

**THE CORRELATION BETWEEN STUDENTS E-LEARNING  
READINESS AND STUDENTS ENGLISH ACHIEVEMENT AT  
SMP SATYA DHARMA BALUNG JEMBER**

**THESIS**



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

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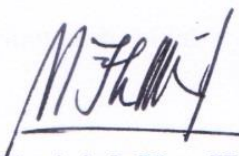
**THE CORRELATION BETWEEN STUDENTS E-LEARNING  
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**THESIS**

Presented to  
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In partial fulfillment of the requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
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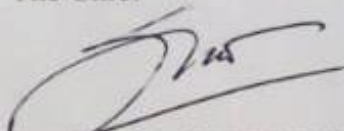
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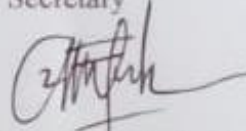
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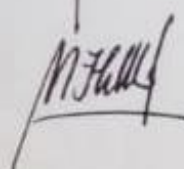
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## MOTTO

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى (٣٩)

“And that there is not for man except that (good) for which he strives and that his effort is going to be seen”.\* (QS. An-Najm : 39)



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JEMBER

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\* Setiawan,. *A Descriptive Study On The Mastery Of Writing Of The Eleventh Year Students Of Smkn 1 Ngawen, Gunungkidul*. (2016).



## DEDICATION

I proudly dedicated this thesis for :

1. My beloved parents, my father Ahmad Sahla and my mother Komariyah who have given me supported, motivation, love and prayed for me to finish my thesis
2. My old sister Winarti and Winarsih who have encouraged me to do my best
3. All of my families who have supported me to finish this thesis
4. My beloved fiance M. Rifa'i Romadhoni who has supported me and helped me anything I need
5. My beloved friends, the big family of Univer Class who have helped me to finish this thesis

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Alhamdulillah Rabbil ‘Aalamiin. Thanks to Allah SWT who has always given me his blessing and guidance. So I could accomplish this undergraduate thesis well. Shalawat and Salam are given to our prophet Muhammad SAW, who has guided us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN Jember. The Undergraduate thesis entitled “The Correlation Between Students E-Learning Readiness and Students English Achievement at Smp Satya Dharma Balung Jember”.

I also fully aware that the undergraduate thesis could never be finished without helping and supported from others during the process of writing.

Therefore, in this occasion the writer expresses her respect and gratitude to :

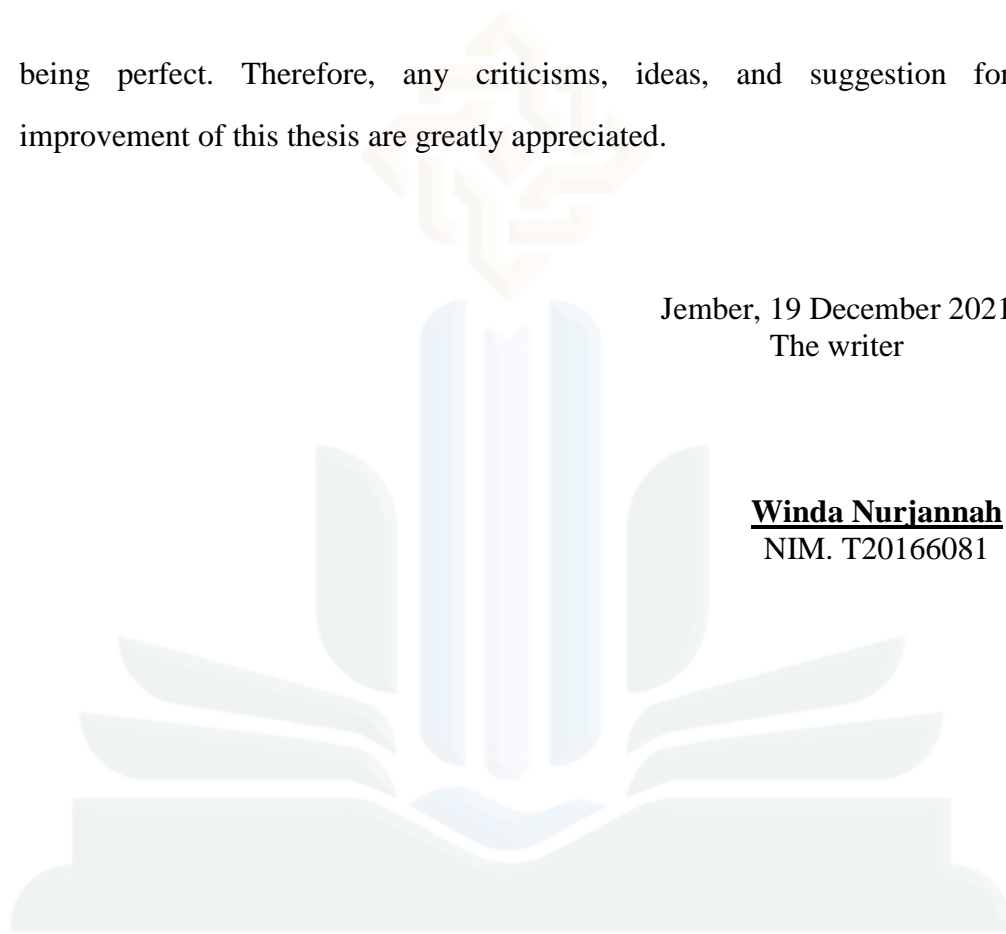
1. Prof. Babun Suharto, S.E, M.M as a Rector of UIN Kh. Achmad Siddiq Jember who has given me opportunity to study in this institute
2. Prof. Dr. Hj. Mukni’ah, M. Pd I as the Dean Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
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5. Mr. Hasun as the English Teacher, for her cooperation and help during the research
6. All students of Smp Satya Dharma Balung Jember for beeing cooperative to be my research subject.

I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from

being perfect. Therefore, any criticisms, ideas, and suggestion for the improvement of this thesis are greatly appreciated.

Jember, 19 December 2021  
The writer

**Winda Nurjannah**  
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## ABSTRACT

**Winda Nurjannah, 2021.** *The Correlation Between Students' E-Learning Readiness and Students' English Achievement at Smp Satya Dharma Balung Jember.*

**Keyword:** *E-learning Readiness, English Achievement.*

Since the onset of covid-19 in Indonesia, everything has changed, initially teaching and learning activities were carried out in schools but now they are carried out in their respective homes, the regional government does this. Several countries have also set policies to impose lockdowns to prevent the spread of the corona virus, which can be dangerous for everyone. In carrying out online learning, learning readiness is needed so that the learning process can run smoothly. If the students are not ready to carry out online learning systems, this is believed result in students grades going down, because satisfactory results are when we have prepared everything well, starting from enthusiasm and ready to learn.

Based on the explanation above, the researcher formulates the problem: Is there any positive correlation between students' e-learning readiness and students' English achievement at Smp Satya Dharma Balung Jember.

The researcher applied a quantitative approach and used correlation design to investigate the correlation between students' e-learning readiness as X variable and students' English achievement as Y variable. The researcher took 48 students as the population. In collecting the data, the researcher used a questionnaire of e-learning to determine students' readiness in implementing online learning systems and the latest scores of students' English final exams as benchmarks related to online learning outcomes.

In analyzing the data, the researcher used product-moment and statistical calculation to reveal the strength of the relationship under study.

The result of the analysis between students' e-learning readiness as (X) variable and students' English achievement as (Y) variable was  $r = 0.43$ . This research could be said as enough correlation because based on the simple interpretation correlation in this research, the result of 0.40-0.70 indicated there is enough correlation between students' e-learning readiness and students' English achievement. It means that there is a positive correlation between students' e-learning readiness and students' English achievement. In this research, it can be concluded that students are less ready to carry out online learning system.

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# CHAPTER I

## INTRODUCTION

### A. Background of Research

The word “Learning” obviously means us to think of study and classroom related activities. Then, we think about the various subjects and skill we intend to master in school. But learning is not limited to school. It is happening in our day today life.<sup>1</sup> We start to learn at once after our birth by adapting to the new environment. This learning may be deliberate or unintentional, for better or worse, correct or incorrect, conscious or unconscious.

Learning is an act of getting experience, knowledge, skills, and values by understanding what to do and how to do any task by synthesizing the different types of information perceived by us.<sup>2</sup> Learning brings about the changes in the existing behavior of an individual. A state in Qur'an surah Al-Mujadalah; 11:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: Allah will exalt those who believe among you, and those who have knowledge, to high ranks. Allah is Informed of what you do.<sup>3</sup>

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<sup>1</sup> Muthukumar,. *Learning and Teaching Bharathidasan University*. (2015)

<sup>2</sup> Oemar Hamalik,. *Kurikulum dan Pengajaran*. Jakarta: Bumi Aksara. (2013). 37.

<sup>3</sup> Agus Abdurahim Dahlan,. *Al-Qur'an*. (Garut: CV Penerbit Jumanatul Ali-Art. 2006). 417

From this verse, learning is essential for us. Without learning, we will not have the ability to think well, and it can be detrimental to ourselves. But, at this time, there is a problem in the teaching and learning process which causes all activities that are usually done outside now have to be done at home. The problem referred to above is the emergence of the Corona Virus-19, which can threaten human life. Coronavirus was a warm conversation. In just a short time, this name became a trending topic. Covid-19 is an infectious disease caused by a newly discovered type of coronavirus, from infants, children to adults. Transmission of this virus is thought to spread from person to person through: droplet transmission (respiratory droplets such as sneezing or coughing), aerosol transmission (when someone coughs or sneezes indoors), contact transmission (touching a contaminated surface then touching the mouth or nose). This coronavirus can cause mild disturbances in the respiratory system, severe lung infections, and even death. In this case, several countries set policies to impose lockdowns to prevent the spread of the coronavirus. In the world of education, the local government decides to implement policies to dismiss students and begin to apply online learning methods.<sup>4</sup> This government policy began to be effectively implemented in several provinces in Indonesia on Monday, March 16, 2020 which was also followed by other provinces.

An online learning system or internet-enabled learning is learning that uses computer and internet technology for distance learning, which is used in

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<sup>4</sup> Sri Harnani, *badan litbang dan diklat kementrian Agama RI* (Copyright 2019)

delivering learning materials from teacher to students.<sup>5</sup> This learning system is different from the usual learning in the classroom. Students are required to be more active because the main process is on students as students, and in this online learning system students have greater flexibility in choosing learning material to be studied. With e-learning, it can shorten the learning time and make the cost of study more economical. Learning process does not only happen in the classroom but with the help of computer equipment and networks, students can be actively involved in the teaching and learning process.<sup>6</sup> This is in accordance with the Minister of Education and Culture of the Republic of Indonesia concerning Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Spread of Corona Virus Disease (COVID-19).

In implementing online learning systems, students must have readiness in themselves because this is very influential in student English achievement. If students are not ready to carry out online learning systems, this will result in students grades going down, because satisfactory results are when we have prepared everything well, starting from enthusiasm and ready to learn. Someone can learn something if they already have readiness to learn something, both in physical, psychological, and material. If there is insufficient readiness in the student, the student's learning process will not go well. For example students have less interest in learning and students in poor

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<sup>5</sup> St Nawal Jaya, Muh. Nadzirin, Arman Faslih. *Journal of Vocational Program University Of Indonesia* (2017)

<sup>6</sup> Vera Yuli Erviana,. *Proceeding of International Conference On Child-Friendly Education, Universitas Muhammadiyah Surakarta*. (2018)

condition (sickness). Of course, this is very influential in the students learning process and will also affect students' grades. From here we can see the importance of students' readiness in the learning process.

In the online learning system, teachers can learn together simultaneously using groups on social media such as What Sapp (WA), Instagram, Zoom applications, or other learning media. Thus, the teacher can ensure students take part in the learning simultaneously, even in different places. From here we can see the positive side of implementing online learning system. However, in implementing the e-learning program it certainly also have negative impact. For example, in online learning systems, there will certainly be additional costs because online learning requires internet access. Second, not all students have the ability to operate the internet, so this can make students unprepared for learning with an online system. Third, deficient interaction between teachers and students or in fact among the students.<sup>7</sup> The online learning system can reduce learning time because students are too busy with sites that attract attention (games, chatting, etc.), in this habit, of course students will be lazy to study so that it can cause student knowledge can be low and also this can make students' grades decrease.

Smp Satya Dharma is one of the schools in Jember, located on Balung, Jln. Puger no 20. This school has three classes with a total of about 55

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<sup>7</sup> Candra Dewi,. *Journal Of Innovation And Applied Technology*, Faculty Of Science. Malang: University Of Brawijaya. (2017). vol 03

students. Everything has changed since the corona virus, everything has changed, initially teaching and learning activities were carried out in schools, but now they are carried out in their respective homes. In implementing online learning, students must have good readiness, both in physical and spiritual readiness. For this reason, the researcher conducted research at this school because this school for the first time implemented an online system and researchers wanted to find out more whether students at the school were really ready or otherwise in doing online system learning.

#### **B. Research Question**

Based on the background of the research above, the researcher formulates the problem as follows:

Is there any positive correlation between students' e-learning readiness and students' English achievement at Smp Satya Dharma?

#### **C. Research Objective**

Based on the research question above, the aims of the research are as follow:

To know there is a positive correlation between students' e-learning readiness and their English achievement at Smp Satya Dharma.

#### **D. Significance of The Research**

There are two kinds of significance of the research, are:

##### **1. Theoretically**

This research expected to add existing knowledge about the correlation between students' e-learning readiness and students' English achievement.

##### **2. Practically**

The present study is expected to give some contribution:



For the writer, it can add her knowledge and experience in researching, especially about the correlation between students' e-learning readiness and English achievement.

For other researchers, the researcher hopes that this research will be helpful for them in term of providing references, especially about the correlation between students' e-learning readiness and students' English achievement.

## **E. Definition of Key Terms**

### **1. Students E-learning Readiness**

E-learning is defined as the use of information and communication technology in various educational processes to support and enhance learning in education. It includes the use of information and communication technology as online learning.<sup>8</sup> In this case, to implement e learning students must prepare themselves both mentally and physically to achieve the desired goals, for example in learning readiness. Learning readiness is very important for student success. This is important to improve students' educational performance in the learning process. Without learning readiness, it will cause a decrease in student achievement, it can also reduce the efficiency and effectiveness of the learning system and waste huge government investment in school education, but if students are ready to learn, students can learn quickly.

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<sup>8</sup> Syamsul Jamal., *Analisis Kesiapan Pembelajaran E-Learning Saat Pandemi Covid-19 di Smk Negeri 01 Tambelangan*. Jurnal Nalar Pendidikan. Vol. 8. No. 18. (2020).

## 2. Students' English Achievement

Students' English achievement is the English scores that the students get in the learning activities at the school.<sup>9</sup>

In this research, the researcher used the value of the students' final exams of the English subject to find out whether online learning systems could affect student grades or not.

### **F. Scope and Limitation of The Research**

Based on the background of the research, this research has scope and limitation. The scope of this research is that the researcher only focuses on the readiness of students in online learning in academic year 2020-2021, to find out whether or not the researcher is ready to give students a questionnaire in which the questionnaire contains several factors, such as: Technology Access, Online Skill and Relationship, Motivation, Online Audio/Video, Internet Discussion, Important for Successful Learning, Others. In this case the result of the questionnaire are calculated through SPSS using the product moment formula.

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<sup>9</sup> Yoja Fitria Mahmuda,. *The Correlation Between Personality Traits and English Achievement of The Eleventh Grade Students Of Sma Muhammadiyah 1 Palembang*. 21. (2017).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

There are some previous studies that are relevant with this research. It can be as references that help this study. In this research the researcher has chosen six recent researchers, they are:

1. Melih Engin from Uludag University Turkey. The title is “Analysis of Students’ Online Learning Readiness Based on Their Emotional Intelligence Level”.<sup>10</sup> The result of this research shows that there was a relationship between students’ online learning readiness and trait emotional intelligence levels. Emotional intelligence sub-dimension had more prediction power over online readiness level learner control when compared to other emotional. Result of the present study demonstrated that one of the predictors of students’ readiness, which is a significant factor in all settings where education is present, was the emotional intelligence levels of individuals in online environments.

The similarities from this research and Melih’s research are using quantitative method and product moment to analysis the data. The differences are the location of the research and also the variable. In this research, the writer choose English achievement as the variable meanwhile, Melih’s research choose emotional intelligence level as the variable. The

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<sup>10</sup> Melih Engin, *Analysis of Students’ Online Learning Readiness Based on Their Emotional Intelligence Level*. “Universal Journal of Educational Research”, 5. 32-40. (2017).

other differences is the location that this research conducted in the Smp Satya Dharma Balung and the other conduct in the Uludag University.

2. Fahni Haris, Sri Yusrian from University Muhammadiyah Yogyakarta.

The title is “Correlation of E-learning Courses Toward Nursing Students’ Cognitive Skills”.<sup>11</sup> The result of this research is the implementation of the e-learning system to the nursing students of the faculty of the medicine and health sciences University Muhammadiyah Yogyakarta is noticeably effective. The effectiveness of the e-learning system is influenced by several components, such as productivity, quality, efficiency, flexibility, eminence, development, and satisfactions level of the students. So, based on the analysis of the data, there is a correlation between online learning through the e-learning system and the students’ understanding level.

The similarities from the previous research and this research are using quantitative method and product moment for the analysis of data. The differences both of them are

Total of the questioner, the place, and the variable that the researcher used.

In this research the researcher use 37 questioners and in this previous research use 30 questioners. This research conducted in the Smp Satya Dharma Balung and this previous research conducted the research in their university and in this research the researcher use English achievement as the variable but in the previous research used students’ understanding (cognitive) level.

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<sup>11</sup> Fahni Haris and Sri Yusrian, *Correlation of E-learning Courses Toward Nursing Students’ Cognitive Skills*. “Indonesian Journal of Nursing Practices”, 2. 92-98. (2019).

3. Ellen Chung, Gheeta Subramaniam, and Laura Christ Dass from University Technology MARA Malaysia. The title is “Online Learning Readiness Among University Students in Malaysia Amidst Covid-19”.<sup>12</sup> The result of this research is start from 399 data of students in two different online learning courses in Malaysia showed that the respondents are generally ready for online learning. However more than half of the respondents indicated that given a choice, they don’t want to continue with online learning in the future. Most respondents preferred online learning via pre-recorded lectures uploaded to Google Classroom and YouTube.

The similarities from previous research and this research are the same as using quantitative approach and the questioners are created using Google form to be shared with students. The differences are this research use two variables and the previous research only one variable. In this research there are 5 likert schale for the questioners and the previous research used 6 likert schale for the questioners.

4. Siti Shofiyah from University of Islamic Maulana Malik Ibrahim Malang and the title is “The Effect of Using Android and E-Leaning on Learning Outcomes of Social Science Subjects for Class VIII SMPN 3 Kepanjen Malang”.<sup>13</sup> The world of education is growing, requiring the teachers to be more creative and innovative in the implementation of the teaching and

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<sup>12</sup> Ellen Chung, Geetha Subramaniam, Laura Christ Dass, *Online Learning Readiness Among University Students in Malaysia Amidst Covid-19*. “Asian Journal of University Education”, 2. 46-58. (2020).

<sup>13</sup> Siti Shofiyah,. *Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa Kelas VIII Smpn 3 Kepanjen Malang*. 68. (2016).

learning process, with the addition of increasingly advanced technological developments that must be utilized as well as possible so that students do not forget their main obligation, namely learning. Especially at this time learning that is done online will make students use Android more often, if the use of Android is not used properly, it is likely that this will also have an impact on student learning outcomes. For this reason, researchers want to conduct research related to The Effect of Using Android and E-Learning on Learning Outcomes of Social Science Subjects for Class VIII SMPN 3 Kepanjen Malang. In this previous research there are 3 research questions, one of them is the relationship between e-learning and students learning outcomes. After the researcher calculated this variable and the value is there is no positive correlation between e-learning and students e-learning outcomes. In this case, there are some similarities and differences between this previous research and this research. This previous research and this research both of the research use quantitative approach and using product moment to analysis the data and the differences is difference in number of variable, etc.

5. RA. Ardiazani Rusna Triama, the title is “Pengaruh Pembelajaran E-Learning Terhadap Motivasi dan Hasil Belajar Mahasiswa Jurusan Pendidikan Ips UIN Maulana Malik Ibrahim Malang”.<sup>14</sup> Technological developments have an important role can be used for various purposes, including education. The Social Sciences Education Department is one of

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<sup>14</sup> RA. Ardiazani Rusna Triama, *Pengaruh Pembelajaran E-Learning Terhadap Motivasi dan Hasil Belajar Mahasiswa Jurusan Pendidikan Ips UIN Maulana Malik Ibrahim Malang*. (2021).



the study programs in UIN Maulana Malik Ibrahim Malang. This course is held to support human resources who can keep up with scientific developments knowledge and provide a way out for development barriers, one of which is trying to utilize information technology in teaching and learning activities/processes through e-learning. There are 3 purposes in this study, one of which is to determine the effect of e-learning to results study student major Education IPS UIN Maulana Malik Ibrahim Malang. The method in this study uses quantitative methods with this type of correlation research. The instrument used in this research is using a questionnaire via google form with 5 Likert scale and the number of samples is 130. There is a significant effect of e-learning learning on the results studying students majoring in Social Studies Education at UIN Maulana Malik Ibrahim. This can be seen from the results of data calculations that show that the significance level = 0.023 ( $0.023 < 0.05$ ). It means that there is a sufficient relationship between e-learning learning and student learning outcomes. The similarities of the previous research and this research are both of the research employed quantitative method and 5 likert scale for the scoring, etc. The differences are the total sample of the research, the total questionnaire and data instruments.

6. Eliya Fitriana from Universitas Jember, the title is “Hubungan antara kesiapan belajar dengan hasil belajar matematika warga belajar kelas XI kelompok belajar paket C SKB Bondowoso semester genap”.<sup>15</sup> Education has an important role in achieving the success of a nation, because through

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<sup>15</sup> Eliya Fitriana,. *Hubungan Antara Kesiapan Belajar Dengan Hasil Belajar Matematika Warga Belajar Kelas Xi Kelompok Belajar Paket C Skb Bondowoso Semester Genap*. 2. (2013).

education it will change an object from not knowing to knowing, from not understanding to understanding. In this case, readiness in the learning process is very influential on learning outcomes. Based on the explanation above, the researcher formulates the problem, namely whether there is a relationship between learning readiness and learning outcomes for students in class XI mathematics. Based on the results of the study, it was found that between student learning readiness and student learning outcomes there was a strong correlation level with a value of 0.775. From these results it can be seen that learning readiness is very influential on student learning outcomes.

