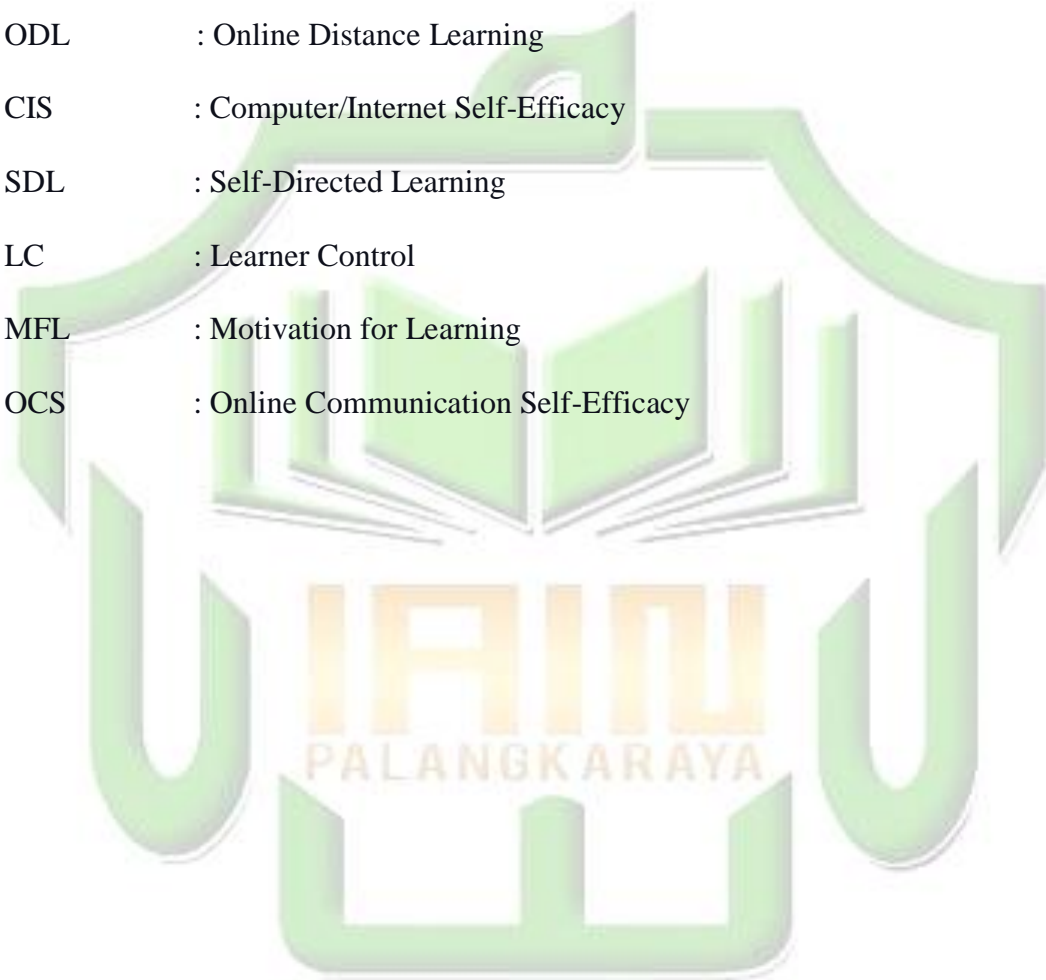
CHAPTER I
INTRODUCTION

This thesis presents a study entitled Correlation of English Language Learners' E-Learning Anxiety, E-Learning Readiness, toward E-Learning Achievement. This chapter describes the background of the study, research problem, objectives of the study, the hypothesis, assumption, scope and limitation of the study, significances of the study, and definition of key terms.

A. Background of the Study

Covid 19 Pandemic affects many sectors in life. The education world is one of the sectors that is affected by the spreading of Covid 19. schools all over the world switch learning settings from face-to-face to online learning settings. However, the transition from offline to online learning is yet an emergency and lacks preparation. Syahid (2020) mentions that the rushed transition from face-to-face/offline to face-to-screen/online learning was frequently ill-prepared and designed with emergency considerations in mind rather than pedagogical ones. Online learning has become a learning environment as a solution to the pandemic in applying new normal. The learning process is designed virtually. Wei and Chou (2020) mention that online courses can include various learning activities such as starting discussions in an online forum, finishing a personal task or community project or taking examinations in the classroom in a physical and virtual environment.

It is a challenge for the education system, especially developing countries, to employ an online system in their education. Using online learning must affect some students' aspects.

Readiness can be one of the aspects that become a problem for students in adapting to a new learning environment. The government and educators need to analyze and fulfill the aspects of learning. The Alexakis and Andert report (2015) states that students need learning opportunities to develop higher-level knowledge and skills to apply and to focus on practical judgment. The study about student readiness shows a positive result. Cigdem and Yildirim (2014) found that students are ready for online learning to improve their knowledge and performance in online learning, particularly in computing/internet self-efficacy. Computer/Internet Self-Efficacy (CIS), Self-Directed Learning (SDL), Learner Control (LC), Motivation for Learning (MFL), and Online Communication Self-Efficacy (OCS) aspects that are included in readiness for online learning.

Students' anxiety toward Online Learning during the Covid-19 pandemic is one of the problems in its employment. Anxiety will cause a lack of focus on students. Grills-Taquechel, Fletcher, Vaughn, Danton, and Taylor (2013) state that Children who are preoccupied with anxious thoughts/worries or physical symptoms of anxiety may miss information conveyed by the teacher (for example, academic lessons or instructions for completing assignments) or fail to complete items during the examination. The term anxiety that is discussed in this study based on the context of online learning

are included three aspects. The aspects are Computer anxiety, Internet anxiety, and Online Course anxiety.

The achievement of the student is another aspect affected by the transition from face-to-face to online learning. As a cognitive domain, the achievement is an essential tool to measure student's development. Benner and Mistry (2020) state that the pandemic's (covid 19) scale and scope are unprecedented. The confluence of economic, health and educational disruptions it causes will have long-term consequences for young people's development.

Those three variables are important factors that need to recognize by educators. This thesis will find out the relationship. The correlation of three variables (anxiety, readiness, and achievement) are research variables that have not been studied in the online learning context. In that case, this research aims to explore the correlation between readiness and anxiety on students with their achievement in an Online Learning setting.

B. Research Question

The research problem of the research is formulated as follows:

1. Do the higher students' have readiness, the better they achieve in language learning?

2. Do the lower students' have anxiety, the better they achieve in language learning?

3. Do the higher students' have the readiness, and the lower students' have anxiety, the better they achieve in language learning?

C. The Objectives of the Study

The objectives of the research are formulated as follows:

1. To measure the correlation between students' readiness and students' achievement.

2. To measure the correlation between students' anxiety and students' achievement.

3. To measure the correlation between students' readiness, anxiety, and students' achievement.

D. The Hypothesis of the Study

The hypothesis of the research is formulated as follows:

1. The higher online learning readiness the students have, the higher they achieve their achievement.

2. The lower online learning anxiety the students have, the higher they achieve their achievement.

3. The higher online learning readiness and the lower online learning anxiety the students have, the higher they achieve their achievement.

E. Assumption

The assumption of the research is formulated as follows:

1. There is a correlation between students' readiness and students' achievement.

2. There is a correlation between students' anxiety and students' achievement.

3. There is a correlation between students' readiness, students' anxiety, and students' achievement.

F. Scope and Limitation

The scope of this research will be limited to the Indonesian context. All the students involved in this research will be Indonesian college. The sample in this study will be taken from students from the 2018 (sixth-semester students), 2019 (fourth-semester students), and 2020 (second-semester students) intake and should have passed the online learning and had GPA for analyzing the learning achievement during the Covid-19 pandemic in 2020/2021.

G. Significance of the Study

The study must have an impact. Theoritically, given the significance of the research, the researcher should reflect on what constructive and applied contribution their study will make to their field of research. This study is hoped for having some significance practically:

1. Students

The result of this study can be learning material for students. Also, they can use this study to be a research idea about online learning.

2. Lecturers

Through analysis of this research, English lecturers can evaluate their learning style. They can recognize anxiety and solve the problems

caused by anxiety. Also, the teacher can measure how far student's readiness while applying online learning.

3. Researchers

The research will expand time by time. This study can be a reference for more profound and complex observation.