Table 2.1  
Table of previous research

No	Author and Title	Differences	Similarities
	1	2	3
1.	Melih Engin in 2017 "Analysis of Students' Online Learning Readiness Based on Their Emotional Intelligence Level"	a. This current research choose Smp Satya Dharma as the place of the research and this previous research in Uludag University. b. This current researcher use English achievement as the variable meanwhile, this previous research use emotional intelligence level as the variable. c. This current research use 48 students and this previous	a. Both of the research use quantitative correlation design. b. Both of the research use product moment to analysis the data.

	1	2	3
		<p>research use 95 students.</p> <p>d. This current research use 49 questionnaire and this previous research use 30 Items of questionnaire.</p> <p>e. There are 5 Likert scale for the Questionnaire in this current research and there are 7 Likert scale in this previous research.</p>	
2	Fahni Haris and Sri Yusrian in 2019 "Correlation of E-learning Courses Toward Nursing Students' Cognitive Skills"	<p>a. This current research use 49 questioners and in this previous research use 30 questioners</p> <p>b. This current research conducting in the Smp Satya Dharma Balung and this previous research conducting the research in their university</p> <p>c. This current research use English achievement as the variable but in the previous research used students' understanding (cognitive) level</p>	<p>a. Both of the research use quantitative correlation design.</p> <p>b. Both of the research use product moment to analysis the data.</p>
3.	Ellen Chung, Gheeta Subramaniam and Laura Christ Dass in 2020 "Online Learning Readiness Among	<p>a. This current research use two variables and the previous research only one variable.</p> <p>b. There are 5 Likert scale for the questioners in this</p>	<p>a. The questionnaire are created using Google form to be shared with students.</p> <p>b. Both of the research use</p>

	1	2	3
	University Students in Malaysia Amidst Covid-19”	<p>Current research and the previous research used 6 Likert scale for the questioners.</p> <p>c. This current research employed correlation design and this previous research employed non-experimental research design.</p> <p>d. There are 48 respondent in this current research and 399 respondents in the previous research.</p> <p>e. This current research employed 49 questionnaire and the previous research employed 18 items of questionnaire.</p>	quantitative method.
4.	Siti Shofiyah in 2016 “Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa kelas VIII SMPN3 Kepanjen Malang	<p>a. This current research only have 2 variables and there are 3 variables in this previous research,</p> <p>b. The value of this Current research is there is a positive correlation between variable x and y and in this previous research is there is no positive correlation between variable x and y.</p>	<p>a. The total population from this current research and this previous research are 48 students. Both of the research use quantitative method.</p> <p>b. Both of the research use product moment to analysis the data.</p>

	1	2	3
		c. Data instrument from this current research are questionnaire and latest final exam score and data instrument from this previous research are questionnaire, interview and documentation.	
5.	RA. Ardiazani Rusna Triama in 2021 “Pengaruh Pembelajaran E-Learning Terhadap Motivasi dan Hasil Belajar Mahasiswa Jurusan Pendidikan Ips UIN Maulana Malik Ibrahim Malang”.	<p>a. This current research employed 2 variable in the research and this previous research employed 3 variable.</p> <p>b. Data instrument from this current research are questionnaire and latest final exam score and data instrument from this previous research are questionnaire and documentation.</p> <p>c. Total sample that employed from this current research are 48 and the previous research are 130 sample.</p> <p>d. This current research employed 49 questionnaire and the previous research employed 22 items of questionnaire.</p>	<p>a. Both of the research use quantitative correlation design.</p> <p>b. The questionnaire are created using Google form to be shared with students.</p> <p>c. Both of the research use product moment to analysis the data.</p> <p>d. This current research and the previous research are same use five-point Likert-type scale for the scoring.</p>

	1	2	3
6.	Eliya Fitriana in 2013 “Hubungan antara kesiapan belajar dengan hasil belajar matematika warga belajar kelas XI kelompok belajar paket C SKB Bondowoso semester genap”.	<p>a. The total respondents in this current research are 48 students and total respondents in this previous research are 18.</p> <p>a. The sampling technique that the current research employed simple random sampling and this previous research employed purposive sampling.</p> <p>b. Data collection method in this current research employed questionnaire and English score and data collection method in this previous research employed questionnaire and documentation.</p>	<p>a. Both of the research employed product moment to analysis the data.</p> <p>b. Both of the research employed quantitative method.</p> <p>c. Both of the research have two variables of the research.</p> <p>d. The data calculation in this current research and this previous research employed Spss.</p>

In this previous research it can be concluded that the similarities between this research and previous research are 4 of the previous research both used a quantitative correlations design and used the product moment for data analysis. 2 of the previous research also used Google forms for the questionnaire to be shared with students. One of the previous studies also used a five-point Likert-scale for assessment and argued that implementing online learning systems is important in education. In online learning, there is also learning that will never be obtained in face-to-face learning.



The differences in this current research and previous research are different subjects and objects in each research, the total of Likert-scale and total of different questionnaire, the difference in number of variable, there are also different research design because the previous research have used non-experimental quantitative research design and explanatory sequential mixed method design.

## **B. Theoretical Framework**

### **1. E-learning Readiness**

#### **a. The Definition of E-learning Readiness**

E-learning readiness is the ability of individuals to utilize e-learning resources and multimedia technologies to improve the quality of learning.<sup>16</sup>

Computer based learning or e-learning system is a term that can be used to describe virtually any kind of learning program using computers as a central staple. This approach to learning takes advantages of the interactive elements of computer software, along with computer's ability to present many different kinds of media.<sup>17</sup>

Rodriguest et al, define e-learning as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-

<sup>16</sup> Ramazan Yilmas., *Exploring the role of e-learning readiness on student satisfaction and motivation in flipped classroom*. Computer in Human Behaviour. 251-260. (2017).

<sup>17</sup> Paul Machumu., *The E-learning and Computer Based Instruction In Engineering Education: The Case Study In Tanzania*. ( 2016).

centered, open, enjoyable, and interactive learning environment supporting and enhancing the learning processes.<sup>18</sup>

Online learning systems it is different from traditional learning because in online learning systems teachers and students carry out the teaching and learning process with a long-distance relationship. E-learning in education may brought much benefits for education institutions. One example of the advantages of e-learning it is from Gotthardtand, he states that the use of technology in learning can create a competitive environment, students and teachers to be more creative and innovative.<sup>19</sup> In this online learning system, teachers and students of course must be able to operate computers or other electronics to smooth the teaching and learning process. In implementing the e-learning system, there must be readiness for students because the readiness of students, professors and technology, is the most significant readiness aspect in this context. In learning, preparation is needed to deal with it. Learning is a person's way of knowing something that cannot be done. A person can only learn about something if he already has "Readiness" to learn something about it.

Readiness is considered a state, property, and quality of the personality, which supposes productive activity in all cases. In this case, readiness is very influential in the student learning process

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<sup>18</sup> Jesus Valverde, Maria Del Carmen, Carmen Burgos, and Maria Belen, *Trends In Educational Research About E-learning: A Systematic Literature Review*. (2020).

<sup>19</sup> Hetty Rohayani, Kurniabudi, Sharipuddin, *Readiness Factors to Measuring E-learning Readiness in Higher Education*. Jambi: Stikom Dinamika Bangsa. (2015).

because without this readiness or willingness the learning process will not occur.<sup>20</sup> There are seven aspects in the E-learning Readiness by (Kristanti Ambar Puspitasari and Sri Lestari, 2018):

### 1. Access to Technology

Access technology is an important thing for learning. Access to learning means more than distributing devices and providing internet connections. Equitable access to technology refers to all students having access to technology and information regardless of their ethnicity.

### 2. Skills and Online Communication

Communicating online skill there are two main ways, these are called synchronous and asynchronous, which can be defined as follows: *Synchronous* communication means taking place in real time for example, via instant messaging or a chat facility, *Asynchronous* communication takes place when participants communicate in their own time for example by responding to messages that have been posted in an online forum.

### 3. Motivation

Motivation is defined as a concept that affects the direction and magnitude of a behavior and affects the efforts occurring as a result of the behavior. Motivation could be the most important element of an instructional design because although an instructional

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<sup>20</sup> Natalia, Vladimir, Evgenij, Maria, Alena. "Students Readiness Formation for Activities Oriented to Health," *Saving. Russia: Russian State Vocational Pedagogical University*, Vol. 11 (2016).

environment is designed well, it will cause students to be unsuccessful if you cannot motivate students.<sup>21</sup>

#### 4. Audio/Video Online

Audio or Video Online is a tool that can help the learning process. It replaces audio or background music in various video files, such as adding MP3 to MP4, AVI, MOV, and more.

#### 5. Online Discussion (Online Chatting)

Online Discussion is a collaborative tool to facilitate communication and knowledge construction. An individual can view content and contribute to an online discussion any time or place on their computer with an internet connections.

#### 6. Important for Successful Learning

To ensure successful learning, it is a prerequisite that the teacher can perform effective teaching.

#### 7. Others

Other here it can be interpreted that among the factors above, there are many other factors related to E-learning.

#### b. The Important of E-Learning

Online learning is a learning process that utilizes the internet network. With online learning, students have the flexibility of time to study, they can study anytime and anywhere. In online learning, students can interact with teachers using several applications such as

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<sup>21</sup> Keller, J.M. "Motivation and instructional design: A theoretical perspective," *Journal of Instructional Development*, Vol 2. 26-34. (1979).

classroom, telephone, Zoom, or Whatsapp Group.<sup>22</sup> This learning is an educational innovation to answer the challenge of the availability of varied learning resources and solutions to social restrictions imposed by the government.

Several benefits can be obtained with the existence of e-learning according to Indah Purwandi; for the students, the students can study anytime and anywhere, can save time, save cost, easy to communicate with teacher through existing technology. For the teachers, the teachers can easily give assignments to students and more quickly can provide an online assessment. Improve communication with students by using technology and teachers do not have to come into class and meet face to face with the students. For the school, can reduce operational costs such as class electricity, air conditioning and paper.<sup>23</sup>

Readiness to learn can be obtained if the student is able and already has a way that can make it respond to learning activities.

## 2. Achievement

### a. The Definition of Achievement

Achievement is desire to gain or reach something by effort.<sup>24</sup>

Achievement is one or parameter that is used to measure level of the

<sup>22</sup> Holong Sumurung Siagian, Tamin Ritonga, Roslian Lubis, *Analisis Kesiapan Belajar Daring Siswa Kelas VII Pada masa Pandemi Covid 19 di Desa Simpang Tiga Laebingke Kecamatan Sirandorung*, Vol. 4 No. 2 (2021).

<sup>23</sup> Indah Purwandi. *Analisa Tingkat Kesiapan E-Learning (E-Learning Readiness) Studi Kasus: AMIK Bina Sarana Informatika Jakarta*. Jurnal Bianglala Informatika. 5. No. 2. (2017).

<sup>24</sup> *Oxford Learners Pocket Dictionary*. (Oxford: Oxford University Press, 2008), 4.

students.<sup>25</sup> English achievement was determined by adding together the results obtained in the four tests (listening, speaking, writing and grammar).<sup>26</sup>

Achievement is the students' measurement in teaching and learning process. If the students show good learning achievement, it means that the learning process is success. In contrary, when the students show bad achievement, it means that the learning process has failed. In this case, achievement is important. Without achievement, teachers will difficult to evaluate their students and they won't know whether they teaching process is succeed or not.

In this research, the researcher used the value of the students' final exams of the English subject to find out whether online learning systems could affect student grades or not.

### C. Hypothesis

Based on the problems and the objectives of the study, the researcher formulated the hypothesis as followed:

#### 1. Ha ( Alternative Hypothesis)

There is a significant positive correlation between students' e-learning readiness and students' English achievement at Smp Satya Dharma.

#### 2. Ho (Null Hypothesis)

There is no significant positive correlation between students' e-learning readiness and students' English achievement at Smp Satya Dharma.

<sup>25</sup> Agus Rahardjho, Supratmi Pertiwi. *Learning Motivation and Students' Achievement in Learning English*, "Journal of English Language Teaching and Literature", 56. 56-64. (2020).

<sup>26</sup> David Lasagabaster. *English Achievement and student motivation in CLIL and EFL settings*, "Innovation in Language Learning and Teaching", 1. 9. (2011).

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher applied a quantitative approach to analyze the data. In the most basic terms Quantitative approach are concerned with collecting and analyzing data that is structured and can be 55 represented numerically.<sup>27</sup> The researcher used correlation design to investigate the correlation between students' e-learning readiness (X variable) and students' English achievement (Y variable). The two variables insert into a statistical formulation that would analyze using a statistical calculation to reveal the strength of the relationship under study.

#### B. Population and Sample

##### 1. Population

Population is a generalization area in the form of a subject or object under study for study and conclusion. While the sample is the process of selecting observations that will be analyzed for research purpose.<sup>28</sup>

Based on this definition, the population of this research was all of the students of Smp Satya Dharma that consist of three classes. Each class has more or less 20 students. So, the whole populations are 55 students.

##### 2. Sample

Sample is a small part of the population that is taken according to certain procedures so that it can represent the population.<sup>29</sup> The sampling

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<sup>27</sup> Melissa J. goertzen, *Applying Quantitative Methods to E-book Collections*. Vol 53 (2017).

<sup>28</sup> A Blackstone, *Saylor URL: <http://www.saylor.org/books>*. No 78 (2018).



technique used in this research was simple random sampling, namely, samples were taken randomly without paying attention to levels such as class, age and gender.

In the population and sample size, the researcher used Isaac and Michael's table with an error rate of 5%. So, the total number that the researchers used 48 students.<sup>30</sup>

### C. Technique of Collecting Data and Research Instrument

In collecting data, the researcher used some techniques and instruments.

Collecting in this research:

#### 1. Questionnaire

The questionnaire was used as the research instrument to gain the data about students' readiness in e-learning system. The questionnaire would be conducted by giving 49 items. The questionnaire used in this study was adopted from the journal entitled e-learning readiness of distance learners. The adopted questionnaire showed that the questionnaire survey results have good validity and reliability.

The original version of this questionnaire developed by MOOC (Massive Open Online Course) Readiness Questionnaire Survey.<sup>31</sup>

<sup>29</sup> Sugiono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. 81. (Bandung:CV ALFABETA, 2018).

<sup>30</sup> Sugiono, *Metode Penelitian Pendidikan (Kualitatif, kuantitatif dan R&D*. 128. (Bandung:Alfabeta, 2010).

<sup>31</sup> Kristanti Ambar Puspitasari, sri Listyarini,. *E-Learning Readiness of Distance Learners*. Asean Journal of Open Distance Learning. Vol. 10. No. 2. (2018).

In this research, the researcher translates the questionnaire that would be distributed to students to make it easier for students to answer or fill in the questionnaire. The translations made by researcher and have been validated two english lectures to see the clarity and accuracy of the translations. The researcher used Google Forms to create the translated questionnaire in this research. The researcher's purpose is to use Google Forms because Google Forms has a simple and easy interface to share or send to students.

The questionnaire used five alternatives based on the Likert scale. Those alternative options are: strongly agree, agree, neutral, disagree and strongly disagree.

Table 3.1  
The Likert Scale Rating of the questionnaire

No	Optional	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly Disagree	1

After the questionnaire was ready to share, The researcher asked the English teacher for help to distribute the link to the students so that students could immediately fill out the questionnaire made by the researcher. The researcher gave the students three days to complete the

questionnaire. After the students filled out the questionnaire, the researcher checked whether the number of students who answered the questions was in accordance with what the researcher wanted or not, if the number of respondents was appropriate, the researcher would go to the stage of calculating the data.

## 2. Document Review

The document was used to gain the data about the score of English achievement. The researcher asked the teacher's English achievement data, and the data taken is the value of the latest students' English final exam.

## D. Technique of Data Analysis

Data analysis is an activity after data from all over the respondents or other data sources were collected. In the technique of data analysis the researcher calculates the results of the students' e-learning readiness (X) variable and students' english achievement (Y) variable using the SPSS (Statistical Product for Service Solution) 24 and using the product moment formula. The purpose of using product moment in this research is to test the associative hypothesis (test relationship) between two variables, to indicate the relationship between students' e-learning readiness and students' English achievement.

In this research, after the researcher calculated the correlation of the students e-learning readiness and students english achievement using SPSS, then by looking at the table below, the researcher could see whether or not there was a relationship between the students' e-learning readiness and students' english achivement.

Table 3.2  
Simple Interpretation of Correlation<sup>32</sup>

Rxy	Interpretation
0.00 – 0.20	There is a correlation between students e-learning readiness (X) variable and students english achivement (Y) variable, but it is very weak or very low. So the correlation is rejected. In other words, there is no correlation between students e-learning readiness and students English achievement variable.
0.20 – 0.40	There is a weak or low correlation between students e-learning readiness (X) variable and students English achievement (Y) variable but it is sure.
0.40 – 0.70	There is enough correlation between students e-learning readiness (X) variable and students English achievement (Y) variable.
0.70 – 0.90	There is a strong or high correlation between students e-learning readiness (X) variable and students English achievement (Y) variable.
0.90 – 1.00	There is a very strong or high correlation between students e-learning readiness (X) variable and students English achievement (Y) variable.

The table above has been explained related to the values that have a correlation, starting from the weakest correlation to the strongest correlation. From this, we know that the stronger the results of the students' e-learning readiness and students' English achievement variables, the better the results of the research that have been examined.

<sup>32</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Depok:PT Raja Grafindo Persada, 2018), Hal. 193.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter explains the research result and discussion of the findings that consist of data analysis and findings that explore the result from data analyzed.

#### **A. Research Setting**

The researcher examined the correlation between student e-learning readiness and students' English achievement in this research. The researcher chose this school because the Smp Satya Dharma was the first school that used an e-learning system in the teaching and learning process. The researcher conducted the research at Smp Satya Dharma on 16th of September 2021. The following are the details of the results of data processing that has been carried out with the help of SPSS version 24

#### **B. Research Finding**

The researcher provided the data about the correlation between students' e-learning readiness and English achievement in the research finding.

##### **1. Data Description**

To get the data about the correlation between students' e-learning readiness and English achievement, the researcher did some processes: first, the researcher had gained the data about the students' e-learning readiness by using a questionnaire. Second, the researcher gained the data about English achievement by asking the teacher, the last, correlated both data.

### 1.1 The students e-learning readiness

To get the data about the students' e-learning readiness, the researcher conducted this research by giving a questionnaire to the 48 students as the population of research. The researcher gave the time limit to the students that was for three days. Fortunately, the students had completed it before the deadline.

In obtaining the data, the researcher asked the English teacher for help to distribute the link of the questionnaire by using application of Whatsapp to the students.

The second step the researcher was checked the completeness of the students answer. Then the researcher started to count all the students' answers according to the 5 Likert scale points. For example, students who gave answers strongly agree on questionnaire no 1, so the total was 5 points, and if students answer was agree then the total was 4 points, and so on.

The third step was when the researcher entered the data calculated according to the 5 Likert scale into the Microsoft Excel table and then the researcher calculated the total value of e-learning readiness. The researcher calculated the total value of students e-learning readiness and students English achievement by using Spss. The results of the Spss value showed the value of the students e-learning readiness (X) variable and students English achievement (Y) variable was 0.042.

a. Descriptive Analysis Variable E-learning Readiness

Data questionnaire e-learning readiness can be described using Spss, the results of descriptive variable measurements are described in table 4.1, the table summarizes a description of students' e-learning readiness that have been classified based on 5 likert scale points.

Table 4.1

Descriptive Statistics E-Learning Readiness

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Students E-learning Readiness	48	108	203	166,83	20,154
Valid N (listwise)	48				

The table above showed that as many as 48 students have e-learning readiness scores with minimum (108), maximum (203), mean (166,83) and standart deviation (20,154).

To find the level of e-learning readiness variable, a category classification was used whether the value of e-learning readiness was included in the high, medium, low or category.<sup>33</sup>

<sup>33</sup> Siti Shofiyah,. *Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa Kelas VIII Smpn 3 Kepanjen Malang*. (2016). No.68.



Table 4.2  
Description of E-learning Variable Data

No	Score (X)	Category	F	Percentage
1.	108-140	Low	6	13%
2.	141-173	Medium	22	46%
3.	174-206	High	20	42%
Total Scores			48	100%

The table above shows that students e-learning readiness included in the low category as many as 6 students or 13%, the medium category as many as 22 students or 46%, and the high category as many as 20 students or 42%. Thus, it can be seen that e-learning readiness students are generally included in the medium category.

b. Data Normality Test of Students E-Learning Readiness

This test was used to determine whether the distribution of students' data it was normal or not for e-learning readiness.

Table 4.3  
One-Sample Kolmogorov-Smirnov

**One-Sample Kolmogorov-Smirnov Test**

Unstandardized Residual

N		48
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	12,56449812
Most Extreme Differences	Absolute	,106

Positive	,080
Negative	-,106
Test Statistic	,106
Asymp. Sig. (2-tailed)	,200 <sup>c,d</sup>

Based on the results of the normality test, it was known that the significance value is  $0.200 > 0.05$ , it can be concluded that the residual value is normally distributed.

## 1.2 Students English achievement

### a. Descriptive Analysis Variable Students English Achievement

The data of students english achievement was gained by asked to the teacher, and the data taken is the value of the latest students' english final exam. Data on students' english achievement could be described using SPSS, the results of descriptive variable measurements are described in table 4.4, the table summarized the description of students' english achievement.

Table 4.4  
Descriptive Statistics Students English Achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students English Achievement	48	40	97	71,60	13,949
Valid N (listwise)	48				

The table above showed that as many as 48 students have english achievement scores with minimum (40), maximum (97), mean (71,60) and standart deviation (13,949).

To find the level of english achievement variable, a category classification was used whether the value of english achievement was included in the high, medium or low category.<sup>34</sup>

Table 4.5  
Description of English Achievement Variable Data

No	Score (Y)	Category	F	Percentage
1.	0-40	Low	2	4%
2.	41-73	Medium	25	50%
3.	74-106	High	24	46%
Total Scores			48	100%

Based on the table above, it was known that the learning outcomes of students' English subjects at Smp Satya Dharma Balung Jember which are included in the high category are 24 students or 46%, the medium category is 25 students or 50% and the low category is 2 students or 4%. Thus, it can be concluded that the learning outcomes of subjects English lessons for students at SMP Satya Dharma Balung Jember are in the medium category. It can be concluded that students English achievement tend to medium to high. It means that students' English achievement included in a good grades.

<sup>34</sup> Siti Shofiyah,. *Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa Kelas VIII Smpn 3 Kepanjen Malang*. (2016). No.68.

b. Data Normality Test of Students English Achievement

This test was used to determine whether the distribution of students' data it was normal or not for english achievement.

Table 4.6  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		48
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	18,15316941
Most Extreme Differences	Absolute	,121
	Positive	,077
	Negative	-,121
Test Statistic		,121
Asymp. Sig. (2-tailed)		,075 <sup>c</sup>

Based on the results of the normality test, it was known that the significance value is  $0.075 > 0.05$ , it can be concluded that the residual value is normally distributed.

2. The Correlation Between Students E-Learning Readiness and Students English Achievement

After getting these data, the researcher determined the total score of students' e-learning readiness (X variable) and students' English achievement (Y variable) to find out the positive relationship between students e-learning

readiness and English achievement. The researcher used product-moment correlation in SPSS (Statistical Product for Service Solution) 24 that shown on the table below.

Table 4.7  
The Correlation Between Students E-Learning Readiness and Students English Achievement

**Correlations**

		Students E-learning Readiness	Students English Achievement
Students E-learning Readiness	Pearson Correlation	1	,434**
	Sig. (2-tailed)		,002
	N	48	48
Students English Achievement	Pearson Correlation	,434**	1
	Sig. (2-tailed)	,002	
	N	48	48

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Based on the table 4.7, the calculation of the correlation between students e-learning readiness and and english achievement was 0,43. The calculation above was interpreted by looking at a simple interpretation (table 1.2).

From the correlation computation, it can be interpreted that there was a positive correlation between students' e-learning readiness (X) and students' English achievement (Y) variables. From the Pearson's Product Moment correlation above, the researcher got the result from students e-learning readiness

and students English achievement = 0.434 it is between 0.40 – 0.70. According to the simple interpretation (table 1.2), it was noticed that the correlation between students e-learning readiness (X) variable and students English achievement (Y) variable was enough correlation. It means that the result of this correlation was quench.

Therefore, it was considered that there was a significant positive correlation between students e-learning readiness (X) variable and students' English achievement (Y) variable. It means that when the students' e-learning readiness is high, the students' English achievement also high and if the students' e-learning readiness is low then the students' English achievement also low.

### **C. Hypothesis Testing**

Based on the calculation Pearson's Product Moment correlation above, the researcher got the result from students e-learning readiness (X) and students English achievement (Y) = 0.43. According to the simple interpretation (table 1.2), the result from students e-learning readiness and students' English achievement is between 0.40 – 0.70. It was noticed that the correlation between students e-learning readiness and students English achievement was enough correlation. Thus, it can be interpreted that there was enough correlation between students e-learning readiness as (X variable) and students' english achievement as (Y variable) at Smp Satya Dharma. It can be said that there was a positive correlation between students e-learning readiness and students English achievement. It means that twhen the students e-learning readiness is high, the students English achievement also high and if the students e-learning readiness is low then the students English achievement also low.

After looking at the correlation table with SPSS (Table 4.7), the value of significant correlation or sig. (2 tailed) was 0.002. The basis for decision making in the Pearson correlation test explained that if the significance value is  $< 0.05$ , then the students e-learning readiness and students English achievement are correlated and if the significance value is  $> 0.05$ , it means that there is no correlation between the students e-learning readiness and students English achievement. So, it can be concluded that the value of a significant correlation in this research was accepted, which means that  $H_a$  ( Alternative Hypothesis) was accepted and  $H_0$  (Null Hypothesis) was rejected.

#### **D. Discussions**

In this study, researchers conducted research on the correlation between students' e-learning readiness and students' English achievement. The results of the analysis between students e-learning readiness as (X) variable and students' english achievement as (Y) variable was 0.43. The results of these values indicate that there is enough correlation between students' e-learning readiness and students English achievement. It means that there is a positive value between students' e-learning readiness and students' English achievement.

According to Anas Sudijono, the coefficient of the value above is in the moderate or sufficient category.<sup>35</sup> Thus it can be said that the result of variable X and variable Y can be said to be positive if the higher value of the variable X (students e-learning readiness) then the higher value of the variable Y (students english achievement) or the lower value of the variable X then the lower value of the variable Y.

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<sup>35</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Depok:PT Raja Grafindo Persada, 2018), Hal. 193.



Based on the results of the correlation analysis above, it shows that it supports the results of RA. Ardiazani Rusna Triama's research indicates that there is enough correlation of online learning on the learning outcomes of students majoring in Social Studies Education at UIN Maulana Malik Ibrahim Malang.<sup>36</sup> It can be seen from the results of data calculations which show that the significance level between online learning and students learning outcomes = 0.023 ( $0.023 < 0.05$ ). It means that the existence of e-learning can affect the learning outcomes of students department in Social Studies Education either partially or simultaneously.

This research also enrich the previous research that discusses "Analysis of Students' Online Learning Readiness Based on Their Emotional Intelligence Level". In the previous studies, there were differences between the variables used in this research. So, this study proves that the correlation is not only the students' online learning readiness as (X) variable and emotional intelligence level of students as (Y) variable but can also affect to the achievement of the students.

The data on students' e-learning readiness shows that students are ready to carry out the online learning process. In implementing online learning, it is important for the students to have readiness in learning, because without readiness or willingness to learn, the learning process will never occur.<sup>37</sup> However, if the students have conditions that are ready to learn, then students will also be ready to respond or answer in a certain way to a situation.<sup>38</sup>

<sup>36</sup> RA. Ardiazani Rusna Triama., *Pengaruh Pembelajaran E-Learning Terhadap Motivasi dan Hasil Belajar Mahasiswa Jurusan Pendidikan Ips UIN Maulana Malik Ibrahim Malang*. (2021).

<sup>37</sup> Natalia, Vladimir, Evgenij, Maria, Alena., *Students Readiness Formation for Activities Oriented to Health*. Saving. Russia: Russian State Vocational Pedagogical University, Vol. 11 (2016).

<sup>38</sup> Eliya Fitriana., *Hubungan Antara Kesiapan Belajar Dengan Hasil Belajar Matematika Warga Belajar Kelas Xi Kelompok Belajar Paket C Skb Bondowoso Semester Genap*. (2013). No. 2.

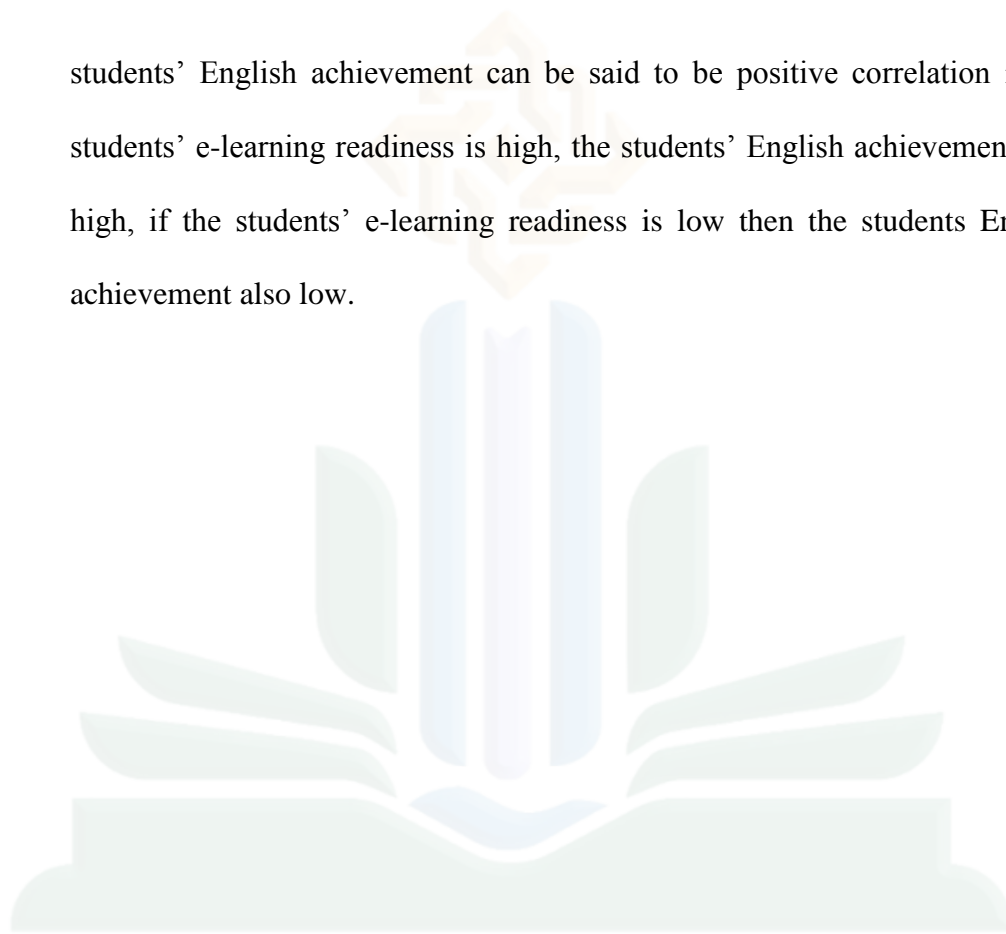
Regarding the data on students' English achievement, there are 3 categories in the questionnaire of student scores, which category was obtained from Siti Shofiyah's research, namely low, medium and high.<sup>39</sup> In this case, the frequency results from students' English achievement are mostly 25 or 50%, it means that the students' English learning outcomes have a sufficient or enough value. In this case, achievement is needed as one of the parameters used to measure the level of student achievement as stated by Agus Rahardjo and Supratmi Pertiwi.<sup>40</sup>

So, in this research the correlation between students' e-learning readiness and students' English achievement had been calculated in the previous section. From the correlation computation, it can be interpreted that there is a significant positive correlation between students e-learning learning readiness (as X variable) and students' English achievement (as Y variable). From the calculation Pearson's Product moment correlation above, the researcher got the result from e-learning learning readiness and students English achievement= 0,434 it is between 0.40 – 0.70 (table 1.2). According to the simple interpretation above, it was noticed that the correlation between e-learning learning readiness and students English achievement was enough correlation, and it was considered there was a positive correlation between X variable (students e-learning readiness) and Y variable (students English achievement). It means that the result of students' e-learning readiness and

<sup>39</sup> Siti Shofiyah,., *Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa Kelas VIII Smpn 3 Kepanjen Malang*. (2016). No.68.

<sup>40</sup> Agus Rahardjo, Supratmi Pertiwi, *Learning Motivation and Students' Achievement in Learning English*, "Journal of English Language Teaching and Literature", 56, (2020), 56-64.

students' English achievement can be said to be positive correlation if the students' e-learning readiness is high, the students' English achievement also high, if the students' e-learning readiness is low then the students English achievement also low.



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## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The conclusions from the results of the research entitled the correlation between students' e-learning readiness and students' english achievement at Smp Satya Dharma Balung Jember are there was enough positive correlation ( $r=0.434$ ) between students' e-learning readiness and students' English achievement at Smp Satya Dharma Balung Jember. It means that if the score of students' e-learning readiness is high so the score of students' English achievement is too. If the score of students' e-learning readiness is low so the score of students' english achievement is too.

#### **B. Suggestion**

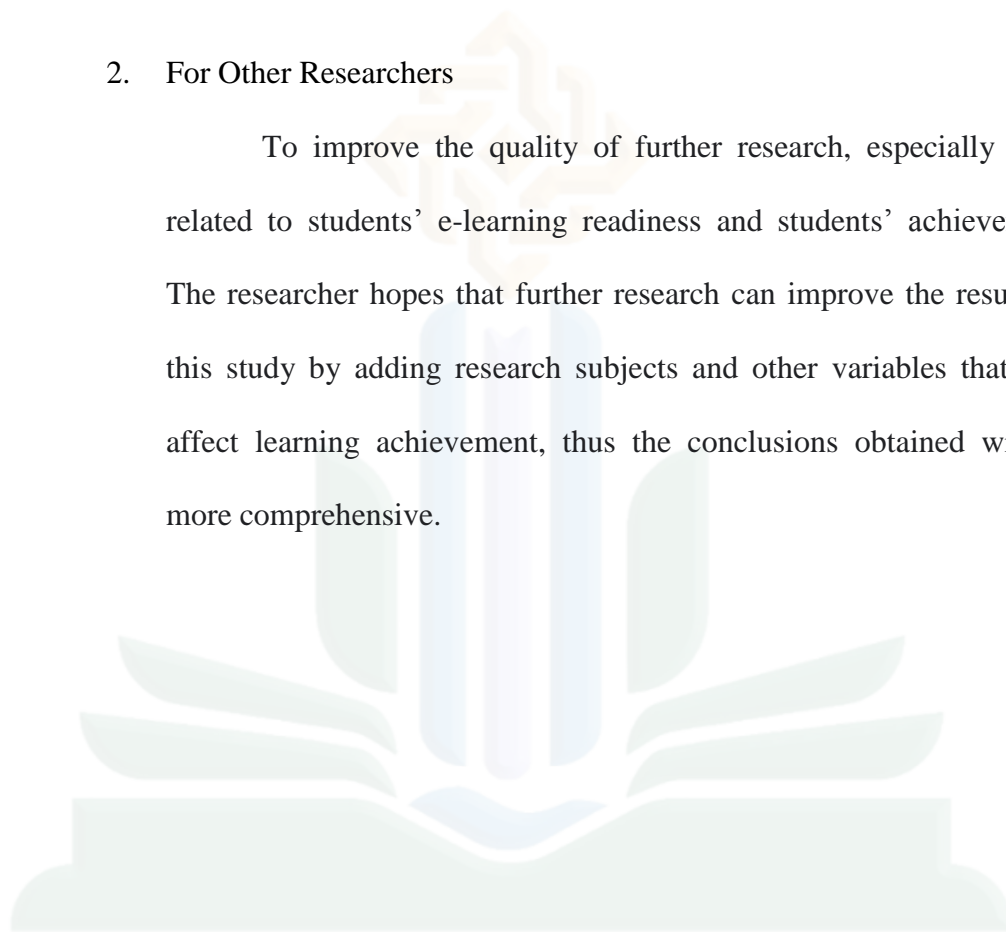
Based on the conclusions of the research that has been done, the research purposed to give some suggestions to make the students ready in implementing the e-learning system as follows:

##### **1. For Teachers**

The success of learning is not only determined by the student's readiness factor in learning, but is also influenced by the readiness of the teachers to teach. For example, the readiness to use varied online learning media so that students do not get bored, such as zoom meetings, google meet, etc. So it is hoped that there will be maximum efforts for the teachers to have a good level of teaching readiness.

## 2. For Other Researchers

To improve the quality of further research, especially those related to students' e-learning readiness and students' achievement. The researcher hopes that further research can improve the results of this study by adding research subjects and other variables that may affect learning achievement, thus the conclusions obtained will be more comprehensive.



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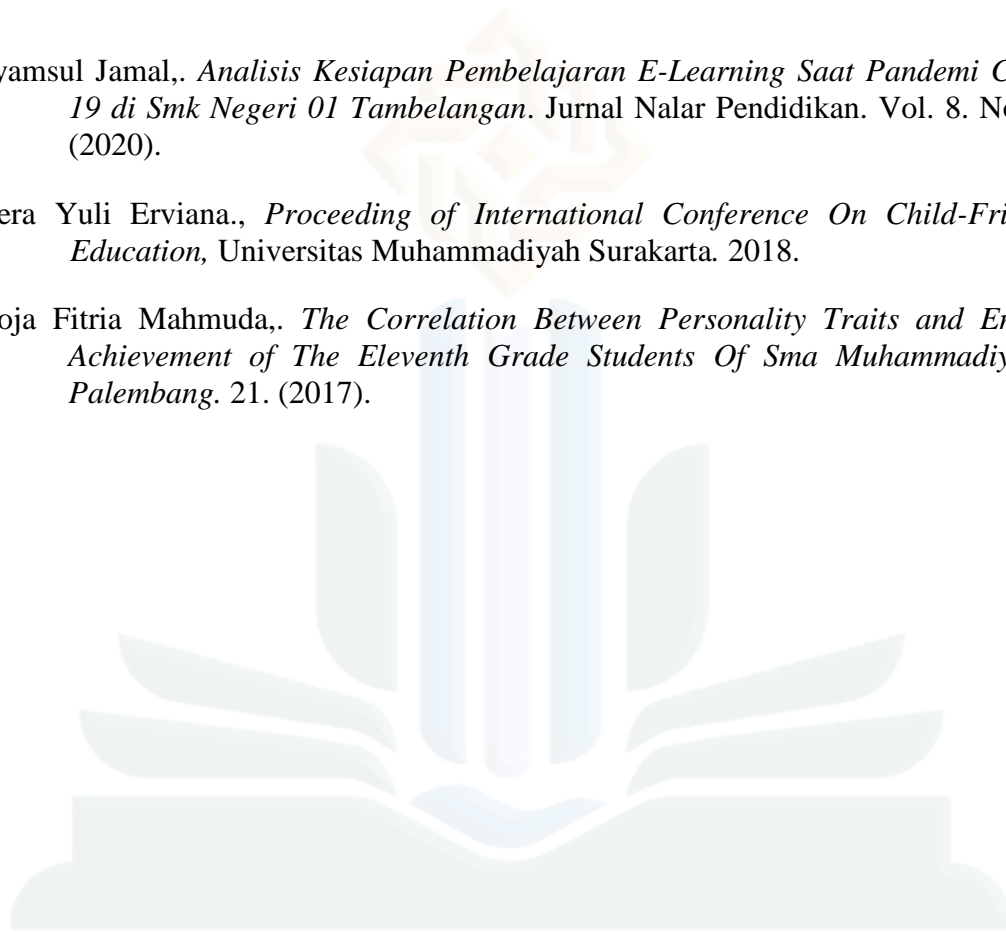
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## DECLARATION OF AUTHENTICITY

The undersigned below :

Name : Winda Nurjannah  
Student's Number : T20166081  
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Declare that this thesis entitled “ THE CORRELATION BETWEEN STUDENTS E-LEARNING READINESS AND STUDENTS ENGLISH ACHIEVEMENT AT SMP SATYA DHARMA BALUNG JEMBER” is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted.