H. Definition of Key Terms

1. Online Learning Readiness

Online Learning Readiness is made up of Computer/Internet Self-Efficacy (CIS) which is the perception about students' confidence of operating computer, Self-Directed Learning (SDL) which is the action of students in learning activities such as gaining information, solving problem, and finishing tasks, Learner Control (LC) which means the students are given freedom to decide the topic in learning that they want to discuss or create learning environment as their interest, Motivation for Learning (MFL) means instigation for increasing the spirit of learning , and Online Communication Self-Efficacy (OCS) means a communication between student to student or students to teacher, or teacher to students.

2. Online Learning Anxiety

Online learning anxiety on students is a state where their process thought intruded by the online learning process.it consists of Computer anxiety which means students feeling bad about their computer ability , Internet anxiety is influenced by computer users' anxiety , and Online

Course anxiety means the changing from face to face to online course influence the anxiety of students about the course.

3. Online Learning Achievement

Learning achievement is a result of students' process of learning. Learning achievement in this context is students' Grade Point Average (GPA). The GPA will be got at the end of the semester.
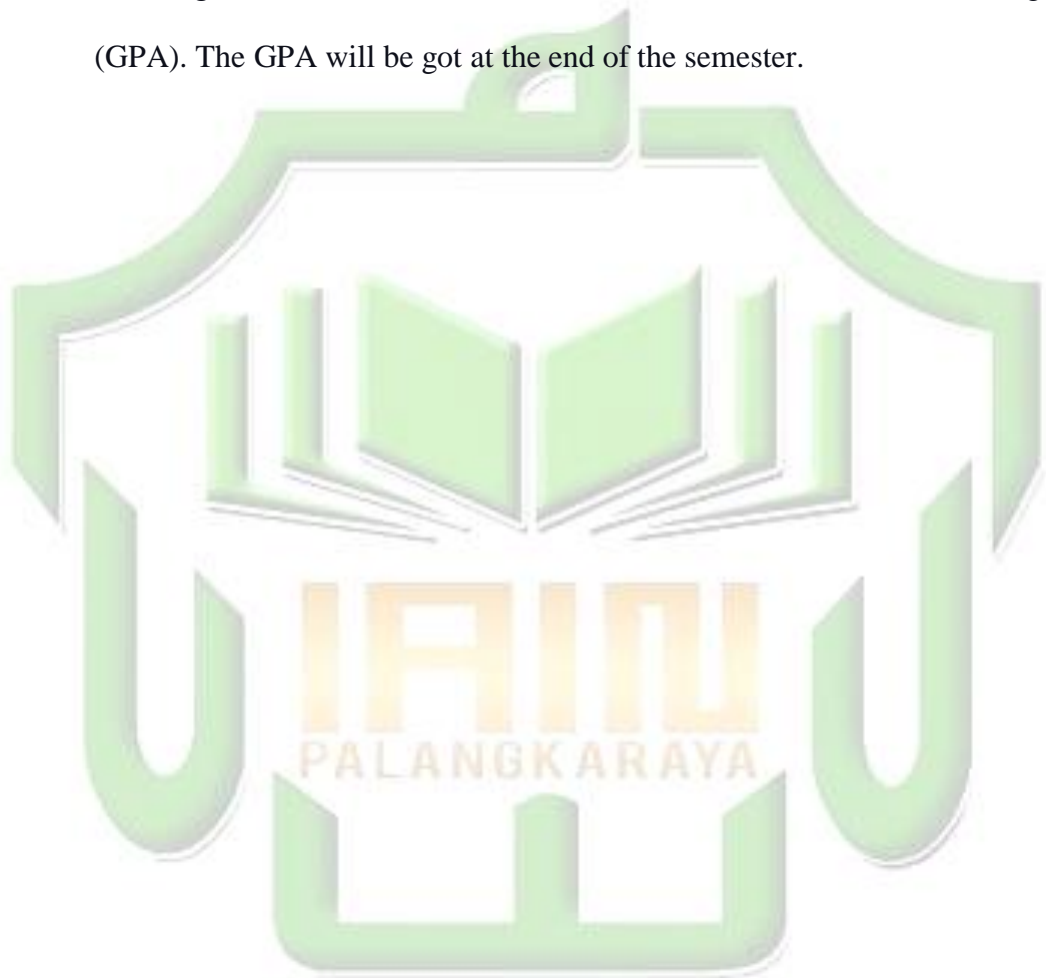
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes the understanding theory used in the study concerning correlation of students' e-learning anxiety, e-learning readiness, and e-learning achievement. To be more specific, this review provided some previous studies, explanations of readiness in online learning, online learning anxiety, and learning achievement.

A. Related Studies

The latest research about anxiety and readiness will be necessary to support this research. First, Wei & Chou (2020) study shows that online learning perceptions are significant in terms of readiness to learn online. The more favorable the expectations of a student, the more ready is he or she to learn online.

Second, Joosten & Cusatis (2020) found that a number of online student readiness characteristics have affected student outcomes. In comparison to students with disabilities, students with disabilities were significantly less aware of their organization and self-management. Minority students have markedly reduced perceptions, self-direction and online skills in their organization. In contrast, minority students had a much greater

perception than students who had not enrolled or identified themselves as a racial or ethnic minority of their socialization affinity.

Third, Khairuddin, Arif, & Khairuddin (2020) analyzed that most students seemed uncertain of their readiness to learn through Online Distance Learning in terms of technology availability and acceptance. Furthermore, the students would also accept that they were prepared to use the technology, learn by Online Distance Learning, practice autonomous learning, and take training to prepare them for Online Distance Learning better.

Fourth, Tuncay & Uzunboylu (2010) studied students' anxiety in Online Learning. They found that one of the main reason students would not like distance education was that they were not "face-to-face." Students had many anxiety symptoms differing in gender and must be satisfied before they take any t raining at a distance.

Fifth, Torun (2020) found that students need high e-readiness in terms of many sub-dimensions of e-readiness to achieve positive academic results in e-learning.

Sixth, Bolliger & Halupa (2012) found that the anxiety levels of the students have been relatively moderate; anxiety changes have not been significant over time. Participants who have felt anxious to use computers or the Internet or take online lessons have had anxiety with other fields.

Finally, Amiri & Ghonsooly (2015) found that the students' performance was influenced by considerable anxiousness. The setting in this

study was face-to-face learning. English classroom anxiety was found to be far more significant than other anxiety levels.

The related studies above indicated some varying results. The student felt anxiety, but it was moderate, and in an offline setting, the anxiety was more significant. On the other hand, students had significant readiness in learning in an online setting.

B. Readiness in Online Learning

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. Hung, Chou, Chen, & Own (2010) define Online learning readiness in three respects:

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

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

3. Their capability to participate in autonomous learning.

Students' Readiness in Online Learning can be distinguished by time-spending. Firat & Bozkurt (2020) time spent online and preparation for online learning are statistically significant. Also, there is a connection between online readiness for learning and the technical devices chosen by the Online Distance Learning (ODL) students, and they are ready to learn with online learning. Aspects that are included in readiness for online learning are Computer/Internet Self-Efficacy (CIS), Self-Directed Learning (SDL),

Learner Control (LC), Motivation for Learning (MFL), and Online Communication Self-Efficacy (OCS).

The first 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 efficaccy" refers to the confidence of a user in their Internet use.

Second aspect is self directed learning. Long (1994) defines *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.

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.

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.

Communication in learning is part that cannot be separated from the success of students understanding. 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.

C. Anxiety in Online Learning

Anxiety is the main problem that students often feel. Educators
cannot ignore it. Anxiety is classified as a state or a trait by Tuncay and
Uzunboylu (2010), depending on how long it lasts. Anxiety disrupts normal
thought processes. It would rather take a passive approach to material than
interact with it. Anxiety can impede student development and negatively
impact student outcomes. Thompson & Lee (2013) stated that there is no
doubt that anxiety and achievement are related.

The limitation of anxiety in the study must be made sure. Anxiety
that is discussed in this study based on the context of online learning are
included three aspects. Those are Computer anxiety, Internet anxiety, and
Online Course anxiety.

Computer anxiety can be one of problem that influence student's
anxiety in online learning. Schlebusch (2018) a large number of people are
hampered in their efforts to learn computer skills due to a condition known as
computer anxiety. Students' computer anxiety will be reduced if they are
confident in their computer knowledge or ability to use a computer effectively.