Jember, 19 December 2021  
I declare



**Winda Nurjannah**  
T20166081

## MATRIX

TITLE	VARIABLES	SUB. VARIABLE	INDICATORS	SOURCES OF DATA	RESEARCH METHOD	QUESTION	HYPOTHESIS
THE CORRELATION BETWEEN STUDENTS E-LEARNING READINESS AND STUDENTS ENGLISH ACHIVEMENT AT SMP SATYA DHARMA BALUNG JEMBER	STUDENTS E-LEARNING READINESS  (Questionnaire)	1. Factors students e-learning readiness	1. Access to Technology 2. Skills and Online Communication 3. Motivation 4. Audio/Video Online 5. Online Discussion (Online Chatting) 6. Important for Successful Learning 7. Others  1. Final exams' score	2. Questionnaire 3. Students' latest final exam score 4. Related documents	1. Approach and kinds of research: a. Quantitative b. Correlation 2. Data collection method: a. Questioners b. Students' latest final exam score c. Related document 3. Validation of data: Spss 4. Analysis of data: Product moment	1. Is there any positive correlation between students e-learning readiness and Students English Achievement at Smp Satya Dharma Balung Jember?	Ha: There is a significant positive correlation between students e-learning readiness and English achievement at Smp Satya Dharma Ho: There is no significant positive correlation between students e-learning readiness and English achievement at Smp Satya Dharma
	STUDENTS ENGLISH ACHIEVEMENT  (Report Card)	1. Students' Score					

Table 3.1  
The result of questionnaire

No	Very Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Very Disagree (1)	Total Score
1.	2.	3.	4.	5.	6.	
S 1	11	9	22	7	0	
Score	55	36	66	14	0	171
S 2	20	9	12	3	5	
Score	100	36	36	6	5	183
S 3	14	9	19	5	2	
Score	70	36	57	10	2	175
S 4	32	1	1	1	14	
Score	160	4	3	2	14	183
S 5	6	5	16	12	10	
Score	30	20	48	24	10	132
S 6	5	12	15	4	13	
Score	25	48	45	8	13	139
S 7	18	6	1	19	5	
Score	90	24	3	38	5	160
S 8	33	3	6	1	6	
Score	165	12	18	2	6	203
S 9	22	5	13	3	6	
Score	110	20	39	6	6	181
S 10	12	19	12	6	0	
Score	60	76	36	12	0	184
S 11	6	21	21	1	0	
Score	30	84	63	2	0	179
S 12	29	2	5	0	13	
Score	145	8	15	0	13	181
S 13	26	2	9	0	12	
Score	130	8	27	0	12	177
S 14	20	13	3	2	11	
Score	100	52	9	4	11	176
S 15	9	25	3	1	11	

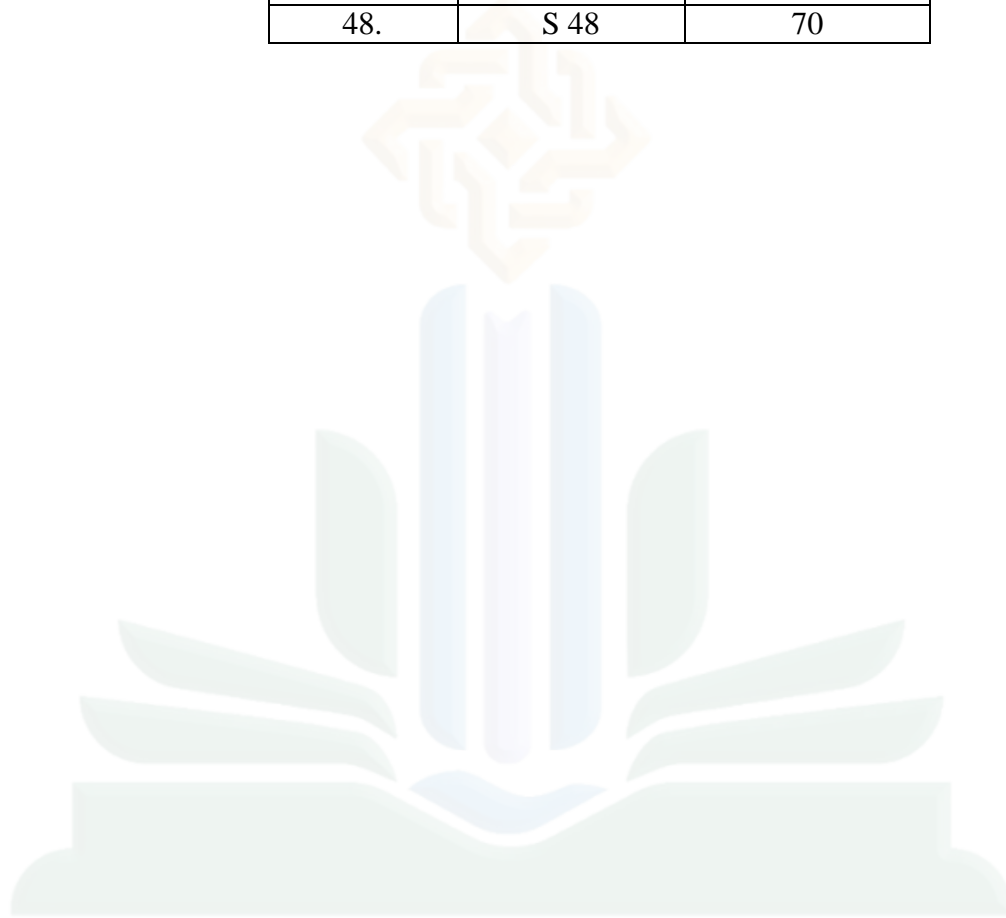




Table 3.2  
Table of students' English achievement (students' final exams score)

No	Name	Score (Y)
1.	S 1	90
2.	S 2	66
3.	S 3	46
4.	S 4	89
5.	S 5	58
6.	S 6	90
7.	S 7	52
8.	S 8	80
9.	S 9	76
10.	S 10	80
11.	S 11	54
12.	S 12	49
13.	S 13	68
14.	S 14	90
15.	S 15	60
16.	S 16	90
17.	S 17	66
18.	S 18	68
19.	S 19	90
20.	S 20	74
21.	S 21	70
22.	S 22	84
23.	S 23	65
24.	S 24	70
25.	S 25	70
26.	S 26	70
27.	S 27	90
28.	S 28	70
29.	S 29	63
30.	S 30	80
31.	S 31	60
32.	S 32	80
33.	S 33	70
34.	S 34	78
35.	S 35	88
36.	S 36	88
37.	S 37	70
38.	S 38	77
39.	S 39	58
40.	S 40	78
41.	S 41	40
42.	S 42	54
43.	S 43	80
44.	S 44	84
45.	S 45	80

46.	S 46	97
47.	S 47	80
48.	S 48	70



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## Questionnaire Of E-Learning

Di bawah ini merupakan questionnaire/pertanyaan yang berkaitan dengan penelitian kesiapan belajar dalam pembelajaran system online (daring). Oleh karena itu, dimohon kesediaan anda untuk mengisi questionnaire/pertanyaan yang telah di sediakan. Terkait dalam hal ini, identitas diri dijamin kerahasiaannya. Atas partisipasi anda saya ucapkan terimakasih.

Isilah pertanyaan di bawah ini sesuai dengan apa yang anda alami dengan memilih salah satu jawaban 1. sangat setuju 2. setuju 3. netral 4. tidak setuju 5. sangat tidak setuju.

Nama :

Kelas :

No	Questionnaire (Pertanyaan)	1	2	3	4	5
1.	Saya memiliki akses ke komputer yang terhubung ke Internet.					
2.	Saya memiliki akses ke komputer yang cukup baru (misalnya memiliki cukup RAM, speaker, CD-ROM).					
3.	Saya memiliki akses ke komputer dengan perangkat lunak yang memadai (mis. Microsoft Word, Adobe Acrobat).					
4.	Saya memiliki keterampilan dasar untuk mengoperasikan komputer (misalnya menyimpan file, membuat folder).					
5.	Saya memiliki keterampilan dasar untuk menjelajah Internet (misalnya menggunakan mesin pencari).					
6.	Saya dapat mengirim email dengan lampiran.					
7.	Saya dapat menggunakan komputer beberapa kali seminggu untuk berpartisipasi dalam tutorial <i>online</i> atau kelas <i>online</i> .					
8.	Saya dapat berkomunikasi secara efektif dengan orang lain menggunakan teknologi secara online (misalnya chatting <i>online</i> ).					
9.	Saya dapat mengekspresikan pendapat saya dalam menulis dengan baik.					
10.	Saya dapat menggunakan peralatan <i>online</i> atau dalam jaringan (daring) untuk bekerja dengan siswa lain dari tempat yang berbeda.					
11.	Saya dapat menanggapi diskusi tutorial atau diskusi kelas secara <i>online</i> sesuai jadwal.					
12.	Saya dapat mengunggah jawaban tugas tutorial <i>online</i> atau kelas <i>online</i> sesuai jadwal.					
13.	Saya bisa tetap termotivasi meskipun tutor atau guru tidak selalu <i>online</i> setiap saat.					
14.	Saya dapat menyelesaikan tugas meskipun ada aktivitas <i>online</i> yang lebih menarik (mis. mengirim email ke teman, menjelajahi situs web).					

15.	Saya dapat menyelesaikan pekerjaan sekolah saya meskipun ada kegiatan yang lebih menarik di rumah (misalnya televisi, keluarga, dll).					
16.	Saya dapat menghubungkan materi video dalam tutorial <i>online</i> atau kelas <i>online</i> dengan materi tertulis.					
17.	Saya dapat membuat catatan sambil mendengarkan video dalam tutorial <i>online</i> atau kelas <i>online</i> .					
18.	Saya dapat lebih memahami materi tertulis ketika disajikan dalam format video dalam tutorial <i>online</i> (kelas <i>online</i> ).					
19.	Saya dapat mengobrol melalui media <i>online</i> .					
20.	Saya terbiasa mengikuti beberapa topik diskusi di grup chat secara bersamaan.					
21.	Saya bisa mengikuti chatting <i>online</i> saat mengetik (melakukan pekerjaan).					
22.	Saya berharap memiliki cukup waktu sebelum menjawab pertanyaan selama obrolan <i>online</i> .					
23.	Berkomunikasi dengan tutor atau guru secara teratur sangat penting untuk kesuksesan saya dalam tutorial <i>online</i> atau kelas <i>online</i> .					
24.	kegiatan saya dalam mempelajari materi sekolah penting untuk mendukung keberhasilan saya dalam tutorial <i>online</i> atau kelas <i>online</i> .					
25.	Pengalaman menggunakan teknologi informasi membantu saya berhasil dalam mengikuti tutorial <i>online</i> atau kelas <i>online</i> .					
26.	Materi sekolah yang terkait dengan pekerjaan saya, mendukung kesuksesan saya dalam tutorial <i>online</i> atau kelas <i>online</i> .					
27.	Saya dapat menggunakan komputer atau laptop untuk mengikuti tutorial <i>online</i> atau kelas <i>online</i> 4-5 kali dalam seminggu.					
28.	Saya dapat mengakses Internet untuk berpartisipasi dalam tutorial <i>online</i> atau kelas <i>online</i> 4-5 kali dalam seminggu.					
29.	Saya memiliki akses ke printer.					
30.	Saya memiliki headphone, mikrofon, dan speaker untuk mengikuti kursus yang menyediakan konferensi video.					
31.	Saya dapat menggunakan browser web/mesin pencari (misalnya Firefox, Safari, Internet Explorer, Google) untuk menjelajahi Internet.					
32.	Saya pandai mengetik					
33.	Saya berpengalaman dalam menggunakan perangkat lunak Microsoft Office (misalnya Word, PowerPoint, dan Excel).					
34.	Saya berpengalaman dalam mengunduh/menginstal program atau plug-in, seperti Java, Adobe Reader, Quick Time, dll.					
35.	Saya terbiasa mengirim/menerima email.					
36.	Saya terbiasa mengirim/menerima email dengan lampiran.					
37.	Saya dapat mengatur/merencanakan waktu saya dengan baik.					
38.	Saya dapat bertemu sesuai dengan waktu yang telah di					

	tentukan.					
39.	Saya dapat belajar secara mandiri.					
40.	Saya dapat belajar bersama secara kelompok.					
41.	Saya dapat menghabiskan sekitar sembilan jam per minggu untuk belajar/berpartisipasi dalam tutorial <i>online</i> atau kelas <i>online</i> /mengerjakan tugas.					
42.	Saya tidak ragu untuk meminta bantuan jika saya mengalami kesulitan dalam belajar.					
43.	Saya seorang pembaca tingkat lanjut.					
44.	Saya dapat mengikuti petunjuk dalam tutorial <i>online</i> atau kelas <i>online</i> .					
45.	Saya merasa nyaman menerima umpan balik dari sesama siswa atau tutor atau guru dalam tutorial <i>online</i> atau kelas <i>online</i> .					
46.	Saya memiliki pengalaman dalam kursus <i>online</i> (kelas <i>online</i> ).					
47.	Saya merasa nyaman belajar di lingkungan dimana saya tidak harus sering datang ke sekolah atau tidak harus datang ke sekolah sama sekali.					
48.	Saya dapat belajar dari berbagai media pembelajaran (misalnya teks, video, podcast, diskusi online, video conference).					
49.	Saya menganggap diri saya memiliki motivasi belajar yang kuat.					

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## Questionnaire Of E-Learning

Bellow is a questionnaire related to research on learning readiness in online learning system.

Therefore, you are requested to be willing to fill out the questionnaire that has been provided.

In this case, the confidentiality of personal identity is guaranteed. Thank you for your participation.

Fill in the statement below according to what you experienced and put a check mark (√) on your answer in addition to the existing statements by answering like (1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree.

Name :

Class :

No	Questionnaire	1	2	3	4	5
1.	I have access to a computer connected to the Internet.					
2.	I have access to a fairly new computer (e.g. having enough RAM, speaker, CD-ROM).					
3.	I have access to a computer with adequate software (e.g. Microsoft Word, Adobe Acrobat).					
4.	I have basic skills to operate a computer (e.g. saving files, creating folders).					
5.	I have basic skills to browse the Internet (e.g. using search engines).					
6.	I can send an email with attachments.					
7.	I can use the computer several times a week to participate in online tutorials.					
8.	I can communicate effectively with others using online technology (e.g. online chatting).					
9.	I can express my opinion in writing well.					
10.	I can use online equipment to work with other students from different places.					
11.	I can respond to online tutorial discussions as scheduled.					
12.	I can upload online tutorial assignment answers as scheduled.					
13.	I can stay motivated even though the tutor is not always online all the time.					
14.	I can complete an assignment even though there are more interesting online activities (e.g. emailing friends, browsing websites).					
15.	I can complete my work even though there are more interesting activities at home (e.g. television, family, etc).					
16.	I can relate the video material in the online tutorial with the					

	written material.					
17.	I can take notes while listening to videos in online tutorials.					
18.	I can better understand the written material when presented in video format in the online tutorial.					
19.	I can chat through online media.					
20.	I am used to following some discussion topics in chat groups simultaneously.					
21.	I can follow online chatting while typing (doing work).					
22.	I hope to have enough time before answering questions during online chatting.					
23.	Communicating with tutors on a regular basis is essential for my success in online tutorial.					
24.	My activity in studying school material is important to support my success in online tutorial.					
25.	The experience of using information technology helps me succeed in participating in online tutorials.					
26.	School materials related to my work, support my success in online tutorials.					
27.	I can use a computer or laptop to participate in online tutorials 4-5 times a week.					
28.	I can access the Internet to participate in online tutorials 4-5 times a week.					
29.	I have access to a printer.					
30.	I have headphones, microphones and speakers to take part in courses that provide video conferencing.					
31.	I can use web browsers/search engines (e.g. Firefox, Safari, Internet Explorer, Google) to browse the Internet.					
32.	I'm good at typing.					
33.	I am experienced in using Microsoft Office software (e.g. Word, PowerPoint, and Excel).					
34.	I am experienced in downloading/installing programmes or plug-ins, like Java, Adobe Reader, Quick Time, etc.					
35.	I'm used to sending/receiving emails.					
36.	I'm used to sending/receiving emails with attachments					
37.	I can manage/plan my time well.					
38.	I can meet deadlines on a regular basis.					
39.	I can study independently.					
40.	I can study together in a group.					
41.	I can spend about nine hours per week to study/participate in tutorial online / work on the assignment.					
42.	I do not hesitate to ask for help if I have difficulty in learning.					
43.	I am an advanced reader.					
44.	I am able to follow the directions in the online tutorial.					
45.	I feel comfortable receiving feedback from fellow students or tutors in online tutorials.					
46.	I have experience in online courses.					
47.	I feel comfortable learning in an environment where I do not have to come to school often or not have to come to school					

	at all.					
48.	I can learn from various learning media (e.g. text, video, podcast, online discussion, video conference).					
49.	I consider myself to have a strong learning motivation.					



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INSTITUT AGAMA ISLAM NEGERI JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136  
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B. 1054/In.20/3.a/PP.00.9/09/2021 3 September 2021  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Satya Dharma  
Jl. Puger, No. 20, Balung Lor, Kec. Balung, Kabupaten Jember, Jawa Timur 68161

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Winda Nurjannah  
NIM : T20166081  
Semester : XI  
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***The Correlation Between Students E-learning Readiness and Students English Achievement*** selama 14 hari di lingkungan lembaga wewenang Bapak/Ibu Akhmad Hadi Karim Amrulloh, S.Pd. Gr.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Kepala Sekolah

Guru Bahasa Inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

Jember, 3 September 2021

a.n. Dekan  
Wakil Dekan Bidang Akademik,



**Mashudi**



YAYASAN ABDUL WAHID HASYIM  
**SMP “SATYA DHARMA” BALUNG**  
(STATUS TERAKREDITASI. B)

NSS : 204052427089    NDS : 2005111402    NPSN : 20523945

Jalan Puger No. 20 ( Depan Kantor POS Balung ) HP. 082302328386 Balung – Jember 68161  
e-mail : smpsatyadharm@yahoo.com

**SURAT KETERANGAN SELESAI PENELITIAN**

NOMOR : 54/I04.33/SMP.SD/I/2022

Yang bertanda tangan dibawah ini :

Nama : **AKHMAD HADI KARIM AMRULLOH, S.Pd. Gr.**  
Jabatan : **Kepala SMP SATYA DHARMA**  
Alamat : **Jln. Puger no. 20 Balung – Jember**

Dengan ini menerangkan bahwa Mahasiswi yang tersebut dibawah ini :

Nama : **WINDA NURJANNAH**  
Nim : **T20166081**  
Fakultas : **Tarbiyah Dan ilmu keguruan**  
Jurusan : **Pendidikan bahasa Inggris**  
Universitas : **Universitas Islam Negeri KH. Achmad Siddiq Jember**

Telah selesai melakukan penelitian di SMP SATYA DHARMA Balung – Jember terhitung mulai tanggal 6 September 2021 sampai dengan tanggal 16 September 2021 untuk memperoleh data dalam rangka penyusunan skripsi dengan judul :

**“The correlation between students E-Learning readness and students english achievement at SMP SATYA DHARMA Balung – Jember”.**

Demikian Suta Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Balung, 3 Januari 2022  
Kepala SMP SATYA DHARMA  
Balung – Jember

**AKHMAD HADI KARIM AMRULLOH, S.Pd.Gr.**



Drive Saya - Google Drive x Questionnaire E-Learning - Goo x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

### Questionnaire E-Learning

Di bawah ini merupakan questionnaire/pertanyaan yang berkaitan dengan penelitian kesiapan belajar dalam pembelajaran system online (daring). Oleh karena itu, dimohon kesediaan anda untuk mengisi questionnaire/pertanyaan yang telah di sediakan. Terkait dalam hal ini, identitas diri dijamin kerahasiaannya. Atas partisipasi anda saya ucapkan terimakasih.

Isilah pertanyaan di bawah ini sesuai dengan apa yang anda alami dengan memilih salah satu jawaban 1. Sangat setuju 2. Setuju 3. Netral 4. Tidak setuju 5. Sangat tidak setuju.

Deskripsi (opsional)

Nama : \*

Teks jawaban singkat

Kelas : \*

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 49 Setelan

Kelas : \*

☐ VII

☐ VIII

☐ IX

1. Saya memiliki akses ke komputer yang terhubung ke Internet. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

2. Saya memiliki akses ke komputer yang cukup mutakhir (misalnya memiliki cukup RAM, speaker, CD-ROM). \*

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zryXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

3. Saya memiliki akses ke komputer dengan perangkat lunak yang memadai (mis. Microsoft Word, Adobe Acrobat). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

4. Saya memiliki keterampilan dasar untuk mengoperasikan komputer (misalnya menyimpan file, membuat folder). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zryXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

5. Saya memiliki keterampilan dasar untuk menjelajah Internet (misalnya menggunakan mesin pencari). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

6. Saya dapat mengirim email dengan lampiran. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

7. Saya dapat menggunakan komputer beberapa kali seminggu untuk berpartisipasi dalam tutorial online atau kelas online \*

1 2 3 4 5

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

8. Saya dapat berkomunikasi secara efektif dengan orang lain menggunakan teknologi secara online (misalnya chatting online). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

9. Saya dapat mengekspresikan pendapat saya dalam bentuk tulisan dengan baik. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

10. Saya dapat menggunakan peralatan online atau dalam jaringan (daring) untuk bekerja dengan siswa lain dari tempat yang berbeda. \*

1 2 3 4 5

Kirim

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

11. Saya dapat menanggapi diskusi tutorial atau diskusi kelas secara online sesuai jadwal. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

12. Saya dapat mengunggah jawaban tugas tutorial online atau kelas online sesuai jadwal. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

13. Saya bisa tetap termotivasi meskipun tutor atau guru tidak selalu online setiap saat. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Kirim

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

14. Saya dapat menyelesaikan tugas meskipun ada aktivitas online yang lebih menarik (mis. mengirim email ke teman, menjelajahi situs web). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

15. Saya dapat menyelesaikan pekerjaan sekolah saya meskipun ada kegiatan yang lebih menarik di rumah (misalnya televisi, keluarga, dll). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

16. Saya dapat mengaitkan materi video dalam tutorial online atau kelas online dengan materi tertulis. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

17. Saya dapat membuat catatan sambil mendengarkan video dalam tutorial online atau kelas online \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

18. Saya dapat lebih memahami materi tertulis ketika disajikan dalam format video dalam tutorial online (kelas online). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

19. Saya dapat mengobrol melalui media online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

20. Saya terbiasa mengikuti beberapa topik diskusi di grup chat secara bersamaan. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

21. Saya bisa mengikuti chatting online saat mengetik (melakukan pekerjaan). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

22. Saya berharap memiliki cukup waktu sebelum menjawab pertanyaan selama obrolan online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

23. Berkomunikasi dengan tutor atau guru secara teratur sangat penting untuk kesuksesan saya \* dalam tutorial online atau kelas online.

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

24. kegiatan saya dalam mempelajari materi sekolah penting untuk mendukung keberhasilan saya dalam tutorial online atau kelas online. \*

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Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

25. Pengalaman menggunakan teknologi informasi membantu saya berhasil dalam mengikuti tutorial online atau kelas online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

26. Materi sekolah yang terkait dengan pekerjaan saya, mendukung kesuksesan saya dalam tutorial online atau kelas online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

27. Saya dapat menggunakan komputer atau laptop untuk mengikuti tutorial online atau kelas online 4-5 kali dalam seminggu. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

28. Saya dapat mengakses Internet untuk berpartisipasi dalam tutorial online atau kelas online 4-5 kali dalam seminggu. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

29. Saya dapat menghubungkan printer di semua computer. \*

1 2 3 4 5

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Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

30. Saya memiliki headphone, mikrofon, dan speaker untuk mengikuti kelas online yang menyediakan konferensi video. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

31. Saya dapat menggunakan browser web/mesin pencari (misalnya Firefox, Safari, Internet Explorer, Google) untuk menjelajahi Internet. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

32. Saya pandai mengetik. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

33. Saya berpengalaman dalam menggunakan perangkat lunak Microsoft Office (misalnya Word, PowerPoint, dan Excel). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

34. Saya berpengalaman dalam mengunduh/menginstal program atau plug-in, seperti Java, Adobe Reader, Quick Time, dll. \*

1 2 3 4 5

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Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

35. Saya terbiasa mengirim/menerima email. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

...

36. Saya terbiasa mengirim/menerima email dengan menggunakan lampiran. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

10:31 17/01/18

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

37. Saya dapat mengatur/merencanakan waktu saya dengan baik. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

38. Saya dapat mengerjakan tugas sesuai deadline yang telah ditentukan. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

39. Saya dapat belajar secara mandiri. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

10:31 17/01/18

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Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

40. Saya dapat belajar bersama secara kelompok. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

41. Saya dapat meluangkan waktu sekitar sembilan jam per minggu untuk belajar/berpartisipasi dalam tutorial online atau kelas online/mengerjakan tugas. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

...

42. Saya tidak ragu untuk meminta bantuan jika saya mengalami kesulitan dalam belajar. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

43. Saya seorang pembaca tingkat lanjut. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

44. Saya dapat mengikuti petunjuk dalam tutorial online atau kelas online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

45. Saya merasa nyaman menerima umpan balik dari sesama siswa atau tutor atau guru dalam tutorial online atau kelas online. \*

1 2 3 4 5

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zrnXqzoF4c3R7xmY/edit

Questionnaire E-Learning ☆

Pertanyaan Jawaban 48 Setelan

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

46. Saya memiliki pengalaman dalam kelas \*

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

47. Saya merasa nyaman belajar di lingkungan dimana saya tidak harus sering datang ke sekolah \* atau tidak harus datang ke sekolah sama sekali.

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

Kirim

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zrnXqzoF4c3R7xmY/edit

Questionnaire E-Learning ☆

Pertanyaan Jawaban 48 Setelan

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

48. Saya dapat belajar dari berbagai media pembelajaran (misalnya teks, video, podcast, diskusi \* online, video conference).

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

49. Saya menganggap diri saya memiliki motivasi belajar yang kuat. \*

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

Kirim

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**TABEL PENENTUAN JUMLAH SAMPEL ISAAC DAN  
MICHAEL DARI POPULASI TERTENTU DENGAN TARAF  
KESALAHAN 1%, 5%, DAN 10%**

N	s			N	s			N	s		
	1%	5%	10%		1%	5%	10%		1%	5%	10%
10	10	10	10	280	197	155	138	2800	537	310	247
15	15	14	14	290	202	158	140	3000	543	312	248
20	19	19	19	300	207	161	143	3500	558	317	251
25	24	23	23	320	216	167	147	4000	569	320	254
30	29	28	27	340	225	172	151	4500	578	323	255
35	33	32	31	360	234	177	155	5000	586	326	257
40	38	36	35	380	242	182	158	6000	598	329	259
45	42	40	39	400	250	186	162	7000	606	332	261
50	47	44	42	420	257	191	165	8000	613	334	263
55	51	48	46	440	265	195	168	9000	618	335	263
60	55	51	49	460	272	198	171	10000	622	336	263
65	59	55	53	480	279	202	173	15000	635	340	266
70	63	58	56	500	285	205	176	20000	642	342	267
75	67	62	59	550	301	213	182	30000	649	344	268
80	71	65	62	600	315	221	187	40000	563	345	269
85	75	68	65	650	329	227	191	50000	655	346	269
90	79	72	68	700	341	233	195	75000	658	346	270
95	83	75	71	750	352	238	199	100000	659	347	270
100	87	78	73	800	363	243	202	150000	661	347	270
110	94	84	78	850	373	247	205	200000	661	347	270
120	102	89	83	900	382	251	208	250000	662	348	270
130	109	95	88	950	391	255	211	300000	662	348	270
140	116	100	92	1000	399	258	213	350000	662	348	270
150	122	105	97	1100	414	265	217	400000	662	348	270
160	129	110	101	1200	427	270	221	450000	663	348	270
170	135	114	105	1300	440	275	224	500000	663	348	270
180	142	119	108	1400	450	279	227	550000	663	348	270
190	148	123	112	1500	460	283	229	600000	663	348	270
200	154	127	115	1600	469	286	232	650000	663	348	270
210	160	131	118	1700	477	289	234	700000	663	348	270
220	165	135	122	1800	485	292	235	750000	663	348	270
230	171	139	125	1900	492	294	237	800000	663	348	271
240	176	142	127	2000	498	297	238	850000	663	348	271
250	182	146	130	2200	510	301	241	900000	663	348	271
260	187	149	133	2400	520	304	243	950000	663	348	271
270	192	152	135	2600	529	307	245	1000000	663	348	271
								∞	664	349	272

Sumber:

Sugiyono, *Metodologi Penelitian Pendidikan (Pendidikan Kualitatif, Kuantitatif, dan R&D)*, (Bandung: Alfabeta, 2010), hlm. 128.



**THE CORRELATION BETWEEN STUDENTS E-LEARNING  
READINESS AND STUDENTS ENGLISH ACHIEVEMENT AT  
SMP SATYA DHARMA BALUNG JEMBER**

**THESIS**



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

By :

**WINDA NURJANNAH**  
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**THE CORRELATION BETWEEN STUDENTS E-LEARNING  
READINESS AND STUDENTS ENGLISH ACHIEVEMENT AT  
SMP SATYA DHARMA BALUNG JEMBER**

**THESIS**

Presented to  
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In partial fulfillment of the requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department

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**THESIS**

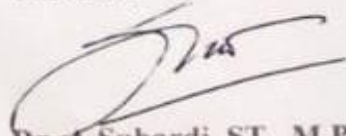
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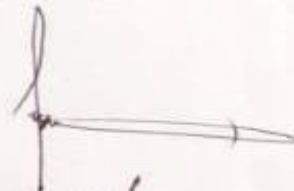


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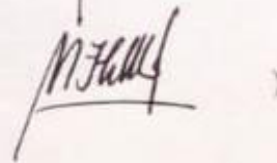
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## MOTTO

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى (٣٩)

“And that there is not for man except that (good) for which he strives and that his effort is going to be seen”.\* (QS. An-Najm : 39)



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\* Setiawan,. *A Descriptive Study On The Mastery Of Writing Of The Eleventh Year Students Of Smkn 1 Ngawen, Gunungkidul*. (2016).



## DEDICATION

I proudly dedicated this thesis for :

1. My beloved parents, my father Ahmad Sahla and my mother Komariyah who have given me supported, motivation, love and prayed for me to finish my thesis
2. My old sister Winarti and Winarsih who have encouraged me to do my best
3. All of my families who have supported me to finish this thesis
4. My beloved fiance M. Rifa'i Romadhoni who has supported me and helped me anything I need
5. My beloved friends, the big family of Univer Class who have helped me to finish this thesis

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Alhamdulillah Rabbil ‘Aalamiin. Thanks to Allah SWT who has always given me his blessing and guidance. So I could accomplish this undergraduate thesis well. Shalawat and Salam are given to our prophet Muhammad SAW, who has guided us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN Jember. The Undergraduate thesis entitled “The Correlation Between Students E-Learning Readiness and Students English Achievement at Smp Satya Dharma Balung Jember”.

I also fully aware that the undergraduate thesis could never be finished without helping and supported from others during the process of writing.

Therefore, in this occasion the writer expresses her respect and gratitude to :

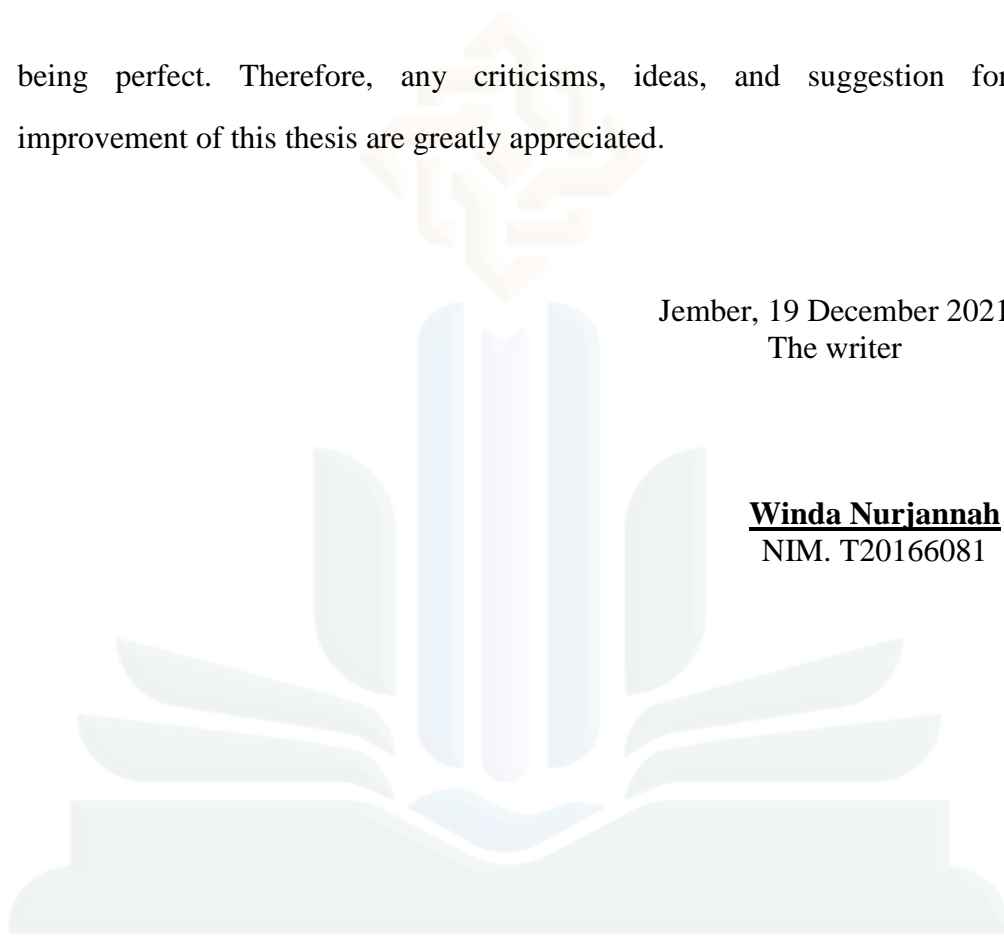
1. Prof. Babun Suharto, S.E, M.M as a Rector of UIN Kh. Achmad Siddiq Jember who has given me opportunity to study in this institute
2. Prof. Dr. Hj. Mukni’ah, M. Pd I as the Dean Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
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4. Mega Fariziah Nur Humairoh, M. Pd as my advisor who has helped me to finish the thesis
5. Mr. Hasun as the English Teacher, for her cooperation and help during the research
6. All students of Smp Satya Dharma Balung Jember for beeing cooperative to be my research subject.

I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from

being perfect. Therefore, any criticisms, ideas, and suggestion for the improvement of this thesis are greatly appreciated.

Jember, 19 December 2021  
The writer

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## ABSTRACT

**Winda Nurjannah, 2021.** *The Correlation Between Students' E-Learning Readiness and Students' English Achievement at Smp Satya Dharma Balung Jember.*

**Keyword:** *E-learning Readiness, English Achievement.*

Since the onset of covid-19 in Indonesia, everything has changed, initially teaching and learning activities were carried out in schools but now they are carried out in their respective homes, the regional government does this. Several countries have also set policies to impose lockdowns to prevent the spread of the corona virus, which can be dangerous for everyone. In carrying out online learning, learning readiness is needed so that the learning process can run smoothly. If the students are not ready to carry out online learning systems, this is believed result in students grades going down, because satisfactory results are when we have prepared everything well, starting from enthusiasm and ready to learn.

Based on the explanation above, the researcher formulates the problem: Is there any positive correlation between students' e-learning readiness and students' English achievement at Smp Satya Dharma Balung Jember.

The researcher applied a quantitative approach and used correlation design to investigate the correlation between students' e-learning readiness as X variable and students' English achievement as Y variable. The researcher took 48 students as the population. In collecting the data, the researcher used a questionnaire of e-learning to determine students' readiness in implementing online learning systems and the latest scores of students' English final exams as benchmarks related to online learning outcomes.

In analyzing the data, the researcher used product-moment and statistical calculation to reveal the strength of the relationship under study.

The result of the analysis between students' e-learning readiness as (X) variable and students' English achievement as (Y) variable was  $r = 0.43$ . This research could be said as enough correlation because based on the simple interpretation correlation in this research, the result of 0.40-0.70 indicated there is enough correlation between students' e-learning readiness and students' English achievement. It means that there is a positive correlation between students' e-learning readiness and students' English achievement. In this research, it can be concluded that students are less ready to carry out online learning system.

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## CHAPTER I

### INTRODUCTION

#### A. Background of Research

The word “Learning” obviously means us to think of study and classroom related activities. Then, we think about the various subjects and skill we intend to master in school. But learning is not limited to school. It is happening in our day today life.<sup>1</sup> We start to learn at once after our birth by adapting to the new environment. This learning may be deliberate or unintentional, for better or worse, correct or incorrect, conscious or unconscious.

Learning is an act of getting experience, knowledge, skills, and values by understanding what to do and how to do any task by synthesizing the different types of information perceived by us.<sup>2</sup> Learning brings about the changes in the existing behavior of an individual. A state in Qur'an surah Al-Mujadalah; 11:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: Allah will exalt those who believe among you, and those who have knowledge, to high ranks. Allah is Informed of what you do.<sup>3</sup>

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<sup>1</sup> Muthukumar,. *Learning and Teaching Bharathidasan University*. (2015)

<sup>2</sup> Oemar Hamalik,. *Kurikulum dan Pengajaran*. Jakarta: Bumi Aksara. (2013). 37.

<sup>3</sup> Agus Abdurahim Dahlan,. *Al-Qur'an*. (Garut: CV Penerbit Jumanatul Ali-Art. 2006). 417



From this verse, learning is essential for us. Without learning, we will not have the ability to think well, and it can be detrimental to ourselves. But, at this time, there is a problem in the teaching and learning process which causes all activities that are usually done outside now have to be done at home. The problem referred to above is the emergence of the Corona Virus-19, which can threaten human life. Coronavirus was a warm conversation. In just a short time, this name became a trending topic. Covid-19 is an infectious disease caused by a newly discovered type of coronavirus, from infants, children to adults. Transmission of this virus is thought to spread from person to person through: droplet transmission (respiratory droplets such as sneezing or coughing), aerosol transmission (when someone coughs or sneezes indoors), contact transmission (touching a contaminated surface then touching the mouth or nose). This coronavirus can cause mild disturbances in the respiratory system, severe lung infections, and even death. In this case, several countries set policies to impose lockdowns to prevent the spread of the coronavirus. In the world of education, the local government decides to implement policies to dismiss students and begin to apply online learning methods.<sup>4</sup> This government policy began to be effectively implemented in several provinces in Indonesia on Monday, March 16, 2020 which was also followed by other provinces.

An online learning system or internet-enabled learning is learning that uses computer and internet technology for distance learning, which is used in

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<sup>4</sup> Sri Harnani, *badan litbang dan diklat kementrian Agama RI* (Copyright 2019)

delivering learning materials from teacher to students.<sup>5</sup> This learning system is different from the usual learning in the classroom. Students are required to be more active because the main process is on students as students, and in this online learning system students have greater flexibility in choosing learning material to be studied. With e-learning, it can shorten the learning time and make the cost of study more economical. Learning process does not only happen in the classroom but with the help of computer equipment and networks, students can be actively involved in the teaching and learning process.<sup>6</sup> This is in accordance with the Minister of Education and Culture of the Republic of Indonesia concerning Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Spread of Corona Virus Disease (COVID-19).

In implementing online learning systems, students must have readiness in themselves because this is very influential in student English achievement. If students are not ready to carry out online learning systems, this will result in students grades going down, because satisfactory results are when we have prepared everything well, starting from enthusiasm and ready to learn. Someone can learn something if they already have readiness to learn something, both in physical, psychological, and material. If there is insufficient readiness in the student, the student's learning process will not go well. For example students have less interest in learning and students in poor

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<sup>5</sup> St Nawal Jaya, Muh. Nadzirin, Arman Faslih. *Journal of Vocational Program University Of Indonesia* (2017)

<sup>6</sup> Vera Yuli Erviana,. *Proceeding of International Conference On Child-Friendly Education, Universitas Muhammadiyah Surakarta*. (2018)

condition (sickness). Of course, this is very influential in the students learning process and will also affect students' grades. From here we can see the importance of students' readiness in the learning process.

In the online learning system, teachers can learn together simultaneously using groups on social media such as What Sapp (WA), Instagram, Zoom applications, or other learning media. Thus, the teacher can ensure students take part in the learning simultaneously, even in different places. From here we can see the positive side of implementing online learning system. However, in implementing the e-learning program it certainly also have negative impact. For example, in online learning systems, there will certainly be additional costs because online learning requires internet access. Second, not all students have the ability to operate the internet, so this can make students unprepared for learning with an online system. Third, deficient interaction between teachers and students or in fact among the students.<sup>7</sup> The online learning system can reduce learning time because students are too busy with sites that attract attention (games, chatting, etc.), in this habit, of course students will be lazy to study so that it can cause student knowledge can be low and also this can make students' grades decrease.

Smp Satya Dharma is one of the schools in Jember, located on Balung, Jln. Puger no 20. This school has three classes with a total of about 55

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<sup>7</sup> Candra Dewi,. *Journal Of Innovation And Applied Technology*, Faculty Of Science. Malang: University Of Brawijaya. (2017). vol 03

students. Everything has changed since the corona virus, everything has changed, initially teaching and learning activities were carried out in schools, but now they are carried out in their respective homes. In implementing online learning, students must have good readiness, both in physical and spiritual readiness. For this reason, the researcher conducted research at this school because this school for the first time implemented an online system and researchers wanted to find out more whether students at the school were really ready or otherwise in doing online system learning.

#### **B. Research Question**

Based on the background of the research above, the researcher formulates the problem as follows:

Is there any positive correlation between students' e-learning readiness and students' English achievement at Smp Satya Dharma?

#### **C. Research Objective**

Based on the research question above, the aims of the research are as follow:

To know there is a positive correlation between students' e-learning readiness and their English achievement at Smp Satya Dharma.

#### **D. Significance of The Research**

There are two kinds of significance of the research, are:

##### **1. Theoretically**

This research expected to add existing knowledge about the correlation between students' e-learning readiness and students' English achievement.

##### **2. Practically**

The present study is expected to give some contribution:

For the writer, it can add her knowledge and experience in researching, especially about the correlation between students' e-learning readiness and English achievement.

For other researchers, the researcher hopes that this research will be helpful for them in term of providing references, especially about the correlation between students' e-learning readiness and students' English achievement.

## **E. Definition of Key Terms**

### **1. Students E-learning Readiness**

E-learning is defined as the use of information and communication technology in various educational processes to support and enhance learning in education. It includes the use of information and communication technology as online learning.<sup>8</sup> In this case, to implement e learning students must prepare themselves both mentally and physically to achieve the desired goals, for example in learning readiness. Learning readiness is very important for student success. This is important to improve students' educational performance in the learning process. Without learning readiness, it will cause a decrease in student achievement, it can also reduce the efficiency and effectiveness of the learning system and waste huge government investment in school education, but if students are ready to learn, students can learn quickly.

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<sup>8</sup> Syamsul Jamal., *Analisis Kesiapan Pembelajaran E-Learning Saat Pandemi Covid-19 di Smk Negeri 01 Tambelangan*. Jurnal Nalar Pendidikan. Vol. 8. No. 18. (2020).

## 2. Students' English Achievement

Students' English achievement is the English scores that the students get in the learning activities at the school.<sup>9</sup>

In this research, the researcher used the value of the students' final exams of the English subject to find out whether online learning systems could affect student grades or not.

### F. Scope and Limitation of The Research

Based on the background of the research, this research has scope and limitation. The scope of this research is that the researcher only focuses on the readiness of students in online learning in academic year 2020-2021, to find out whether or not the researcher is ready to give students a questionnaire in which the questionnaire contains several factors, such as: Technology Access, Online Skill and Relationship, Motivation, Online Audio/Video, Internet Discussion, Important for Successful Learning, Others. In this case the result of the questionnaire are calculated through SPSS using the product moment formula.

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<sup>9</sup> Yoja Fitria Mahmuda,. *The Correlation Between Personality Traits and English Achievement of The Eleventh Grade Students Of Sma Muhammadiyah 1 Palembang*. 21. (2017).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

There are some previous studies that are relevant with this research. It can be as references that help this study. In this research the researcher has chosen six recent researchers, they are:

1. Melih Engin from Uludag University Turkey. The title is “Analysis of Students’ Online Learning Readiness Based on Their Emotional Intelligence Level”.<sup>10</sup> The result of this research shows that there was a relationship between students’ online learning readiness and trait emotional intelligence levels. Emotional intelligence sub-dimension had more prediction power over online readiness level learner control when compared to other emotional. Result of the present study demonstrated that one of the predictors of students’ readiness, which is a significant factor in all settings where education is present, was the emotional intelligence levels of individuals in online environments.

The similarities from this research and Melih’s research are using quantitative method and product moment to analysis the data. The differences are the location of the research and also the variable. In this research, the writer choose English achievement as the variable meanwhile, Melih’s research choose emotional intelligence level as the variable. The

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<sup>10</sup> Melih Engin, *Analysis of Students’ Online Learning Readiness Based on Their Emotional Intelligence Level*. “Universal Journal of Educational Research”, 5. 32-40. (2017).



other differences is the location that this research conducted in the Smp Satya Dharma Balung and the other conduct in the Uludag University.

2. Fahni Haris, Sri Yusrian from University Muhammadiyah Yogyakarta.

The title is “Correlation of E-learning Courses Toward Nursing Students’ Cognitive Skills”.<sup>11</sup> The result of this research is the implementation of the e-learning system to the nursing students of the faculty of the medicine and health sciences University Muhammadiyah Yogyakarta is noticeably effective. The effectiveness of the e-learning system is influenced by several components, such as productivity, quality, efficiency, flexibility, eminence, development, and satisfactions level of the students. So, based on the analysis of the data, there is a correlation between online learning through the e-learning system and the students’ understanding level.

The similarities from the previous research and this research are using quantitative method and product moment for the analysis of data. The differences both of them are

Total of the questioner, the place, and the variable that the researcher used.

In this research the researcher use 37 questioners and in this previous research use 30 questioners. This research conducted in the Smp Satya Dharma Balung and this previous research conducted the research in their university and in this research the researcher use English achievement as the variable but in the previous research used students’ understanding (cognitive) level.

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<sup>11</sup> Fahni Haris and Sri Yusrian, *Correlation of E-learning Courses Toward Nursing Students’ Cognitive Skills*. “Indonesian Journal of Nursing Practices”, 2. 92-98. (2019).



3. Ellen Chung, Gheeta Subramaniam, and Laura Christ Dass from University Technology MARA Malaysia. The title is “Online Learning Readiness Among University Students in Malaysia Amidst Covid-19”.<sup>12</sup> The result of this research is start from 399 data of students in two different online learning courses in Malaysia showed that the respondents are generally ready for online learning. However more than half of the respondents indicated that given a choice, they don’t want to continue with online learning in the future. Most respondents preferred online learning via pre-recorded lectures uploaded to Google Classroom and YouTube.

The similarities from previous research and this research are the same as using quantitative approach and the questioners are created using Google form to be shared with students. The differences are this research use two variables and the previous research only one variable. In this research there are 5 likert schale for the questioners and the previous research used 6 likert schale for the questioners.