Tuncer (2012) and Schlebusch (2018) state that students who are computer phobic may exhibit the following characteristics:

1. reluctance to learn new technology that could help them conduct research;

2. fearing that they are the only ones who are unfamiliar with computers, which causes them embarrassment;

3. becoming frustrated because the computer does not perform a function as quickly as they expect it to – for example, when students try to retrieve information from the internet, they become frustrated – this discourages students;

4. feeling powerless in the face of adversity.

The second factor in online learning anxiety is internet anxiety.

Technology development has demanded students to acquire internet acces ability. Bolliger (2012) mention that online learners must possess certain abilities in order to succeed in this environment. They'll need not only computer skills, but also the ability to navigate the Internet and access the right resources.

The demand of acquiring internet can cause anxiety. Thatcer, Loughry, Lim, & McKnight (2007) state that internet anxiety is influenced by users' computer anxiety, which organizations have no control over. It is, however, influenced by beliefs, which organizations can influence by allocating adequate resources to support technology, encouraging trust in technology, and assuring users that their leaders and peers support their use of the technology.

Online course has been used massively even less caused by the sudden changing of Covid-19 pandemic situation. It causes pressure and stresss that become anxiety on students. Fawaz & Samaha (2020) find that online learning has led to despair and anxiety among undergraduate university students, where student satisfaction and depression, anxiety and stress predominated significantly.

D. Learning Achievement

Achievement can be a measurement tool to identify student's understanding. Harahap, Nasution, & Manurung (2018) define *learning achievement* as the result of a student's learning process after completing a specific teaching unit. Nabila (2015) defines *achievement* as school-based learning result from a standardized series of educational tests that describes what the student has learned and accomplished through their effort and skill.

The two definitions about achievement above can be concluded that learning achievement is a result of students' process of learning. Learning achievement in this context is students' GPA.

CHAPTER III

RESEARCH METHOD

This chapter discussed the method of the study related to research design, population and sample, research instruments, data collection procedures, and data analysis procedures.

A. Research Design

The design of this research is correlational. Leedy and Omrod (2016) define a correlation study examines to what extent differences in one feature or variable are linked with differences in one or more other features or variables. There is a correlation if one variable either increases or decreases in a very predictable way. Researchers collect quantitative data for a particular group of individuals or other suitable study units on two or more characteristics in correlational analysis.

B. Population and Sample

1. Population

The population in this study was taken from students from the 2018 (sixth-semester students), 2019 (fourth-semester students), and 2020 (second-semester students) generation. The total population was 280 higher education students. They were students of the English Education

Program at IAIN Palangka Raya. The population in this research had to passed the online learning through the Covid-19 pandemic in 2020/2021.

Table 3.1

Population

No.	Generation	Total
1.	2018 (Sixth Semester Students)	110
2.	2019 Fourth Semester Students)	112
3.	2020 (Second Semester students)	58
Total of Population		**280**

2. Sample

To gain the sample size, the writer used G. Power 3.1.9.7 tools. Calculating sample size would get a certain level of power. Cumming (2013) states that the probability of rejecting the null hypothesis if there is an actual effect of a given size in the population is referred to as power.

The sampling technique of this research used up Random Sampling. The sampling was chosen randomly. Bhardwaj (2019) states that in the Random Sampling technique, each member of the population has a known probability of being chosen for the sample. When a population is highly homogeneous, each member has a high chance of being selected in a sample. The amount of sample from the population in

this research was 34 students. from the population that filled the questionnaire, then the writer chose the amount of sample.

C. Research Instruments

The data was gained from questionnaires (anxiety & readiness) and students' grades for achievement.

1. Questionnaire

The measurement of the data passed through the process of data collection. The instrument to gain the data of anxiety and readiness used in this study was questionnaire. The questionnaire had five responses like, 1= Strongly Agree (SA), 2= Agree (A), 3= Neutral (N), 4= Disagree (D), and 5= Strongly Disagree (SD). The questionnaire scoring rubrics was shown in the table below:

Table 3.2

Questionnaire Scoring Rubrics

Score	Interpretation
90	High
60	Moderate
20	Low

a. Online Learning Readiness Scale (OLRS)

The OLRS was adopted from Hung, Min-Ling, Chou, Chen, and Own (2010). It consisted of 18 items. The possibility of high score in this research for OLRS instrument was 75. The dimension of the questionnaire had five aspects those were:

Table 3.3

Online Learning Readiness Scale (OLRS)

No.	Aspects	Item	SA	S	N	D	SD
1.		I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint). (Saya merasa percaya diri dalam menjalankan fungsi dasar program Microsoft Office (MS Word, MS Excel, dan MS PowerPoint)					
2.	Computer	I feel confident in my knowledge and skills of how to manage software for online learning. (Saya merasa percaya diri dengan pengetahuan dan keterampilan saya tentang cara mengelola perangkat lunak untuk pembelajaran online)					
3.		I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning. (Saya merasa percaya diri dalam menggunakan internet (Google, Yahoo) untuk mencari atau mengumpulkan informasi untuk pembelajaran online)					
4.		I carry out my own study plan. (Saya melaksanakan rencana belajar saya sendiri)					

No.							
5.		I seek assistance when facing learning problems. (Saya mencari bantuan ketika menghadapi masalah-masalah belajar)					
6.		I manage time well. (Saya mengatur waktu dengan baik)					
7.		I set up my learning goals (Saya menetapkan tujuan pembelajaran saya)					
8.		I have higher expectations for my learning performance. (Saya memiliki harapan yang lebih tinggi untuk kinerja belajar saya)					
9.		I can direct my own learning progress. (Saya dapat mengarahkan kemajuan belajar saya sendiri)					
10.	Internet	I am not distracted by other online activities when learning online (instant messages, Internet surfing). (Saya tidak terganggu oleh aktivitas online lainnya saat belajar online (pesan instan, berselancar di internet)					
11.		I repeated the online instructional materials on the basis of my needs. (Saya mengulangi materi instruksional online berdasarkan kebutuhn saya)					
12.		I am open to new ideas. (saya terbuka untuk ide-ide baru)					
13.	Online Course	I have motivation to learn. (Saya memiliki motivasi untuk belajar)					
14.		I improve from my mistakes. (Saya memperbaiki diri dari					

		Item	SA	S	N	D	SD
		kesalahan saya)					
15.		I like to share my ideas with others. (Saya suka berbagi ide-ide dengan orang lain)					
16.		I feel confident in using online tools (email, discussion) to effectively communicate with others. (Saya merasa percaya diri dalam menggunakan alat-alat online (email, diskusi) untuk berkomunikasi secara efektif dengan orang lain)					
17.		I feel confident in expressing myself (emotions and humor) through text. (Saya merasa percaya diri dalam mengekspresikan diri (emosi dan humor) melalui teks)					
18.		I feel confident in posting questions in online discussions. (Saya merasa percaya diri dalam mengunggah pertanyaan dalam diskusi online)					

b. Anxiety Scale

The anxiety questionnaire was adopted from Bolliger and Halupa (2012). The possibility of high score in this research for OLRS instrument was 55. It had 18 items and three subscales.