4. Siti Shofiyah from University of Islamic Maulana Malik Ibrahim Malang and the title is “The Effect of Using Android and E-Leaning on Learning Outcomes of Social Science Subjects for Class VIII SMPN 3 Kepanjen Malang”.<sup>13</sup> The world of education is growing, requiring the teachers to be more creative and innovative in the implementation of the teaching and

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<sup>12</sup> Ellen Chung, Geetha Subramaniam, Laura Christ Dass, *Online Learning Readiness Among University Students in Malaysia Amidst Covid-19*. “Asian Journal of University Education”, 2. 46-58. (2020).

<sup>13</sup> Siti Shofiyah,. *Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa Kelas VIII Smpn 3 Kepanjen Malang*. 68. (2016).

learning process, with the addition of increasingly advanced technological developments that must be utilized as well as possible so that students do not forget their main obligation, namely learning. Especially at this time learning that is done online will make students use Android more often, if the use of Android is not used properly, it is likely that this will also have an impact on student learning outcomes. For this reason, researchers want to conduct research related to The Effect of Using Android and E-Learning on Learning Outcomes of Social Science Subjects for Class VIII SMPN 3 Kepanjen Malang. In this previous research there are 3 research questions, one of them is the relationship between e-learning and students learning outcomes. After the researcher calculated this variable and the value is there is no positive correlation between e-learning and students e-learning outcomes. In this case, there are some similarities and differences between this previous research and this research. This previous research and this research both of the research use quantitative approach and using product moment to analysis the data and the differences is difference in number of variable, etc.

5. RA. Ardiazani Rusna Triama, the title is “Pengaruh Pembelajaran E-Learning Terhadap Motivasi dan Hasil Belajar Mahasiswa Jurusan Pendidikan Ips UIN Maulana Malik Ibrahim Malang”.<sup>14</sup> Technological developments have an important role can be used for various purposes, including education. The Social Sciences Education Department is one of

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<sup>14</sup> RA. Ardiazani Rusna Triama, *Pengaruh Pembelajaran E-Learning Terhadap Motivasi dan Hasil Belajar Mahasiswa Jurusan Pendidikan Ips UIN Maulana Malik Ibrahim Malang*. (2021).

the study programs in UIN Maulana Malik Ibrahim Malang. This course is held to support human resources who can keep up with scientific developments knowledge and provide a way out for development barriers, one of which is trying to utilize information technology in teaching and learning activities/processes through e-learning. There are 3 purposes in this study, one of which is to determine the effect of e-learning to results study student major Education IPS UIN Maulana Malik Ibrahim Malang. The method in this study uses quantitative methods with this type of correlation research. The instrument used in this research is using a questionnaire via google form with 5 Likert scale and the number of samples is 130. There is a significant effect of e-learning learning on the results studying students majoring in Social Studies Education at UIN Maulana Malik Ibrahim. This can be seen from the results of data calculations that show that the significance level = 0.023 ( $0.023 < 0.05$ ). It means that there is a sufficient relationship between e-learning learning and student learning outcomes. The similarities of the previous research and this research are both of the research employed quantitative method and 5 likert scale for the scoring, etc. The differences are the total sample of the research, the total questionnaire and data instruments.

6. Eliya Fitriana from Universitas Jember, the title is “Hubungan antara kesiapan belajar dengan hasil belajar matematika warga belajar kelas XI kelompok belajar paket C SKB Bondowoso semester genap”.<sup>15</sup> Education has an important role in achieving the success of a nation, because through

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<sup>15</sup> Eliya Fitriana,. *Hubungan Antara Kesiapan Belajar Dengan Hasil Belajar Matematika Warga Belajar Kelas Xi Kelompok Belajar Paket C Skb Bondowoso Semester Genap*. 2. (2013).

education it will change an object from not knowing to knowing, from not understanding to understanding. In this case, readiness in the learning process is very influential on learning outcomes. Based on the explanation above, the researcher formulates the problem, namely whether there is a relationship between learning readiness and learning outcomes for students in class XI mathematics. Based on the results of the study, it was found that between student learning readiness and student learning outcomes there was a strong correlation level with a value of 0.775. From these results it can be seen that learning readiness is very influential on student learning outcomes.

Table 2.1  
Table of previous research

No	Author and Title	Differences	Similarities
	1	2	3
1.	Melih Engin in 2017 "Analysis of Students' Online Learning Readiness Based on Their Emotional Intelligence Level"	a. This current research choose Smp Satya Dharma as the place of the research and this previous research in Uludag University. b. This current researcher use English achievement as the variable meanwhile, this previous research use emotional intelligence level as the variable. c. This current research use 48 students and this previous	a. Both of the research use quantitative correlation design. b. Both of the research use product moment to analysis the data.

	1	2	3
		<p>research use 95 students.</p> <p>d. This current research use 49 questionnaire and this previous research use 30 Items of questionnaire.</p> <p>e. There are 5 Likert scale for the Questionnaire in this current research and there are 7 Likert scale in this previous research.</p>	
2	Fahni Haris and Sri Yusrian in 2019 "Correlation of E-learning Courses Toward Nursing Students' Cognitive Skills"	<p>a. This current research use 49 questioners and in this previous research use 30 questioners</p> <p>b. This current research conducting in the Smp Satya Dharma Balung and this previous research conducting the research in their university</p> <p>c. This current research use English achievement as the variable but in the previous research used students' understanding (cognitive) level</p>	<p>a. Both of the research use quantitative correlation design.</p> <p>b. Both of the research use product moment to analysis the data.</p>
3.	Ellen Chung, Gheeta Subramaniam and Laura Christ Dass in 2020 "Online Learning Readiness Among	<p>a. This current research use two variables and the previous research only one variable.</p> <p>b. There are 5 Likert scale for the questioners in this</p>	<p>a. The questionnaire are created using Google form to be shared with students.</p> <p>b. Both of the research use</p>

	1	2	3
	University Students in Malaysia Amidst Covid-19”	<p>Current research and the previous research used 6 Likert scale for the questioners.</p> <p>c. This current research employed correlation design and this previous research employed non-experimental research design.</p> <p>d. There are 48 respondent in this current research and 399 respondents in the previous research.</p> <p>e. This current research employed 49 questionnaire and the previous research employed 18 items of questionnaire.</p>	quantitative method.
4.	Siti Shofiyah in 2016 “Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa kelas VIII SMPN3 Kepanjen Malang	<p>a. This current research only have 2 variables and there are 3 variables in this previous research,</p> <p>b. The value of this Current research is there is a positive correlation between variable x and y and in this previous research is there is no positive correlation between variable x and y.</p>	<p>a. The total population from this current research and this previous research are 48 students. Both of the research use quantitative method.</p> <p>b. Both of the research use product moment to analysis the data.</p>

	1	2	3
		c. Data instrument from this current research are questionnaire and latest final exam score and data instrument from this previous research are questionnaire, interview and documentation.	
5.	RA. Ardiazani Rusna Triama in 2021 “Pengaruh Pembelajaran E-Learning Terhadap Motivasi dan Hasil Belajar Mahasiswa Jurusan Pendidikan Ips UIN Maulana Malik Ibrahim Malang”.	<p>a. This current research employed 2 variable in the research and this previous research employed 3 variable.</p> <p>b. Data instrument from this current research are questionnaire and latest final exam score and data instrument from this previous research are questionnaire and documentation.</p> <p>c. Total sample that employed from this current research are 48 and the previous research are 130 sample.</p> <p>d. This current research employed 49 questionnaire and the previous research employed 22 items of questionnaire.</p>	<p>a. Both of the research use quantitative correlation design.</p> <p>b. The questionnaire are created using Google form to be shared with students.</p> <p>c. Both of the research use product moment to analysis the data.</p> <p>d. This current research and the previous research are same use five-point Likert-type scale for the scoring.</p>



	1	2	3
6.	Eliya Fitriana in 2013 “Hubungan antara kesiapan belajar dengan hasil belajar matematika warga belajar kelas XI kelompok belajar paket C SKB Bondowoso semester genap”.	<p>a. The total respondents in this current research are 48 students and total respondents in this previous research are 18.</p> <p>a. The sampling technique that the current research employed simple random sampling and this previous research employed purposive sampling.</p> <p>b. Data collection method in this current research employed questionnaire and English score and data collection method in this previous research employed questionnaire and documentation.</p>	<p>a. Both of the research employed product moment to analysis the data.</p> <p>b. Both of the research employed quantitative method.</p> <p>c. Both of the research have two variables of the research.</p> <p>d. The data calculation in this current research and this previous research employed Spss.</p>

In this previous research it can be concluded that the similarities between this research and previous research are 4 of the previous research both used a quantitative correlations design and used the product moment for data analysis. 2 of the previous research also used Google forms for the questionnaire to be shared with students. One of the previous studies also used a five-point Likert-scale for assessment and argued that implementing online learning systems is important in education. In online learning, there is also learning that will never be obtained in face-to-face learning.



The differences in this current research and previous research are different subjects and objects in each research, the total of Likert-scale and total of different questionnaire, the difference in number of variable, there are also different research design because the previous research have used non-experimental quantitative research design and explanatory sequential mixed method design.

## **B. Theoretical Framework**

### **1. E-learning Readiness**

#### **a. The Definition of E-learning Readiness**

E-learning readiness is the ability of individuals to utilize e-learning resources and multimedia technologies to improve the quality of learning.<sup>16</sup>

Computer based learning or e-learning system is a term that can be used to describe virtually any kind of learning program using computers as a central staple. This approach to learning takes advantages of the interactive elements of computer software, along with computer's ability to present many different kinds of media.<sup>17</sup>

Rodriguest et al, define e-learning as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-

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<sup>16</sup> Ramazan Yilmas., *Exploring the role of e-learning readiness on student satisfaction and motivation in flipped classroom*. Computer in Human Behaviour. 251-260. (2017).

<sup>17</sup> Paul Machumu., *The E-learning and Computer Based Instruction In Engineering Education: The Case Study In Tanzania*. ( 2016).

centered, open, enjoyable, and interactive learning environment supporting and enhancing the learning processes.<sup>18</sup>

Online learning systems it is different from traditional learning because in online learning systems teachers and students carry out the teaching and learning process with a long-distance relationship. E-learning in education may brought much benefits for education institutions. One example of the advantages of e-learning it is from Gotthardtand, he states that the use of technology in learning can create a competitive environment, students and teachers to be more creative and innovative.<sup>19</sup> In this online learning system, teachers and students of course must be able to operate computers or other electronics to smooth the teaching and learning process. In implementing the e-learning system, there must be readiness for students because the readiness of students, professors and technology, is the most significant readiness aspect in this context. In learning, preparation is needed to deal with it. Learning is a person's way of knowing something that cannot be done. A person can only learn about something if he already has "Readiness" to learn something about it.

Readiness is considered a state, property, and quality of the personality, which supposes productive activity in all cases. In this case, readiness is very influential in the student learning process

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<sup>18</sup> Jesus Valverde, Maria Del Carmen, Carmen Burgos, and Maria Belen, *Trends In Educational Research About E-learning: A Systematic Literature Review*. (2020).

<sup>19</sup> Hetty Rohayani, Kurniabudi, Sharipuddin, *Readiness Factors to Measuring E-learning Readiness in Higher Education*. Jambi: Stikom Dinamika Bangsa. (2015).

because without this readiness or willingness the learning process will not occur.<sup>20</sup> There are seven aspects in the E-learning Readiness by (Kristanti Ambar Puspitasari and Sri Lestari, 2018):

### 1. Access to Technology

Access technology is an important thing for learning. Access to learning means more than distributing devices and providing internet connections. Equitable access to technology refers to all students having access to technology and information regardless of their ethnicity.

### 2. Skills and Online Communication

Communicating online skill there are two main ways, these are called synchronous and asynchronous, which can be defined as follows: *Synchronous* communication means taking place in real time for example, via instant messaging or a chat facility, *Asynchronous* communication takes place when participants communicate in their own time for example by responding to messages that have been posted in an online forum.

### 3. Motivation

Motivation is defined as a concept that affects the direction and magnitude of a behavior and affects the efforts occurring as a result of the behavior. Motivation could be the most important element of an instructional design because although an instructional

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<sup>20</sup> Natalia, Vladimir, Evgenij, Maria, Alena. "Students Readiness Formation for Activities Oriented to Health," *Saving. Russia: Russian State Vocational Pedagogical University*, Vol. 11 (2016).

environment is designed well, it will cause students to be unsuccessful if you cannot motivate students.<sup>21</sup>

#### 4. Audio/Video Online

Audio or Video Online is a tool that can help the learning process. It replaces audio or background music in various video files, such as adding MP3 to MP4, AVI, MOV, and more.

#### 5. Online Discussion (Online Chatting)

Online Discussion is a collaborative tool to facilitate communication and knowledge construction. An individual can view content and contribute to an online discussion any time or place on their computer with an internet connections.

#### 6. Important for Successful Learning

To ensure successful learning, it is a prerequisite that the teacher can perform effective teaching.

#### 7. Others

Other here it can be interpreted that among the factors above, there are many other factors related to E-learning.

#### b. The Important of E-Learning

Online learning is a learning process that utilizes the internet network. With online learning, students have the flexibility of time to study, they can study anytime and anywhere. In online learning, students can interact with teachers using several applications such as

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<sup>21</sup> Keller, J.M. "Motivation and instructional design: A theoretical perspective," *Journal of Instructional Development*, Vol 2. 26-34. (1979).

classroom, telephone, Zoom, or Whatsapp Group.<sup>22</sup> This learning is an educational innovation to answer the challenge of the availability of varied learning resources and solutions to social restrictions imposed by the government.

Several benefits can be obtained with the existence of e-learning according to Indah Purwandi; for the students, the students can study anytime and anywhere, can save time, save cost, easy to communicate with teacher through existing technology. For the teachers, the teachers can easily give assignments to students and more quickly can provide an online assessment. Improve communication with students by using technology and teachers do not have to come into class and meet face to face with the students. For the school, can reduce operational costs such as class electricity, air conditioning and paper.<sup>23</sup>

Readiness to learn can be obtained if the student is able and already has a way that can make it respond to learning activities.

## 2. Achievement

### a. The Definition of Achievement

Achievement is desire to gain or reach something by effort.<sup>24</sup>

Achievement is one or parameter that is used to measure level of the

<sup>22</sup> Holong Sumurung Siagian, Tamin Ritonga, Roslian Lubis, *Analisis Kesiapan Belajar Daring Siswa Kelas VII Pada masa Pandemi Covid 19 di Desa Simpang Tiga Laebingke Kecamatan Sirandorung*, Vol. 4 No. 2 (2021).

<sup>23</sup> Indah Purwandi. *Analisa Tingkat Kesiapan E-Learning (E-Learning Readiness) Studi Kasus: AMIK Bina Sarana Informatika Jakarta*. Jurnal Bianglala Informatika. 5. No. 2. (2017).

<sup>24</sup> *Oxford Learners Pocket Dictionary*. (Oxford: Oxford University Press, 2008), 4.

students.<sup>25</sup> English achievement was determined by adding together the results obtained in the four tests (listening, speaking, writing and grammar).<sup>26</sup>

Achievement is the students' measurement in teaching and learning process. If the students show good learning achievement, it means that the learning process is success. In contrary, when the students show bad achievement, it means that the learning process has failed. In this case, achievement is important. Without achievement, teachers will difficult to evaluate their students and they won't know whether they teaching process is succeed or not.

In this research, the researcher used the value of the students' final exams of the English subject to find out whether online learning systems could affect student grades or not.

### C. Hypothesis

Based on the problems and the objectives of the study, the researcher formulated the hypothesis as followed:

#### 1. Ha ( Alternative Hypothesis)

There is a significant positive correlation between students' e-learning readiness and students' English achievement at Smp Satya Dharma.

#### 2. Ho (Null Hypothesis)

There is no significant positive correlation between students' e-learning readiness and students' English achievement at Smp Satya Dharma.

<sup>25</sup> Agus Rahardjho, Supratmi Pertiwi. *Learning Motivation and Students' Achievement in Learning English*, "Journal of English Language Teaching and Literature", 56. 56-64. (2020).

<sup>26</sup> David Lasagabaster. *English Achievement and student motivation in CLIL and EFL settings*, "Innovation in Language Learning and Teaching", 1. 9. (2011).

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher applied a quantitative approach to analyze the data. In the most basic terms Quantitative approach are concerned with collecting and analyzing data that is structured and can be 55 represented numerically.<sup>27</sup> The researcher used correlation design to investigate the correlation between students' e-learning readiness (X variable) and students' English achievement (Y variable). The two variables insert into a statistical formulation that would analyze using a statistical calculation to reveal the strength of the relationship under study.

#### B. Population and Sample

##### 1. Population

Population is a generalization area in the form of a subject or object under study for study and conclusion. While the sample is the process of selecting observations that will be analyzed for research purpose.<sup>28</sup>

Based on this definition, the population of this research was all of the students of Smp Satya Dharma that consist of three classes. Each class has more or less 20 students. So, the whole populations are 55 students.

##### 2. Sample

Sample is a small part of the population that is taken according to certain procedures so that it can represent the population.<sup>29</sup> The sampling

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<sup>27</sup> Melissa J. goertzen, *Applying Quantitative Methods to E-book Collections*. Vol 53 (2017).

<sup>28</sup> A Blackstone, *Saylor URL: <http://www.saylor.org/books>*. No 78 (2018).



technique used in this research was simple random sampling, namely, samples were taken randomly without paying attention to levels such as class, age and gender.

In the population and sample size, the researcher used Isaac and Michael's table with an error rate of 5%. So, the total number that the researchers used 48 students.<sup>30</sup>

### C. Technique of Collecting Data and Research Instrument

In collecting data, the researcher used some techniques and instruments.

Collecting in this research:

#### 1. Questionnaire

The questionnaire was used as the research instrument to gain the data about students' readiness in e-learning system. The questionnaire would be conducted by giving 49 items. The questionnaire used in this study was adopted from the journal entitled e-learning readiness of distance learners. The adopted questionnaire showed that the questionnaire survey results have good validity and reliability.

The original version of this questionnaire developed by MOOC (Massive Open Online Course) Readiness Questionnaire Survey.<sup>31</sup>

<sup>29</sup> Sugiono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. 81. (Bandung:CV ALFABETA, 2018).

<sup>30</sup> Sugiono, *Metode Penelitian Pendidikan (Kualitatif, kuantitatif dan R&D*. 128. (Bandung:Alfabeta, 2010).

<sup>31</sup> Kristanti Ambar Puspitasari, sri Listyarini., *E-Learning Readiness of Distance Learners*. Asean Journal of Open Distance Learning. Vol. 10. No. 2. (2018).

In this research, the researcher translates the questionnaire that would be distributed to students to make it easier for students to answer or fill in the questionnaire. The translations made by researcher and have been validated two english lectures to see the clarity and accuracy of the translations. The researcher used Google Forms to create the translated questionnaire in this research. The researcher's purpose is to use Google Forms because Google Forms has a simple and easy interface to share or send to students.

The questionnaire used five alternatives based on the Likert scale. Those alternative options are: strongly agree, agree, neutral, disagree and strongly disagree.

Table 3.1  
The Likert Scale Rating of the questionnaire

No	Optional	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly Disagree	1

After the questionnaire was ready to share, The researcher asked the English teacher for help to distribute the link to the students so that students could immediately fill out the questionnaire made by the researcher. The researcher gave the students three days to complete the

questionnaire. After the students filled out the questionnaire, the researcher checked whether the number of students who answered the questions was in accordance with what the researcher wanted or not, if the number of respondents was appropriate, the researcher would go to the stage of calculating the data.

## 2. Document Review

The document was used to gain the data about the score of English achievement. The researcher asked the teacher's English achievement data, and the data taken is the value of the latest students' English final exam.

## D. Technique of Data Analysis

Data analysis is an activity after data from all over the respondents or other data sources were collected. In the technique of data analysis the researcher calculates the results of the students' e-learning readiness (X) variable and students' english achievement (Y) variable using the SPSS (Statistical Product for Service Solution) 24 and using the product moment formula. The purpose of using product moment in this research is to test the associative hypothesis (test relationship) between two variables, to indicate the relationship between students' e-learning readiness and students' English achievement.

In this research, after the researcher calculated the correlation of the students e-learning readiness and students english achievement using SPSS, then by looking at the table below, the researcher could see whether or not there was a relationship between the students' e-learning readiness and students' english achivement.

Table 3.2  
Simple Interpretation of Correlation<sup>32</sup>

Rxy	Interpretation
0.00 – 0.20	There is a correlation between students e-learning readiness (X) variable and students english achivement (Y) variable, but it is very weak or very low. So the correlation is rejected. In other words, there is no correlation between students e-learning readiness and students English achievement variable.
0.20 – 0.40	There is a weak or low correlation between students e-learning readiness (X) variable and students English achievement (Y) variable but it is sure.
0.40 – 0.70	There is enough correlation between students e-learning readiness (X) variable and students English achievement (Y) variable.
0.70 – 0.90	There is a strong or high correlation between students e-learning readiness (X) variable and students English achievement (Y) variable.
0.90 – 1.00	There is a very strong or high correlation between students e-learning readiness (X) variable and students English achievement (Y) variable.

The table above has been explained related to the values that have a correlation, starting from the weakest correlation to the strongest correlation. From this, we know that the stronger the results of the students' e-learning readiness and students' English achievement variables, the better the results of the research that have been examined.

<sup>32</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Depok:PT Raja Grafindo Persada, 2018), Hal. 193.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter explains the research result and discussion of the findings that consist of data analysis and findings that explore the result from data analyzed.

#### **A. Research Setting**

The researcher examined the correlation between student e-learning readiness and students' English achievement in this research. The researcher chose this school because the Smp Satya Dharma was the first school that used an e-learning system in the teaching and learning process. The researcher conducted the research at Smp Satya Dharma on 16th of September 2021. The following are the details of the results of data processing that has been carried out with the help of SPSS version 24

#### **B. Research Finding**

The researcher provided the data about the correlation between students' e-learning readiness and English achievement in the research finding.