Table 3.4

Anxiety Scale

Item	SA	S	N	D	SD
1. I am insecure about my computer skills. (Saya kurang percaya diri dengan kemampuan komputer saya)					

2. I am anxious when I work on computers. (Saya cemas ketika saya bekerja dengan komputer)					
3. I am quite relaxed when I work with computers. (Saya cukup tenang saat bekerja dengan komputer)					
4. I am apprehensive about working on computers. (Saya khawatir dengan bekerja menggunakan komputer)					
5. I avoid working on computers. (Saya menghindari bekerja dengan komputer)					
6. I am less intimidated by computers than most other people I know. (Saya kurang terintimidasi oleh computer daripada kebanyakan orang lain yang saya kenal)					
7. I feel confident about navigating the Internet. (Saya merasa percaya diri dalam menavigasi internet)					
8. I get anxious when I am required to use Internet resources. (Saya menjadi cemas ketika saya diminta untuk menggunakan sumber daya internet)					
9. I get nervous about getting lost in cyberspace. (Saya gugup tentang tersesat di dunia maya)					
10. I get excited about using the Internet. (Saya senang menggunakan internet)					
11. I enjoy browsing the Internet. (Saya menikmati menjelajah internet)					
12. I get confused when working with the Internet. (Saya bingung ketika bekerja dengan internet)					
13. I am confident about working in the online environment. (Saya percaya diri dengan bekerja di lingkungan online)					
14. I get anxious when I think about logging into my online course. (Saya merasa cemas ketika saya berpikir untuk masuk ke mata kuliah online saya)					

15. I get nervous when I am required to participate in online discussions. (Saya merasa gugup ketika diminta untuk berpartisipasi dalam diskusi online)					
16. I am apprehensive about enrolling in online courses. (Saya gugup tentang mendaftar di mata kuliah online)					
17. I am scared that someone will misinterpret my text-based messages in the online environment. (Saya takut seseorang akan salah menafsirkan pesan berbasis teks saya di lingkungan online)					
18. I feel empowered in my online course (Saya merasa diberdayakan dalam mata kuliah online saya)					

2. Secondary Data

   The data collected in this study will use secondary and existing data. To analyze the achievement data, the writer adopted from Awadalla, Davies, & Glazebrook (2020) that used Grade Point Average (GPA) for the academic achievement. Some studies had found that there is significant correlation between GPA score with student's language proficiency. The range of GPA score is from 0 to 4. The writer will get the data from the Department.

D.   **Data Collection Procedure**

1. Questionnaire

   The data from the questionnaire was conveyed online. First, the author made two online questionnaires (readiness & anxiety questionnaire). Then, the writer asked students in the population involved

in the research to fill the online questionnaire. After that, the author explained the purpose of the study and share the links. The questionnaire link of Online Learning Readiness Scale (OLRS) could be accessed in (https://bit.ly/3A7I6Si) and Anxiety Scale could be accessed in (https://bit.ly/3h9I9Es).

The writer then gathered the results. After the questionnaire was completed, the data was analyzed using Pearson Product Moment to answer the research questions. The next step was to interpret the results of the data analysis. Finally, the writer drawn a conclusion based on the data.

2. Secondary and existing data

The data of student achievement was gained from students' GPA. The scores were taken from English subjects in an even semester. The data was collected from English Department.

E. **Data Analysis Procedure**

Analysis of data was an opportunity for a researcher to accept the data correctly. Researcher analyzed the data after obtaining the data of the questionnaire and final score of students. The analysis was performed using SPSS. Pearson product-moment was used to analyze the correlation of students' readiness, anxiety, and achievement. Pearson product-moment had a problem if the data is analyzed directly. The sampling distribution would not be distributed normally. To solve this problem, linearity and normality tests of variable were required.

If the data was not linear or normal, Non-Parametric statistic would be used to analyze the data. Larson-Hall (2017) states that non-parametric statistics may not require data to have a normal distribution, but they may require other assumptions that parametric tests do, such as independent data. The Mann–Whitney U test for two independent samples and the Kruskal–Wallis one-way ANOVA are two non-parametric tests. These earlier non-parametric tests do not demand that data be normally distributed, but they still impose data distribution assumptions, such as the requirement that variances be equivalent across groups or across the data set.
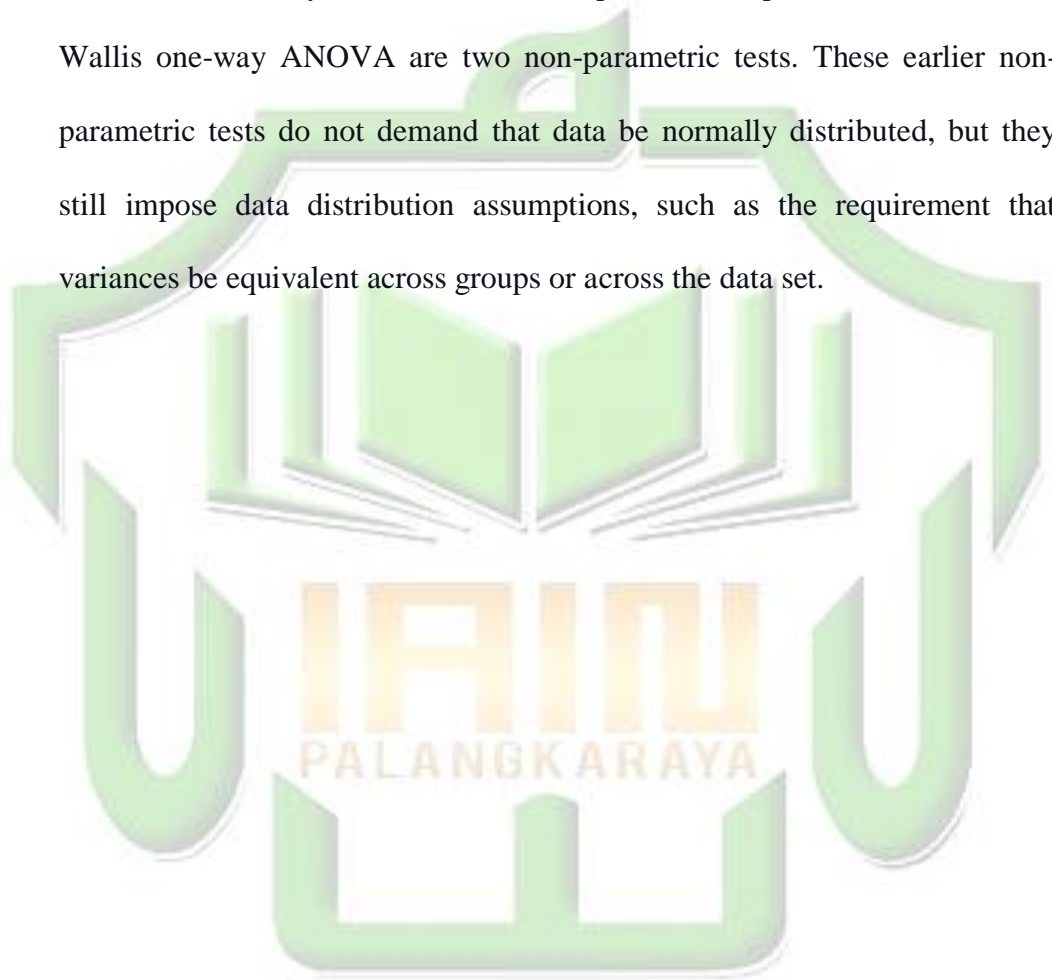
CHAPTER IV
DISCUSSION

This chapter was discussed about the result of the study that was collected. The data included the Online Learning Readiness Scale, Anxiety Scale for Online Learning, and Students' Achievement (GPA) that was measured by using correlation product-moment among three variables.

A. Data Presentation

The research data was collected by using quantitative approach. In this research, there were two tools to collect the data, those are questionnaire and Students' Achievement (GPA). For each variable, the readiness used Online Learning Readiness Scale adopted from Hung, Min-Ling, Chou, Chen, and Own (2010) and the anxiety used Online Learning Anxiety Scale from Bolliger & Halupa (2012). And the secondary data was students' achievement in form of GPA in second semester of the 2021 academic year.

1. Online Learning Readiness Scale (OLRS) Result

The OLRS was a scale to measure student's readiness on online learning. It consisted of 18 items. The dimension of the questionnaire had five dimensions, those were Computer/Internet Self-Efficacy (CIS), Self-Directed Learning (SDL), Learner Control (LC), Motivation for Learning (MFL), and Online Communication Self-Efficacy (OCS). For the validity and the reliability of the questionnaire, Hung, Min-Ling, Chou, Chen, and Own (2010) stated values of composite reliability and the convergent and

discriminant validities of the constructs of the OLRS model for the five subscales were acceptable. OLRS had five Likert Scale. Each number had responses those are: 1=SA (Strongly Agree), 2=A (Agree), 3= N (Neutral), 4=D (Disagree), and 5=SD (Strongly Disagree). The OLRS result is presented at table 4.1.

Table 4. 1

The Result of Online Learning Readiness Scale

No	Code	OLRS
1	S1	71
2	S2	45
3	S3	71
4	S4	63
5	S5	63
6	S6	61
7	S7	76
8	S8	61
9	S9	56

10	S10	71
11	S11	76
12	S12	54
13	S13	67
14	S14	60
15	S15	64
16	S16	65
17	S17	54
18	S18	72
19	S19	31
20	S20	58
21	S21	60
22	S22	90
23	S23	54
24	S24	73
25	S25	24

26	S26	64
27	S27	59
28	S28	69
29	S29	69
30	S30	26
31	S31	54
32	S32	54
33	S33	62
34	S34	70
Total		2067
Highest score		73
Lower score		24
Mean		60.97

2. Anxiety Scale Result

  The Anxiety scale was a scale to measure student's anxiety on online learning. It consisted of 18 items. The dimension of the questionnaire had four dimensions, those were Computer anxiety, Internet anxiety, and Online Course anxiety. Bolliger and Halupa (2012) the anxiety scale had a strong internal reliability value (a =.93). All three sub - scales had a strong internal correlation coefficient: (a) computers (a=.89), (b) the Internet (a=.86), and (c) online courses (a=.90). Anxiety scale had five Likert Scale. Each number had responses those are: 1=SA (Strongly Agree), 2=A (Agree), 3= N (Neutral), 4=D (Disagree), and 5=SD (Strongly Disagree). The Anxiety Scale result is presented at table 4.2.

Table 4. 2

The Result of Anxiety Scale

No	Code	OLRS
1	S1	57
2	S2	54
3	S3	57
4	S4	62
5	S5	69

6	S6	54
7	S7	60
8	S8	59
9	S9	53
10	S10	49
11	S11	54
12	S12	53
13	S13	56
14	S14	50
15	S15	61
16	S16	60
17	S17	54
18	S18	66
19	S19	67
20	S20	57
21	S21	47

22	S22	53
23	S23	43
24	S24	46
25	S25	55
26	S26	59
27	S27	32
28	S28	62
29	S29	35
30	S30	54
31	S31	57
32	S32	68
33	S33	55
34	S34	63
Total		1881
Highest score		63
Lower score		32

| | | 55.32 |
| **Mean** | | |

3. Students' GPA result

The data of the last variable is students' achievement. The data was in form of GPA in second semester of the 2021 academic year. It was taken from The Faculty of Teacher Training and Education. The data was presented at table 4.3.

Table 4. 3

The Result of Achievement

No	Code	OLRS
1	S1	3,73
2	S2	3,63
3	S3	3,56
4	S4	3,63
5	S5	3,64
6	S6	3,78
7	S7	3,81

8	S8	3,49
9	S9	3,75
10	S10	3,24
11	S11	3,64
12	S12	3,79
13	S13	3,68
14	S14	3,32
15	S15	3,26
16	S16	3,1
17	S17	3,46
18	S18	3,34
19	S19	3,78
20	S20	3,34
21	S21	3,4
22	S22	3,62
23	S23	3,54

24	S24	3,4
25	S25	3,35
26	S26	3,06
27	S27	3,73
28	S28	3,93
29	S29	3,09
30	S30	3,35
31	S31	3,46
32	S32	3,79
33	S33	3,26
34	S34	3,6
Total		119.54
Highest score		3.81
Lower score		3.06
Mean		3,52

4. Normality Test

    Table 4.4 showed the result of normality test. One-Sample Kolmogorov Smirnov Test was used to measure the normality of the data distribution.

Table 4.4

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.22520214
Most Extreme Differences	Absolute	.087
	Positive	.065
	Negative	-.087
Test Statistic		.087
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The decision taken base in the One Sample Kolmogorov-Smirnov Test as decided by the significance score. If the significance (sig.) score was higher than 0.05, it had meaning that the data distribution was normal. On the other side, if the sig. showed on the contrary, the data distribution not normal.

Based on the Table 4.4, it could be seen that the normality test result of Online Learning Readiness Scale at number $P=$ 200. For the Anxiety Scale, it had the same result $p=$ 200 and also the achievement gained $p=200$. The computation result of the three variables showed higher number than 0.05, it meant that the data was distributed normally. In addition, another way used to prove data from all three variables has a normal distribution is to use the Q-Q Plot diagram.

Figure 4. 1

Q-Q plots of Readiness
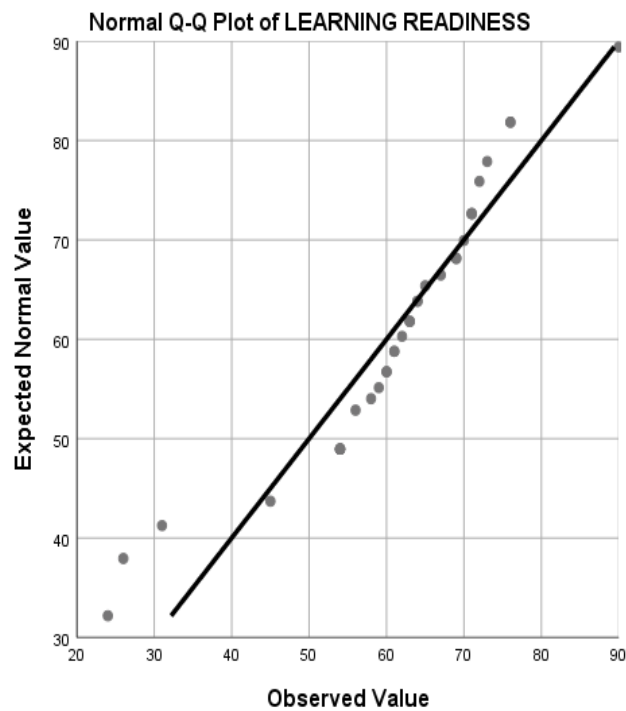
Figure 4. *2*

Q-Q plots of Anxiety

Normal Q-Q Plot of LEARNIING ANXIETY
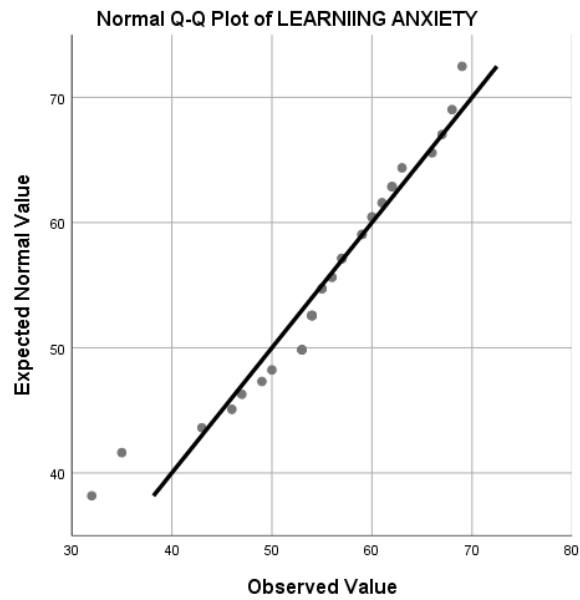
Figure 4. *3*

Q-Q plots of Achievement

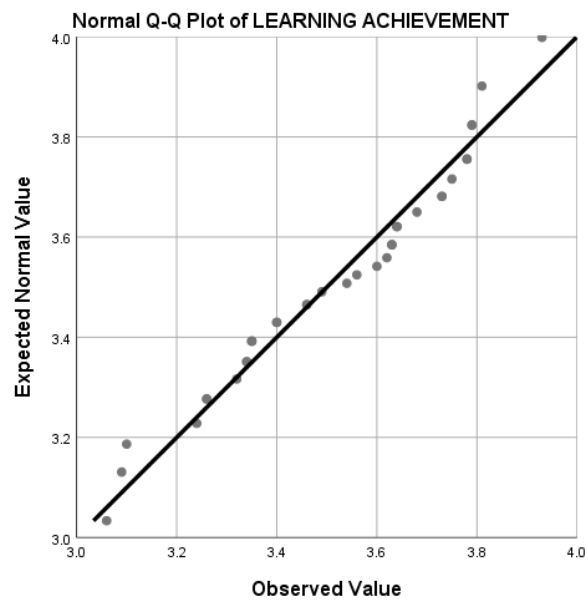Normal Q-Q Plot of LEARNING ACHIEVEMENT

In determining the normal or not of a data with QQ Plot can be seen with a very simple concept. A data can be said to be normal if all plot points are located perfectly on a straight line. From the data contained in figures 4.1, 4.2, and 4.3 it is seen that the plot point is parallel to a straight line indicating that the data is normally distributed.