##### **1. Data Description**

To get the data about the correlation between students' e-learning readiness and English achievement, the researcher did some processes: first, the researcher had gained the data about the students' e-learning readiness by using a questionnaire. Second, the researcher gained the data about English achievement by asking the teacher, the last, correlated both data.

### 1.1 The students e-learning readiness

To get the data about the students' e-learning readiness, the researcher conducted this research by giving a questionnaire to the 48 students as the population of research. The researcher gave the time limit to the students that was for three days. Fortunately, the students had completed it before the deadline.

In obtaining the data, the researcher asked the English teacher for help to distribute the link of the questionnaire by using application of Whatsapp to the students.

The second step the researcher was checked the completeness of the students answer. Then the researcher started to count all the students' answers according to the 5 Likert scale points. For example, students who gave answers strongly agree on questionnaire no 1, so the total was 5 points, and if students answer was agree then the total was 4 points, and so on.

The third step was when the researcher entered the data calculated according to the 5 Likert scale into the Microsoft Excel table and then the researcher calculated the total value of e-learning readiness. The researcher calculated the total value of students e-learning readiness and students English achievement by using Spss. The results of the Spss value showed the value of the students e-learning readiness (X) variable and students English achievement (Y) variable was 0.042.

a. Descriptive Analysis Variable E-learning Readiness

Data questionnaire e-learning readiness can be described using Spss, the results of descriptive variable measurements are described in table 4.1, the table summarizes a description of students' e-learning readiness that have been classified based on 5 likert scale points.

Table 4.1

Descriptive Statistics E-Learning Readiness

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Students E-learning Readiness	48	108	203	166,83	20,154
Valid N (listwise)	48				

The table above showed that as many as 48 students have e-learning readiness scores with minimum (108), maximum (203), mean (166,83) and standart deviation (20,154).

To find the level of e-learning readiness variable, a category classification was used whether the value of e-learning readiness was included in the high, medium, low or category.<sup>33</sup>

<sup>33</sup> Siti Shofiyah,. *Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa Kelas VIII Smpn 3 Kepanjen Malang*. (2016). No.68.



Table 4.2  
Description of E-learning Variable Data

No	Score (X)	Category	F	Percentage
1.	108-140	Low	6	13%
2.	141-173	Medium	22	46%
3.	174-206	High	20	42%
Total Scores			48	100%

The table above shows that students e-learning readiness included in the low category as many as 6 students or 13%, the medium category as many as 22 students or 46%, and the high category as many as 20 students or 42%. Thus, it can be seen that e-learning readiness students are generally included in the medium category.

b. Data Normality Test of Students E-Learning Readiness

This test was used to determine whether the distribution of students' data it was normal or not for e-learning readiness.

Table 4.3  
One-Sample Kolmogorov-Smirnov

**One-Sample Kolmogorov-Smirnov Test**

Unstandardized Residual

N		48
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	12,56449812
Most Extreme Differences	Absolute	,106

Positive	,080
Negative	-,106
Test Statistic	,106
Asymp. Sig. (2-tailed)	,200 <sup>c,d</sup>

Based on the results of the normality test, it was known that the significance value is  $0.200 > 0.05$ , it can be concluded that the residual value is normally distributed.

## 1.2 Students English achievement

### a. Descriptive Analysis Variable Students English Achievement

The data of students english achievement was gained by asked to the teacher, and the data taken is the value of the latest students' english final exam. Data on students' english achievement could be described using SPSS, the results of descriptive variable measurements are described in table 4.4, the table summarized the description of students' english achievement.

Table 4.4  
Descriptive Statistics Students English Achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Students English Achievement	48	40	97	71,60	13,949
Valid N (listwise)	48				

The table above showed that as many as 48 students have english achievement scores with minimum (40), maximum (97), mean (71,60) and standart deviation (13,949).

To find the level of english achievement variable, a category classification was used whether the value of english achievement was included in the high, medium or low category.<sup>34</sup>

Table 4.5  
Description of English Achievement Variable Data

No	Score (Y)	Category	F	Percentage
1.	0-40	Low	2	4%
2.	41-73	Medium	25	50%
3.	74-106	High	24	46%
Total Scores			48	100%

Based on the table above, it was known that the learning outcomes of students' English subjects at Smp Satya Dharma Balung Jember which are included in the high category are 24 students or 46%, the medium category is 25 students or 50% and the low category is 2 students or 4%. Thus, it can be concluded that the learning outcomes of subjects English lessons for students at SMP Satya Dharma Balung Jember are in the medium category. It can be concluded that students English achievement tend to medium to high. It means that students' English achievement included in a good grades.

<sup>34</sup> Siti Shofiyah,. *Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa Kelas VIII Smpn 3 Kepanjen Malang*. (2016). No.68.

b. Data Normality Test of Students English Achievement

This test was used to determine whether the distribution of students' data it was normal or not for english achievement.

Table 4.6  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		48
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	18,15316941
Most Extreme Differences	Absolute	,121
	Positive	,077
	Negative	-,121
Test Statistic		,121
Asymp. Sig. (2-tailed)		,075 <sup>c</sup>

Based on the results of the normality test, it was known that the significance value is  $0.075 > 0.05$ , it can be concluded that the residual value is normally distributed.

2. The Correlation Between Students E-Learning Readiness and Students English Achievement

After getting these data, the researcher determined the total score of students' e-learning readiness (X variable) and students' English achievement (Y variable) to find out the positive relationship between students e-learning

readiness and English achievement. The researcher used product-moment correlation in SPSS (Statistical Product for Service Solution) 24 that shown on the table below.

Table 4.7  
The Correlation Between Students E-Learning Readiness and Students English Achievement

**Correlations**

		Students E-learning Readiness	Students English Achievement
Students E-learning Readiness	Pearson Correlation	1	,434**
	Sig. (2-tailed)		,002
	N	48	48
Students English Achievement	Pearson Correlation	,434**	1
	Sig. (2-tailed)	,002	
	N	48	48

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Based on the table 4.7, the calculation of the correlation between students e-learning readiness and and english achievement was 0,43. The calculation above was interpreted by looking at a simple interpretation (table 1.2).

From the correlation computation, it can be interpreted that there was a positive correlation between students' e-learning readiness (X) and students' English achievement (Y) variables. From the Pearson's Product Moment correlation above, the researcher got the result from students e-learning readiness

and students English achievement = 0.434 it is between 0.40 – 0.70. According to the simple interpretation (table 1.2), it was noticed that the correlation between students e-learning readiness (X) variable and students English achievement (Y) variable was enough correlation. It means that the result of this correlation was quench.

Therefore, it was considered that there was a significant positive correlation between students e-learning readiness (X) variable and students' English achievement (Y) variable. It means that when the students' e-learning readiness is high, the students' English achievement also high and if the students' e-learning readiness is low then the students' English achievement also low.

### **C. Hypothesis Testing**

Based on the calculation Pearson's Product Moment correlation above, the researcher got the result from students e-learning readiness (X) and students English achievement (Y) = 0.43. According to the simple interpretation (table 1.2), the result from students e-learning readiness and students' English achievement is between 0.40 – 0.70. It was noticed that the correlation between students e-learning readiness and students English achievement was enough correlation. Thus, it can be interpreted that there was enough correlation between students e-learning readiness as (X variable) and students' english achievement as (Y variable) at Smp Satya Dharma. It can be said that there was a positive correlation between students e-learning readiness and students English achievement. It means that twhen the students e-learning readiness is high, the students English achievement also high and if the students e-learning readiness is low then the students English achievement also low.

After looking at the correlation table with SPSS (Table 4.7), the value of significant correlation or sig. (2 tailed) was 0.002. The basis for decision making in the Pearson correlation test explained that if the significance value is  $< 0.05$ , then the students e-learning readiness and students English achievement are correlated and if the significance value is  $> 0.05$ , it means that there is no correlation between the students e-learning readiness and students English achievement. So, it can be concluded that the value of a significant correlation in this research was accepted, which means that  $H_a$  ( Alternative Hypothesis) was accepted and  $H_0$  (Null Hypothesis) was rejected.

#### **D. Discussions**

In this study, researchers conducted research on the correlation between students' e-learning readiness and students' English achievement. The results of the analysis between students e-learning readiness as (X) variable and students' english achievement as (Y) variable was 0.43. The results of these values indicate that there is enough correlation between students' e-learning readiness and students English achievement. It means that there is a positive value between students' e-learning readiness and students' English achievement.

According to Anas Sudijono, the coefficient of the value above is in the moderate or sufficient category.<sup>35</sup> Thus it can be said that the result of variable X and variable Y can be said to be positive if the higher value of the variable X (students e-learning readiness) then the higher value of the variable Y (students english achievement) or the lower value of the variable X then the lower value of the variable Y.

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<sup>35</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Depok:PT Raja Grafindo Persada, 2018), Hal. 193.



Based on the results of the correlation analysis above, it shows that it supports the results of RA. Ardiazani Rusna Triama's research indicates that there is enough correlation of online learning on the learning outcomes of students majoring in Social Studies Education at UIN Maulana Malik Ibrahim Malang.<sup>36</sup> It can be seen from the results of data calculations which show that the significance level between online learning and students learning outcomes = 0.023 ( $0.023 < 0.05$ ). It means that the existence of e-learning can affect the learning outcomes of students department in Social Studies Education either partially or simultaneously.

This research also enrich the previous research that discusses "Analysis of Students' Online Learning Readiness Based on Their Emotional Intelligence Level". In the previous studies, there were differences between the variables used in this research. So, this study proves that the correlation is not only the students' online learning readiness as (X) variable and emotional intelligence level of students as (Y) variable but can also affect to the achievement of the students.

The data on students' e-learning readiness shows that students are ready to carry out the online learning process. In implementing online learning, it is important for the students to have readiness in learning, because without readiness or willingness to learn, the learning process will never occur.<sup>37</sup> However, if the students have conditions that are ready to learn, then students will also be ready to respond or answer in a certain way to a situation.<sup>38</sup>

<sup>36</sup> RA. Ardiazani Rusna Triama., *Pengaruh Pembelajaran E-Learning Terhadap Motivasi dan Hasil Belajar Mahasiswa Jurusan Pendidikan Ips UIN Maulana Malik Ibrahim Malang*. (2021).

<sup>37</sup> Natalia, Vladimir, Evgenij, Maria, Alena., *Students Readiness Formation for Activities Oriented to Health*. Saving. Russia: Russian State Vocational Pedagogical University, Vol. 11 (2016).

<sup>38</sup> Eliya Fitriana., *Hubungan Antara Kesiapan Belajar Dengan Hasil Belajar Matematika Warga Belajar Kelas Xi Kelompok Belajar Paket C Skb Bondowoso Semester Genap*. (2013). No. 2.

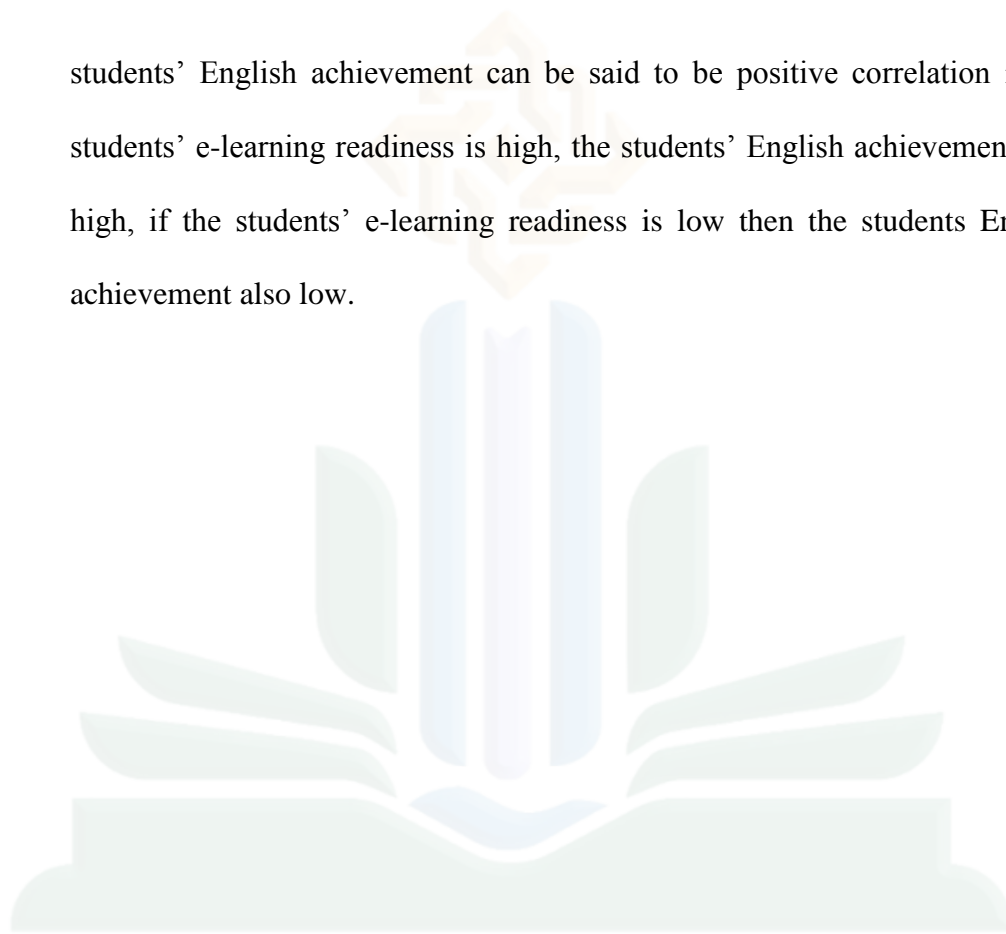
Regarding the data on students' English achievement, there are 3 categories in the questionnaire of student scores, which category was obtained from Siti Shofiyah's research, namely low, medium and high.<sup>39</sup> In this case, the frequency results from students' English achievement are mostly 25 or 50%, it means that the students' English learning outcomes have a sufficient or enough value. In this case, achievement is needed as one of the parameters used to measure the level of student achievement as stated by Agus Rahardjo and Supratmi Pertiwi.<sup>40</sup>

So, in this research the correlation between students' e-learning readiness and students' English achievement had been calculated in the previous section. From the correlation computation, it can be interpreted that there is a significant positive correlation between students e-learning learning readiness (as X variable) and students' English achievement (as Y variable). From the calculation Pearson's Product moment correlation above, the researcher got the result from e-learning learning readiness and students English achievement= 0,434 it is between 0.40 – 0.70 (table 1.2). According to the simple interpretation above, it was noticed that the correlation between e-learning learning readiness and students English achievement was enough correlation, and it was considered there was a positive correlation between X variable (students e-learning readiness) and Y variable (students English achievement). It means that the result of students' e-learning readiness and

<sup>39</sup> Siti Shofiyah,., *Pengaruh Penggunaan Android dan E-learning Terhadap Hasil Belajar Mata Pelajaran Ips Siswa Kelas VIII Smpn 3 Kepanjen Malang*. (2016). No.68.

<sup>40</sup> Agus Rahardjo, Supratmi Pertiwi, *Learning Motivation and Students' Achievement in Learning English*, "Journal of English Language Teaching and Literature", 56, (2020), 56-64.

students' English achievement can be said to be positive correlation if the students' e-learning readiness is high, the students' English achievement also high, if the students' e-learning readiness is low then the students English achievement also low.



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## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The conclusions from the results of the research entitled the correlation between students' e-learning readiness and students' english achievement at Smp Satya Dharma Balung Jember are there was enough positive correlation ( $r=0.434$ ) between students' e-learning readiness and students' English achievement at Smp Satya Dharma Balung Jember. It means that if the score of students' e-learning readiness is high so the score of students' English achievement is too. If the score of students' e-learning readiness is low so the score of students' english achievement is too.

#### **B. Suggestion**

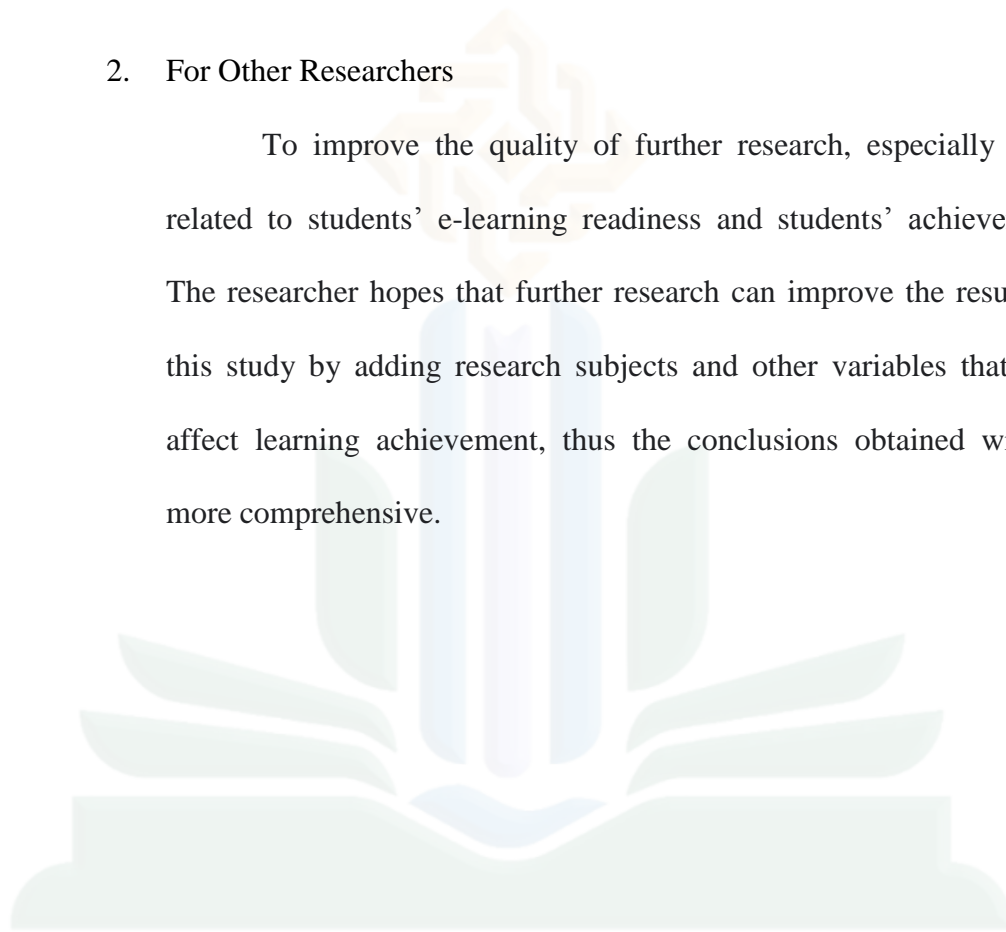
Based on the conclusions of the research that has been done, the research purposed to give some suggestions to make the students ready in implementing the e-learning system as follows:

##### **1. For Teachers**

The success of learning is not only determined by the student's readiness factor in learning, but is also influenced by the readiness of the teachers to teach. For example, the readiness to use varied online learning media so that students do not get bored, such as zoom meetings, google meet, etc. So it is hoped that there will be maximum efforts for the teachers to have a good level of teaching readiness.

## 2. For Other Researchers

To improve the quality of further research, especially those related to students' e-learning readiness and students' achievement. The researcher hopes that further research can improve the results of this study by adding research subjects and other variables that may affect learning achievement, thus the conclusions obtained will be more comprehensive.



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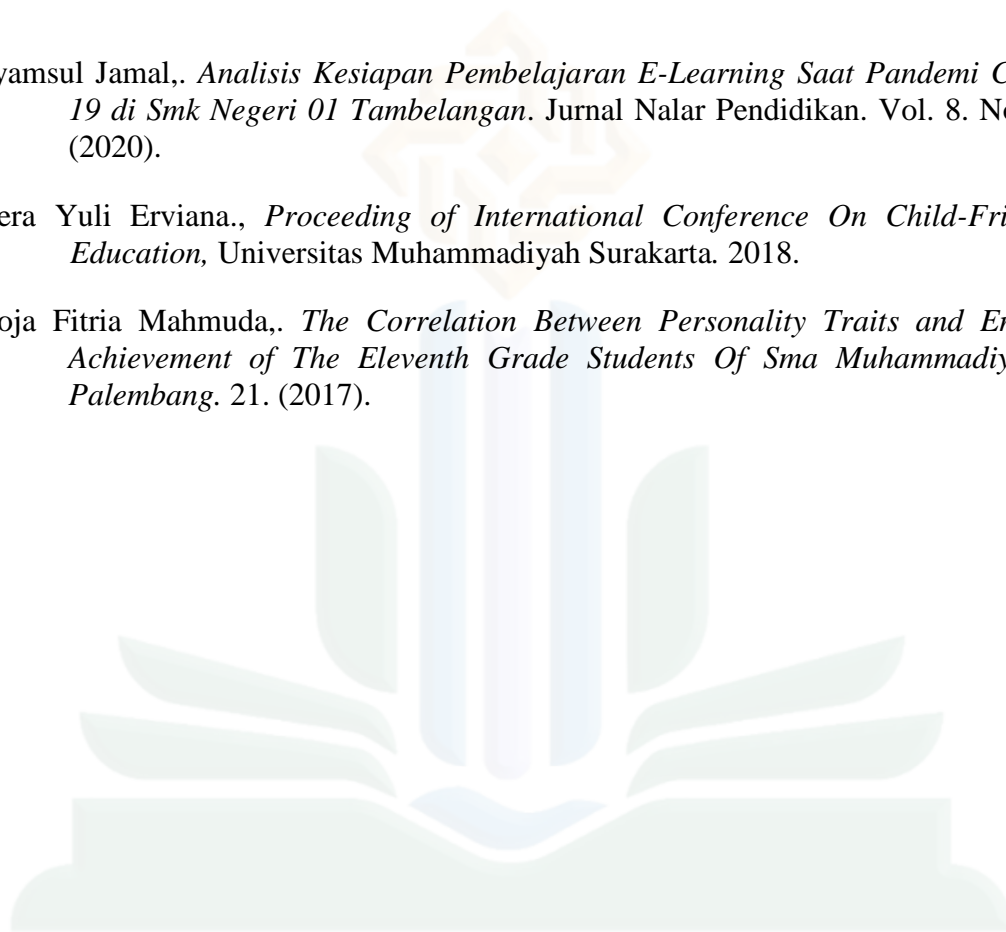
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## DECLARATION OF AUTHENTICITY

The undersigned below :

Name : Winda Nurjannah  
Student's Number : T20166081  
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Institution : UIN Kh. Achmad Siddiq Jember

Declare that this thesis entitled “ THE CORRELATION BETWEEN STUDENTS E-LEARNING READINESS AND STUDENTS ENGLISH ACHIEVEMENT AT SMP SATYA DHARMA BALUNG JEMBER” is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted.