5. Linearity Test

   a. Linearity Test of OLRS and Achievement

Table 4.5

ANOVA Table

OLRS – Achievement

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	1.086	21	.052	.925	.579
	Linearity	.001	1	.001	.012	.913
	Deviation from Linearity	1.085	20	.054	.970	.540
Within Groups		495.167	.671	12	.056	
Total		2953.238	1.757	33		

Linearity test had purpose to find out wether two variables had significant relationship or not. It was also term or assumption before done

linear regression analysis. Comparing significance value was the decision made base of linearity that used by the writer in this research. If the deviation value from Linearity sig. > 0.05, then the linearity relationship of the independent variable and dependent variable was linear. Moreover, If the deviation value from Linearity sig. < 0.05, then the linearity relationship of the independent variable and dependent variable was not linear.

The table 4.5 showed that the computation result of linearity test was at number 0,540. The significance value was higher than 0.05. It indicated that there is linear relationship between OLRS and Achievement.

b. Linearity test of Anxiety and Achievement

Table 4.6

ANOVA Table

Anxiety – Achievement

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	1.153	20	.058	1.240	.351
	Linearity	.082	1	.082	1.755	.208
	Deviation from Linearity	1.071	19	.056	1.213	.367
Within Groups		200.500	.604	13	.046	
Total		939.238	1.757	33		

The table 4.6 showed that the computation result of linearity test was at number 0.367. The significance value was higher than 0.05. It indicated that there is linear relationship between Anxiety and Achievement.

B. Research Findings

The final step of analysing the data was examining the data to do correlation

Table 4.7

Correlations

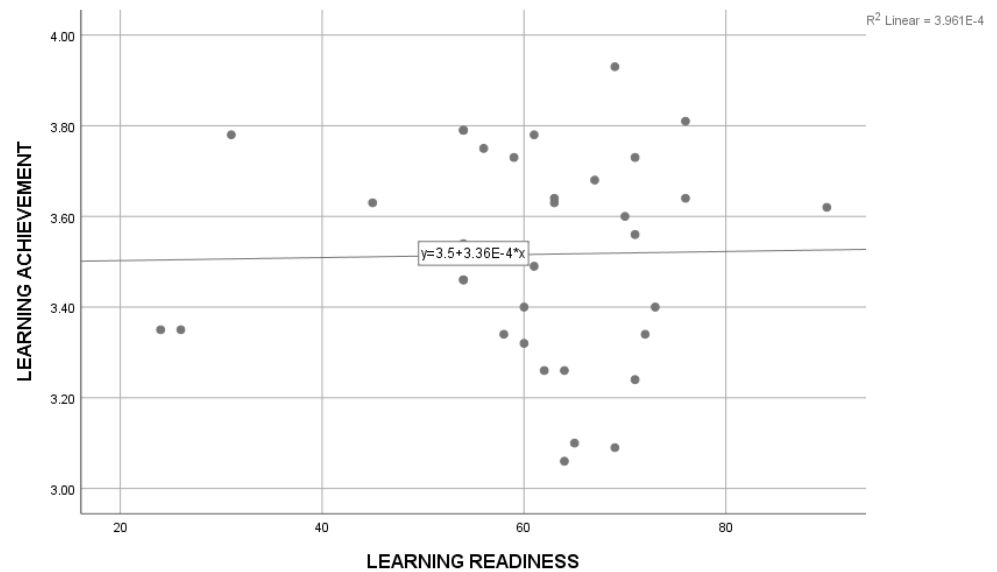|		LEARNING READINESS	LEARNIING ANXIETY	LEARNING ACHIEVEMENT
LEARNING READINESS	Pearson Correlation	1	-.049	.020
	Sig. (1-tailed)		.391	.456
	N	34	34	34
LEARNIING ANXIETY	Pearson Correlation	-.049	1	.215
	Sig. (1-tailed)	.391		.111
	N	34	34	34
LEARNING ACHIEVEMENT	Pearson Correlation	.020	.215	1
	Sig. (1-tailed)	.456	.111	
	N	34	34	34

test. This final step was answering the research problem. The first and the second research problem used Bivariate Pearson Product Moment and the last research problem used Multiple Linear regression. The writer used SPSS 25 to examine the data.

1. The correlation of Online Learning Readiness and Online Learning Achievement

This passage replied the first research question, "*Do the higher students' have readiness, the better they achieve in language learning?"*. The computation result of correlation between Online Learning Readiness and Online Learning Achievement was presented at table 4.7. The decision-m aking base of the correlation was based on the significance value (1-tailed). Two variables had correlation if the value of sig. (1-Tailed) < 0.05. The table above showed that the sig. (1-Tailed) value of Readiness and Achievement was .456. Referring to the decision-making base, it meant that there was no correlation between Readiness and Achievement. The writer also used scatter plot to know the correlation between two variables. The way to decide the correlation was also the same as Q-Q plot. The figure 4.4 below showed that the pattern of the plot point was not parallel to a straight line indicating that readiness had no correlation to achievement.

Figure 4.4

Scatter Plot of Readiness-Achievement

2. The correlation of Online Learning Anxiety and Online Learning Achievement

Table 4.8

Correlations

		LEARNING READINESS	LEARNIING ANXIETY	LEARNING ACHIEVEMENT
LEARNING READINESS	Pearson Correlation	1	-.049	.020
	Sig. (1-tailed)		.391	.456
	N	34	34	34
LEARNIING ANXIETY	Pearson Correlation	-.049	1	.215
	Sig. (1-tailed)s	.391		.111
	N	34	34	34
LEARNING ACHIEVEMENT	Pearson Correlation	.020	.215	1
	Sig. (1-tailed)	.456	.111	
	N	34	34	34

This passage replied the first research question, "*Do the lower students' have anxiety, the better they achieve in language learning?*". The computation result of correlation between Online Learning Anxiety and Online Learning Achievement was presented at table 4.8. The decision-making base of the correlation was based on the significance value (1-tailed). Two variables had correlation if the value of sig. (1-Tailed) < 0.05. The table above showed that the sig. (1-Tailed) value of Readiness and Achievement was .111. Referring to the decision-making base, it meant that there was no correlation between Anxiety and Achievement. The writer also used scatter plot to know the correlation between two variables. The way to decide the correlation was also the same as Q-Q plot. The figure 4.4 below showed that the pattern of the plot point was not parallel to a straight line indicating that anxiety had no correlation to achievement.

Figure 4.5

Scatter Plot of anxiety-Achievement
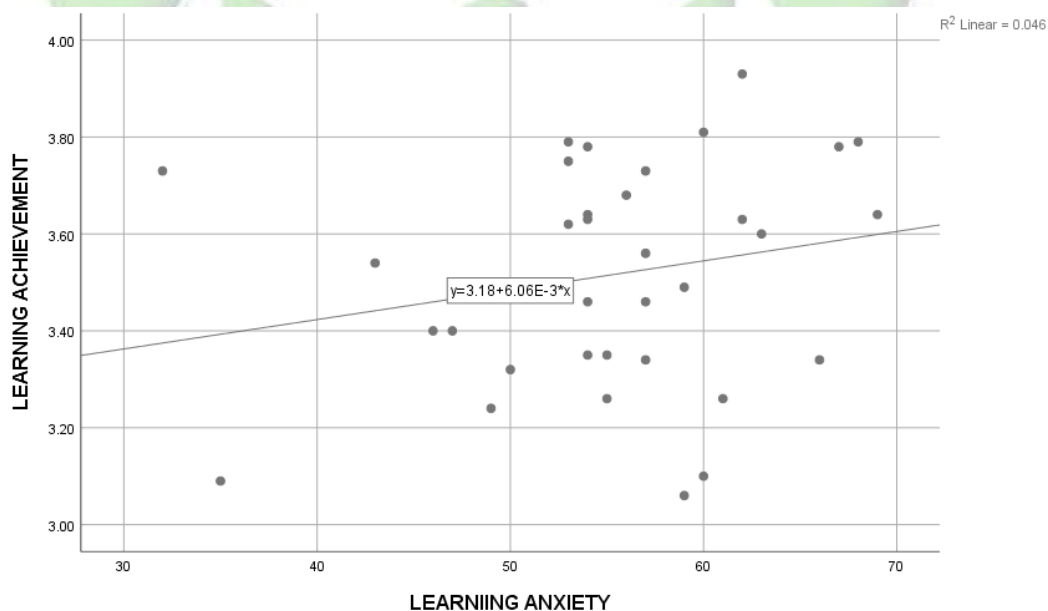
3. The correlation of Online Learning Readiness, Online Learning Anxiety, and Online Learning Achievement

Table 4.9

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.218[a]	.047	-.014	.23235

a. Predictors: (Constant), LEARNIING ANXIETY, LEARNING READINESS

b. Dependent Variable: LEARNING ACHIEVEMENT

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.083	2	.042	.770	.472[b]
	Residual	1.674	31	.054		
	Total	1.757	33			

a. Dependent Variable: LEARNING ACHIEVEMENT

b. Predictors: (Constant), LEARNIING ANXIETY, LEARNING READINESS

This passage replied the third research question,*" Do the higher students' have the readiness, and the lower students' have anxiety, the better they achieve in language learning?"* To find out the correlation of the three variables, the writer calculated using Multiple Linear Regression. The decision-making base of the test was based on significance (sig.) value of ANOVA output.

a. Based on significance value

- If the sig. < 0.05, it meant that variable X1 and variable X2 simultaneously influencing variable Y.

- If the sig. > 0.05, it meant that variable X1 and variable X2 simultaneously not influencing variable Y.

The table 4.9 was the result of the correlation calculation of three variables. The correlation of OLRS, Anxiety, and Achievement was showed at R value R=141. the significance value was 472 that meant higher than 0.05. The R² value was .047, it meant that OLRS and Anxiety share 4.7% on students' Achievement. from the significance value showed that there was no correlation between OLRS, Anxiety, and Achievement.

C. Discussion

Spss 25 was used to analyze the OLRS, Anxiety, and achievement to find out the correlation. The decision-making base of the correlation was based on the significance value (1-tailed). Two variables had correlation if the value of sig. (1-Tailed) < 0.05. Otherwise, if the value of sig, > 0.05, it meant that there was no correlation between two variables.

The first calculation was OLRS and Achievement. The result on research finding was .456. According to the decision-making base, it meant that there was no correlation between two variables. There are several things that may be the cause of why high readiness variables have no impact on student achievement. In some previous studies (Wei & Chou 2020; Torun 2020; Joosten & Cusatis 2020), it can be seen that readiness has an influence on student achievement.

The study by Torun (2020) stated that the associations between e-learning readiness and academic achievement were positive. However, they studied the sub-dimensions of Online Learning Readiness to find out the relationship with the student achievement.

The study showed that a very substantial association was discovered between self-directed learning and academic achievement, as well as a strong correlation between motivation toward e-learning and academic achievement. The learner control sub-dimension had a moderate association, however the correlations between the self-efficacy sub-dimensions—including online, Internet, and computer dimensions—were all determined to be weak. The connection between computer self-efficacy and self-efficacy was not statistically significant. These findings show that learners who could plan their own learning and select learning materials and activities that they enjoyed on online training courses could achieve superior learning outcomes. Furthermore, self-directed learning was more essential than self-efficacy, learner control, and motivation in influencing the outcome of online learning effectiveness in terms of academic accomplishment. Students with a relatively good self-directed learning potential did better in online english learning, according to the result. In light of the evidence, he suggested that online learning and education designers concentrated on increasing students' self-directed learning skills. The teachers' assistance will be required in determining the students' learning needs and the basic tasks required to achieve the learning goals.

As a result, in addition to assisting learners in developing technical skills for use in online courses, educators or e-learning practitioners should recognize the significant impact of self-directed learning in assisting learners in developing pleasant online learning experiences (Torun 2020).

When taking online courses, self-directed learning highlights the impact of e-learning preparedness on students' academic progress. This finding indicates that improved self-directed learning processes contribute to improved learning outcomes and academic achievement among students learning in online learning settings. E-learning practitioners assist students in developing a link between their personal learning objectives and their learning needs in e-learning. Giving students the responsibility of selecting and implementing the best learning technique can help boost their academic performance.

The research findings showed that learner control was the sub dimension that had weak correlation to academic achievement. This conclusion may be related to the small number of students who were experiencing e-learning for the first time; as a result, students were going to encounter an unanticipated and tacit sort of EFL learning process through e-learning, and thus were unable to manage their own learning. Furthermore, the EFL course was of a common and mandatory nature, and it was solely offered online, with no face-to-face or blended-learning alternatives. The Covid 19 pandemic had changed the learning process. The sudden transition from face-to-face learning into a form of online

learning might result in a lack of a link between readiness and achievement.

The result that was obtained by Wei & Chou (2020) in his research showed that readiness in online learning affected achievement in online learning. But they only examined one sub-dimension of readiness, namely computer / internet self efficacy. Although not an objective of research, from some sub-dimensions of readiness only motivation in learning that has a signification of student achievement. other sub-dimensions such as self-directed learning, learner control, and online communication self-efficacy indicated no signification. It indicated that college students who self-reported their computer/Internet self-efficacy (e.g., confidence in managing software for online learning, confidence in using the Internet to find or gather information for online learning) as higher had a higher online discussion score and learning satisfaction in this study. Furthermore, university students who self-reported a higher level of desire for learning (for example, sharing ideas with others in the discussion board) had a better online discussion grade.

Previous research they cited showed that self efficacy had no effect on student achievement. Wei & Chou (2020) stated that one probable reason is that, unlike their approach in the course, previous research used only one final course grade to indicate student achievement and did not focus on the relative performance in separate activities. Students were required to post every week in online conversation, including comments to

the discussion issues provided by the instructors and their peers. As a result, students' computer/Internet self-efficacy may be higher; that is, they are more comfortable posting messages on the discussion board and communicating with peers and instructors, allowing them to perform better in online discussions.

Other research on the relationship between readiness and student achievement was conducted by Joosten & Cusatis (2020). The findings stated that there was a significant relationship between the two variables. But in the research only discussed one dimension in readiness, namely online learning efficacy.

When comparing the views of preparation and preparedness of underrepresented groups (poor income, minority, first-generation, and students with disabilities), students with disabilities report much lower levels of organization skills and self-directedness than their peers. Furthermore, minority students report much higher levels of organization and self-direction, as well as online work abilities and a preference or need for socialization than non-minority students. Notably, the tendency for socializing was reversed between minorities and non-minorities, indicating that minorities favor socialization more than their counterparts.

The calculation of Anxiety and Achievement was showed at table 4.8. The result was .111. The result was higher than 0.05, it meant that there was no significant correlation between Anxiety and Achievement.

The anxiety and readiness did not have significant relationship to the achievement.

The results of calculations to look for the relationship between anxiety variables and student achievement in this study are the same as previous studies. In the research conducted on participants in college in China by some researchers, Zhu, Qin, Chen, and Duan (2016) found that there was no link between student anxiety in online learning and achievement. While in other studies conducted by Saadé, Kira, Mak, & Nebebe (2017) did not explain directly whether there was or not a relationship between anxiety in online learning and student achievement.

The reason that there was no positive correlation between online learning anxiety and student achievement that the participants had been familiar with multimedia stuff. Zhu, Qin, Chen, and Duan (2016) stated it was unavoidable that the English learning environment had altered in an era of Internet and information, where artificial intelligence was accessible to the majority of people, particularly college students who were expected to be equipped with the ability to embrace new ideas. The participants in this study had been in a multimedia classroom since they were in middle school. This might help them become acclimated to online English classes. It could also be argued that while learning a second language, college students are more likely to use mobile and network gadgets.

The research that has done by Saadé, Kira, Mak, & Nebebe (2017) found that according to preliminary statistics, Students study for the course

largely at home (90 percent) and at school (around 40 percent). In general, close to 39% of students report feeling worried when taking online courses, with close to 35% of females reporting being more apprehensive than males in this category.

They also ran some anxiety analysis based on age groupings, such as 17-18, 19-20, 21-22, 23-24, and 25+. The data show that students between the ages of 21 and 22 have the most concern about taking online courses. When compared to the 21-22 age group, students in the 17-18 age group experience the least anxiety, with around 75% fewer pupils experiencing anxiety.

The calculation of all the variables in this study generated the same result as the previous calculation. It showed no significant relationship. To find out the correlation of the three variables, the writer calculated using Multiple Linear Regression.

The table 4.9 was the result of the correlation calculation of three variables. The correlation of OLRS, Anxiety, and Achievement was showed at R value R=470. The R^2 value was .047, it meant that OLRS and Anxiety share 4.7% on students' Achievement. the sig. value of correlation between readiness, anxiety, toward achievement were at number 0.472. it meant that the three variables had no correlation at all.

The results showed that the calculation number between the readiness variable and anxiety about student achievement did not have relationship between the three variables. Even the calculation of two

variables between readiness and student achievement and anxiety with student achievement equally had no significant relationship. The author tried to create several possible outcomes that showed no relationship between independent variables and dependent variables. The possibilities in question were mostly in the explanation of some previous research. Some of these possibilities were students were familiar with the online environment, the instrument was not reliable & valid, the number of participants was insufficient, and indeed had nothing to do with the variables at all.

The first thing that may affect the results obtained is that students are familiar with online technology. According to data from the Ministry of Communications and Information Technology, as shown in Figure 5.1, the number of mobile phone customers in Indonesia had reached 355.62 million by 2020. During the years 2011—2017, the number of cellular phone subscribers increased. Although the number of cellular phone users fell by 26.60 percent in 2018, the number of cellular phone subscribers climbed in 2020. The number of cellular phone customers increased by 4.20 percent in 2020 compared to 2019. The rapid increase in cellular phone customers reflects society's great desire for cellular communications equipment.

Figure 4.6

Number and Growth of Cellular Phone Subscribers, 2013—2020
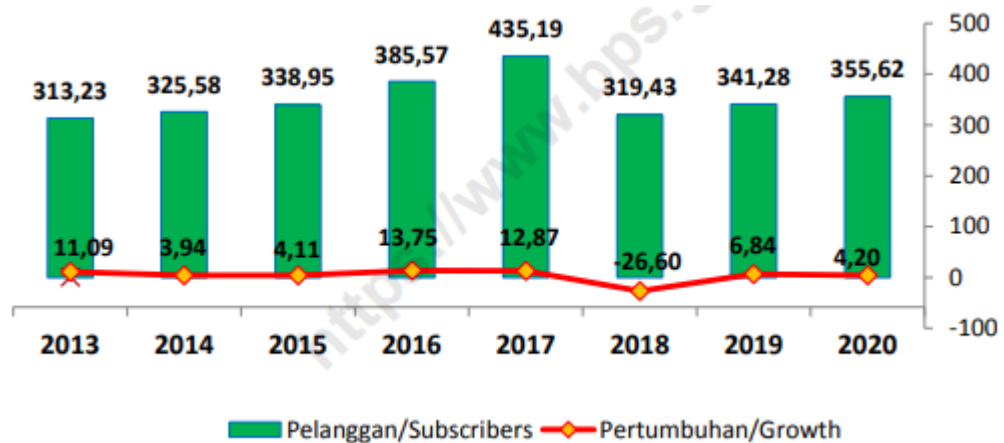
These days, technology was an integral part of everyday life. Smartphones, personal computers, the internet, social media were some of the results of the rapid development of technology. All information could be absorbed anywhere and anytime as if breathing. Even some findings revealed that the use of online-based technology already occurs in early childhood. It was possible that mastery of online technology helped them be better prepared in the online environment. Also, they did not feel anxiety about online learning because they were used to it. After all, participants in this study were college students who are able to quickly adapted to the environment or new things.

The second possibility is the lack of research samples. In determining the sample, the author used G Power. To attain a given level of power, the sample size must be computed. It is critical to examine the impact size as well as the statistical significance of the study in order to evaluate the

study's effect and indicate its clinical significance. The P value is crucial in the statistical evaluation of the research. While it gives information on the presence or absence of an impact, it does not account for the magnitude of the effect. Both effect size and statistical significance (P value) should be supplied and evaluated for a thorough presentation and interpretation of the investigations Serdan, Cihan, Yücel, & Serdar (2020).

In analyzing the number of samples in the study first perform the sample calculation by analysis using G Power. The CI was a descriptive statistics metric, but it could be used to draw conclusions about the underlying population (1). They, in particular, frequently provided a more reliable alternative to findings based on the P value (2). They also showed the precision or dependability of our observations—the narrower the confidence interval (CI) of a sample statistic, the more accurate our calculation of the underlying population parameter Hazra (2017). In this research, the probability number of 80% Of Confident Interval indicates that the absence of signification between variables was due to less influence among variables rather than insufficient research sample.

The next thing that the absence of signification is a problem in the research instrument. From both questionnaires it could be known that the authors adopted from Hung, Min-Ling, Chou, Chen, and Own (2010) & Bolliger for readiness and & Halupa (2012) for anxiety. In the explanation of the presentation data it could be known that both the questionnaires were valid and reliable.

The problem that may affect is in the instrument of achievement as mentioned by the previous researcher Wei & Chou (2020). In this study the authors only used available scores that were the final result of the teaching and learning process in one semester. Wei & Chou (2020) used a different concept, namely with values of activities beyond the end result such as weekly tasks.

As with any other study, there were some limitations to this study. The limitations were the number of samples, research design, and data retrieval. The first limit in this study was the number of participants. Current research used a variety of samples. Torun (2020) examined a large number of participants, namely 153 subjects. The number also varied from several departments, namely Communication, Business, Engineering and Education school. The participants in study by Wei & Chou (2020) were 356 undergraduate students enrolled in a cross-campus online course from three Taiwanese institutions. There were 37 freshmen (10.4 percent), 166 sophomores (46.6 percent), 125 juniors (35.1 percent), and 28 seniors (7.9%). Another study by Joosteen & Cusatis (2020) the respondents (N = 620) were undergraduate and graduate learners at two public Midwestern higher education universities in the U.S. who were enrolled in an online course component. The first is a four-year doctoral program, while the second is a two-year technical school. A research by Zhu, Qin, Chen, & Duan (2016) studied with respondents 196 sophomores from a regular university ranging in age from 18 to 20 years old, the majority of whom

had been studying English for more than 7 years. They are all familiar with online learning. Then the last study with the largest sample was conducted by Saadé, Kira, Mak, & Nebebe (2017) the number of participants in their study amounted to 1436 students.

This research had only 34 participants. Participating students are only students in the scope of English education program at an Islamic university in central Kalimantan. For further research it was advisable to examine a wider scope of several universities.

The next is in the design of the research which in this study, using correlation design. Mukaka (2012) defined correlation as a statistical technique used to analyze the possibility of a linear relationship between two continuous variables. Conn (2017) stated that it was common knowledge that correlation was not about proving causation. It is explained that the two are basically different. Correlation indicates that there is an association, or structure, between two or more variables, but that does not specify the nature of the relationship. Causation, on the other hand, suggests that, in addition to there being a connection between two occurrences, one event causes another event to occur.

Another limitation in this study is the data retrieval procedure. At the time of data collection, the author uses an online form given to each student's representative and then distributed to each class. In the process of filling it, not all students fill out questionnaires that are distributed.

However, the number is more than the required sample. The researchers

selected 34 names from all participants who had filled out questionnaires.

CHAPTER V
CONCLUSION AND SUGGESTION

The study's results and suggestions are presented in this chapter. The researcher explained the outcomes of the study and made some recommendations.

A. Conclusion

This research can provide some knowledge about Online Learning. There are several things that the author was trying to find about the objectives of the research that had been presented in the initial chapter in this research.

1. The findings in this study directly explained in the analysis that readiness and achievement showed no significant association,

2. anxiety and achievement showed no significant association.

3. also the analysis of three variables between readiness, anxiety, and achievement showed no significant association.

What needs to be underlined about the type of correlation research was a basic concept that must be understood that correlation did not indicate cause. The relationship between two variables (readiness - achievement and anxiety - achievement) and all three variables indicated the absence of a pattern of relationship between the three variables.

B. Suggestion

      The author sees the future of online learning more optimistically. More effective online learning methods and environments can hopefully be realized in the next few years. Here are some ideas for the students, teacher, and future researchers.

1. Students

      The world is dynamist. Change can be happened anytime. The switching of learning method or learning environment can be a challenge for the students. This study suggests thatv they are demanded to adapt quickly and learning new things.

2. Teachers / Lecturers

      The teachers must concern about the students' activity and comprehension. Students are far away of teachers' control when in online class. So that, the teachers' role is important help the students.

3. Future researchers

      Regarding readiness and anxiety and achievement, in future studies it is expected to use a more diverse and broader sample. then for achievement instruments to use tests or comprehensive.

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