Jember, 19 December 2021  
I declare



**Winda Nurjannah**  
T20166081

## MATRIX

TITLE	VARIABLES	SUB. VARIABLE	INDICATORS	SOURCES OF DATA	RESEARCH METHOD	QUESTION	HYPOTHESIS
THE CORRELATION BETWEEN STUDENTS E-LEARNING READINESS AND STUDENTS ENGLISH ACHIVEMENT AT SMP SATYA DHARMA BALUNG JEMBER	STUDENTS E-LEARNING READINESS  (Questionnaire)	1. Factors students e-learning readiness	1. Access to Technology 2. Skills and Online Communication 3. Motivation 4. Audio/Video Online 5. Online Discussion (Online Chatting) 6. Important for Successful Learning 7. Others  1. Final exams' score	2. Questionnaire 3. Students' latest final exam score 4. Related documents	1. Approach and kinds of research: a. Quantitative b. Correlation 2. Data collection method: a. Questioners b. Students' latest final exam score c. Related document 3. Validation of data: Spss 4. Analysis of data: Product moment	1. Is there any positive correlation between students e-learning readiness and Students English Achievement at Smp Satya Dharma Balung Jember?	Ha: There is a significant positive correlation between students e-learning readiness and English achievement at Smp Satya Dharma Ho: There is no significant positive correlation between students e-learning readiness and English achievement at Smp Satya Dharma
	STUDENTS ENGLISH ACHIEVEMENT  (Report Card)	1. Students' Score					

Table 3.1  
The result of questionnaire

No	Very Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Very Disagree (1)	Total Score
1.	2.	3.	4.	5.	6.	
S 1	11	9	22	7	0	
Score	55	36	66	14	0	171
S 2	20	9	12	3	5	
Score	100	36	36	6	5	183
S 3	14	9	19	5	2	
Score	70	36	57	10	2	175
S 4	32	1	1	1	14	
Score	160	4	3	2	14	183
S 5	6	5	16	12	10	
Score	30	20	48	24	10	132
S 6	5	12	15	4	13	
Score	25	48	45	8	13	139
S 7	18	6	1	19	5	
Score	90	24	3	38	5	160
S 8	33	3	6	1	6	
Score	165	12	18	2	6	203
S 9	22	5	13	3	6	
Score	110	20	39	6	6	181
S 10	12	19	12	6	0	
Score	60	76	36	12	0	184
S 11	6	21	21	1	0	
Score	30	84	63	2	0	179
S 12	29	2	5	0	13	
Score	145	8	15	0	13	181
S 13	26	2	9	0	12	
Score	130	8	27	0	12	177
S 14	20	13	3	2	11	
Score	100	52	9	4	11	176
S 15	9	25	3	1	11	

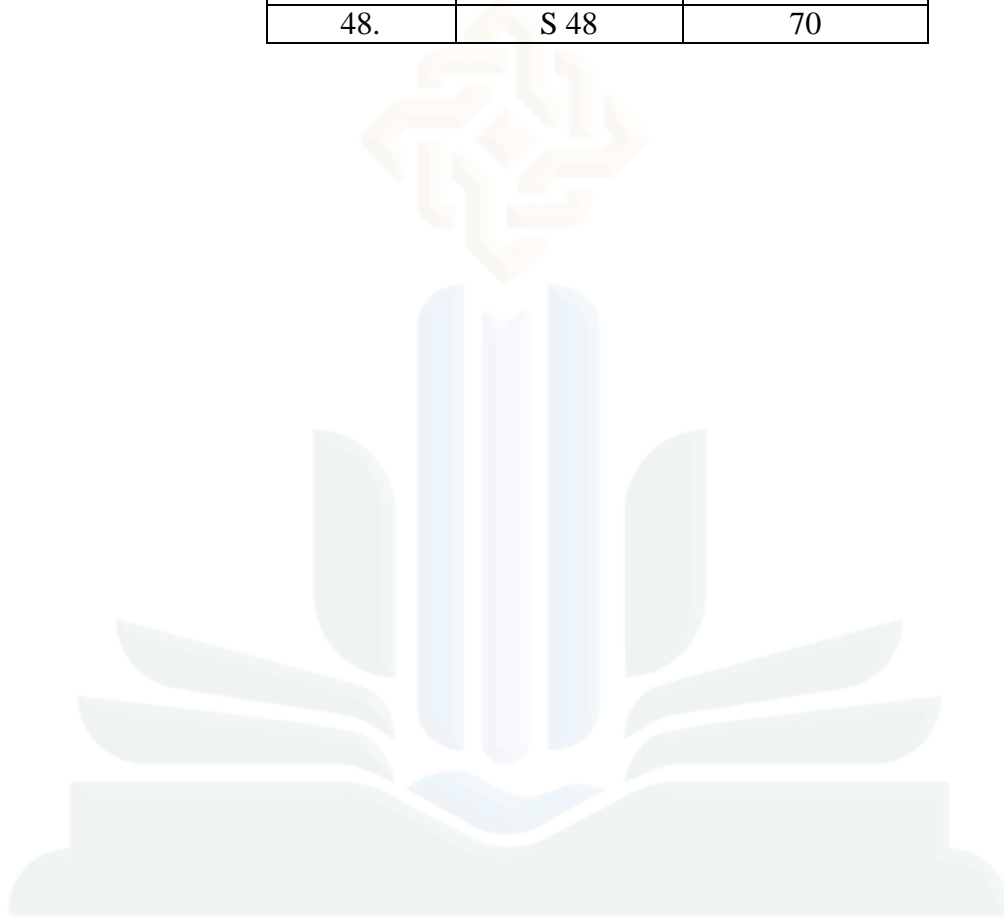




Table 3.2  
Table of students' English achievement (students' final exams score)

No	Name	Score (Y)
1.	S 1	90
2.	S 2	66
3.	S 3	46
4.	S 4	89
5.	S 5	58
6.	S 6	90
7.	S 7	52
8.	S 8	80
9.	S 9	76
10.	S 10	80
11.	S 11	54
12.	S 12	49
13.	S 13	68
14.	S 14	90
15.	S 15	60
16.	S 16	90
17.	S 17	66
18.	S 18	68
19.	S 19	90
20.	S 20	74
21.	S 21	70
22.	S 22	84
23.	S 23	65
24.	S 24	70
25.	S 25	70
26.	S 26	70
27.	S 27	90
28.	S 28	70
29.	S 29	63
30.	S 30	80
31.	S 31	60
32.	S 32	80
33.	S 33	70
34.	S 34	78
35.	S 35	88
36.	S 36	88
37.	S 37	70
38.	S 38	77
39.	S 39	58
40.	S 40	78
41.	S 41	40
42.	S 42	54
43.	S 43	80
44.	S 44	84
45.	S 45	80

46.	S 46	97
47.	S 47	80
48.	S 48	70



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## Questionnaire Of E-Learning

Di bawah ini merupakan questionnaire/pertanyaan yang berkaitan dengan penelitian kesiapan belajar dalam pembelajaran system online (daring). Oleh karena itu, dimohon kesediaan anda untuk mengisi questionnaire/pertanyaan yang telah di sediakan. Terkait dalam hal ini, identitas diri dijamin kerahasiaannya. Atas partisipasi anda saya ucapkan terimakasih.

Isilah pertanyaan di bawah ini sesuai dengan apa yang anda alami dengan memilih salah satu jawaban 1. sangat setuju 2. setuju 3. netral 4. tidak setuju 5. sangat tidak setuju.

Nama :

Kelas :

No	Questionnaire (Pertanyaan)	1	2	3	4	5
1.	Saya memiliki akses ke komputer yang terhubung ke Internet.					
2.	Saya memiliki akses ke komputer yang cukup baru (misalnya memiliki cukup RAM, speaker, CD-ROM).					
3.	Saya memiliki akses ke komputer dengan perangkat lunak yang memadai (mis. Microsoft Word, Adobe Acrobat).					
4.	Saya memiliki keterampilan dasar untuk mengoperasikan komputer (misalnya menyimpan file, membuat folder).					
5.	Saya memiliki keterampilan dasar untuk menjelajah Internet (misalnya menggunakan mesin pencari).					
6.	Saya dapat mengirim email dengan lampiran.					
7.	Saya dapat menggunakan komputer beberapa kali seminggu untuk berpartisipasi dalam tutorial <i>online</i> atau kelas <i>online</i> .					
8.	Saya dapat berkomunikasi secara efektif dengan orang lain menggunakan teknologi secara online (misalnya chatting <i>online</i> ).					
9.	Saya dapat mengekspresikan pendapat saya dalam menulis dengan baik.					
10.	Saya dapat menggunakan peralatan <i>online</i> atau dalam jaringan (daring) untuk bekerja dengan siswa lain dari tempat yang berbeda.					
11.	Saya dapat menanggapi diskusi tutorial atau diskusi kelas secara <i>online</i> sesuai jadwal.					
12.	Saya dapat mengunggah jawaban tugas tutorial <i>online</i> atau kelas <i>online</i> sesuai jadwal.					
13.	Saya bisa tetap termotivasi meskipun tutor atau guru tidak selalu <i>online</i> setiap saat.					
14.	Saya dapat menyelesaikan tugas meskipun ada aktivitas <i>online</i> yang lebih menarik (mis. mengirim email ke teman, menjelajahi situs web).					

15.	Saya dapat menyelesaikan pekerjaan sekolah saya meskipun ada kegiatan yang lebih menarik di rumah (misalnya televisi, keluarga, dll).					
16.	Saya dapat menghubungkan materi video dalam tutorial <i>online</i> atau kelas <i>online</i> dengan materi tertulis.					
17.	Saya dapat membuat catatan sambil mendengarkan video dalam tutorial <i>online</i> atau kelas <i>online</i> .					
18.	Saya dapat lebih memahami materi tertulis ketika disajikan dalam format video dalam tutorial <i>online</i> (kelas <i>online</i> ).					
19.	Saya dapat mengobrol melalui media <i>online</i> .					
20.	Saya terbiasa mengikuti beberapa topik diskusi di grup chat secara bersamaan.					
21.	Saya bisa mengikuti chatting <i>online</i> saat mengetik (melakukan pekerjaan).					
22.	Saya berharap memiliki cukup waktu sebelum menjawab pertanyaan selama obrolan <i>online</i> .					
23.	Berkomunikasi dengan tutor atau guru secara teratur sangat penting untuk kesuksesan saya dalam tutorial <i>online</i> atau kelas <i>online</i> .					
24.	kegiatan saya dalam mempelajari materi sekolah penting untuk mendukung keberhasilan saya dalam tutorial <i>online</i> atau kelas <i>online</i> .					
25.	Pengalaman menggunakan teknologi informasi membantu saya berhasil dalam mengikuti tutorial <i>online</i> atau kelas <i>online</i> .					
26.	Materi sekolah yang terkait dengan pekerjaan saya, mendukung kesuksesan saya dalam tutorial <i>online</i> atau kelas <i>online</i> .					
27.	Saya dapat menggunakan komputer atau laptop untuk mengikuti tutorial <i>online</i> atau kelas <i>online</i> 4-5 kali dalam seminggu.					
28.	Saya dapat mengakses Internet untuk berpartisipasi dalam tutorial <i>online</i> atau kelas <i>online</i> 4-5 kali dalam seminggu.					
29.	Saya memiliki akses ke printer.					
30.	Saya memiliki headphone, mikrofon, dan speaker untuk mengikuti kursus yang menyediakan konferensi video.					
31.	Saya dapat menggunakan browser web/mesin pencari (misalnya Firefox, Safari, Internet Explorer, Google) untuk menjelajahi Internet.					
32.	Saya pandai mengetik					
33.	Saya berpengalaman dalam menggunakan perangkat lunak Microsoft Office (misalnya Word, PowerPoint, dan Excel).					
34.	Saya berpengalaman dalam mengunduh/menginstal program atau plug-in, seperti Java, Adobe Reader, Quick Time, dll.					
35.	Saya terbiasa mengirim/menerima email.					
36.	Saya terbiasa mengirim/menerima email dengan lampiran.					
37.	Saya dapat mengatur/merencanakan waktu saya dengan baik.					
38.	Saya dapat bertemu sesuai dengan waktu yang telah di					

	tentukan.					
39.	Saya dapat belajar secara mandiri.					
40.	Saya dapat belajar bersama secara kelompok.					
41.	Saya dapat menghabiskan sekitar sembilan jam per minggu untuk belajar/berpartisipasi dalam tutorial <i>online</i> atau kelas <i>online</i> /mengerjakan tugas.					
42.	Saya tidak ragu untuk meminta bantuan jika saya mengalami kesulitan dalam belajar.					
43.	Saya seorang pembaca tingkat lanjut.					
44.	Saya dapat mengikuti petunjuk dalam tutorial <i>online</i> atau kelas <i>online</i> .					
45.	Saya merasa nyaman menerima umpan balik dari sesama siswa atau tutor atau guru dalam tutorial <i>online</i> atau kelas <i>online</i> .					
46.	Saya memiliki pengalaman dalam kursus <i>online</i> (kelas <i>online</i> ).					
47.	Saya merasa nyaman belajar di lingkungan dimana saya tidak harus sering datang ke sekolah atau tidak harus datang ke sekolah sama sekali.					
48.	Saya dapat belajar dari berbagai media pembelajaran (misalnya teks, video, podcast, diskusi online, video conference).					
49.	Saya menganggap diri saya memiliki motivasi belajar yang kuat.					

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## Questionnaire Of E-Learning

Bellow is a questionnaire related to research on learning readiness in online learning system.

Therefore, you are requested to be willing to fill out the questionnaire that has been provided.

In this case, the confidentiality of personal identity is guaranteed. Thank you for your participation.

Fill in the statement below according to what you experienced and put a check mark (√) on your answer in addition to the existing statements by answering like (1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree.

Name :

Class :

No	Questionnaire	1	2	3	4	5
1.	I have access to a computer connected to the Internet.					
2.	I have access to a fairly new computer (e.g. having enough RAM, speaker, CD-ROM).					
3.	I have access to a computer with adequate software (e.g. Microsoft Word, Adobe Acrobat).					
4.	I have basic skills to operate a computer (e.g. saving files, creating folders).					
5.	I have basic skills to browse the Internet (e.g. using search engines).					
6.	I can send an email with attachments.					
7.	I can use the computer several times a week to participate in online tutorials.					
8.	I can communicate effectively with others using online technology (e.g. online chatting).					
9.	I can express my opinion in writing well.					
10.	I can use online equipment to work with other students from different places.					
11.	I can respond to online tutorial discussions as scheduled.					
12.	I can upload online tutorial assignment answers as scheduled.					
13.	I can stay motivated even though the tutor is not always online all the time.					
14.	I can complete an assignment even though there are more interesting online activities (e.g. emailing friends, browsing websites).					
15.	I can complete my work even though there are more interesting activities at home (e.g. television, family, etc).					
16.	I can relate the video material in the online tutorial with the					

	written material.					
17.	I can take notes while listening to videos in online tutorials.					
18.	I can better understand the written material when presented in video format in the online tutorial.					
19.	I can chat through online media.					
20.	I am used to following some discussion topics in chat groups simultaneously.					
21.	I can follow online chatting while typing (doing work).					
22.	I hope to have enough time before answering questions during online chatting.					
23.	Communicating with tutors on a regular basis is essential for my success in online tutorial.					
24.	My activity in studying school material is important to support my success in online tutorial.					
25.	The experience of using information technology helps me succeed in participating in online tutorials.					
26.	School materials related to my work, support my success in online tutorials.					
27.	I can use a computer or laptop to participate in online tutorials 4-5 times a week.					
28.	I can access the Internet to participate in online tutorials 4-5 times a week.					
29.	I have access to a printer.					
30.	I have headphones, microphones and speakers to take part in courses that provide video conferencing.					
31.	I can use web browsers/search engines (e.g. Firefox, Safari, Internet Explorer, Google) to browse the Internet.					
32.	I'm good at typing.					
33.	I am experienced in using Microsoft Office software (e.g. Word, PowerPoint, and Excel).					
34.	I am experienced in downloading/installing programmes or plug-ins, like Java, Adobe Reader, Quick Time, etc.					
35.	I'm used to sending/receiving emails.					
36.	I'm used to sending/receiving emails with attachments					
37.	I can manage/plan my time well.					
38.	I can meet deadlines on a regular basis.					
39.	I can study independently.					
40.	I can study together in a group.					
41.	I can spend about nine hours per week to study/participate in tutorial online / work on the assignment.					
42.	I do not hesitate to ask for help if I have difficulty in learning.					
43.	I am an advanced reader.					
44.	I am able to follow the directions in the online tutorial.					
45.	I feel comfortable receiving feedback from fellow students or tutors in online tutorials.					
46.	I have experience in online courses.					
47.	I feel comfortable learning in an environment where I do not have to come to school often or not have to come to school					

	at all.					
48.	I can learn from various learning media (e.g. text, video, podcast, online discussion, video conference).					
49.	I consider myself to have a strong learning motivation.					



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INSTITUT AGAMA ISLAM NEGERI JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136  
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Nomor : B. 1054/In.20/3.a/PP.00.9/09/2021 3 September 2021  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Satya Dharma  
Jl. Puger, No. 20, Balung Lor, Kec. Balung, Kabupaten Jember, Jawa Timur 68161

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Winda Nurjannah  
NIM : T20166081  
Semester : XI  
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***The Correlation Between Students E-learning Readiness and Students English Achievement*** selama 14 hari di lingkungan lembaga wewenang Bapak/Ibu Akhmad Hadi Karim Amrulloh, S.Pd. Gr.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Kepala Sekolah

Guru Bahasa Inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

Jember, 3 September 2021

a.n. Dekan  
Wakil Dekan Bidang Akademik,



**Mashudi**



YAYASAN ABDUL WAHID HASYIM  
**SMP “SATYA DHARMA” BALUNG**  
(STATUS TERAKREDITASI. B)

NSS : 204052427089    NDS : 2005111402    NPSN : 20523945

Jalan Puger No. 20 ( Depan Kantor POS Balung ) HP. 082302328386 Balung – Jember 68161  
e-mail : smpsatyadharm@yahoo.com

**SURAT KETERANGAN SELESAI PENELITIAN**

NOMOR : 54/I04.33/SMP.SD/I/2022

Yang bertanda tangan dibawah ini :

Nama : **AKHMAD HADI KARIM AMRULLOH, S.Pd. Gr.**  
Jabatan : **Kepala SMP SATYA DHARMA**  
Alamat : **Jln. Puger no. 20 Balung – Jember**

Dengan ini menerangkan bahwa Mahasiswi yang tersebut dibawah ini :

Nama : **WINDA NURJANNAH**  
Nim : **T20166081**  
Fakultas : **Tarbiyah Dan ilmu keguruan**  
Jurusan : **Pendidikan bahasa Inggris**  
Universitas : **Universitas Islam Negeri KH. Achmad Siddiq Jember**

Telah selesai melakukan penelitian di SMP SATYA DHARMA Balung – Jember terhitung mulai tanggal 6 September 2021 sampai dengan tanggal 16 September 2021 untuk memperoleh data dalam rangka penyusunan skripsi dengan judul :

**“The correlation between students E-Learning readness and students english achievement at SMP SATYA DHARMA Balung – Jember”.**

Demikian Suta Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Balung, 3 Januari 2022  
Kepala SMP SATYA DHARMA  
Balung – Jember

**AKHMAD HADI KARIM AMRULLOH, S.Pd.Gr.**



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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

### Questionnaire E-Learning

Di bawah ini merupakan questionnaire/pertanyaan yang berkaitan dengan penelitian kesiapan belajar dalam pembelajaran system online (daring). Oleh karena itu, dimohon kesediaan anda untuk mengisi questionnaire/pertanyaan yang telah di sediakan. Terkait dalam hal ini, identitas diri dijamin kerahasiaannya. Atas partisipasi anda saya ucapkan terimakasih.

Isilah pertanyaan di bawah ini sesuai dengan apa yang anda alami dengan memilih salah satu jawaban 1. Sangat setuju 2. Setuju 3. Netral 4. Tidak setuju 5. Sangat tidak setuju.

Deskripsi (opsional)

Nama : \*

Teks jawaban singkat

Kelas : \*

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 49 Setelan

Kelas : \*

☐ VII

☐ VIII

☐ IX

1. Saya memiliki akses ke komputer yang terhubung ke Internet. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

2. Saya memiliki akses ke komputer yang cukup mutakhir (misalnya memiliki cukup RAM, speaker, CD-ROM). \*

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zryXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

3. Saya memiliki akses ke komputer dengan perangkat lunak yang memadai (mis. Microsoft Word, Adobe Acrobat). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

4. Saya memiliki keterampilan dasar untuk mengoperasikan komputer (misalnya menyimpan file, membuat folder). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zryXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

5. Saya memiliki keterampilan dasar untuk menjelajah Internet (misalnya menggunakan mesin pencari). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

6. Saya dapat mengirim email dengan lampiran. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

7. Saya dapat menggunakan komputer beberapa kali seminggu untuk berpartisipasi dalam tutorial online atau kelas online \*

1 2 3 4 5

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

8. Saya dapat berkomunikasi secara efektif dengan orang lain menggunakan teknologi secara online (misalnya chatting online). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

9. Saya dapat mengekspresikan pendapat saya dalam bentuk tulisan dengan baik. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

10. Saya dapat menggunakan peralatan online atau dalam jaringan (daring) untuk bekerja dengan siswa lain dari tempat yang berbeda. \*

1 2 3 4 5

Kirim

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

11. Saya dapat menanggapi diskusi tutorial atau diskusi kelas secara online sesuai jadwal. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

12. Saya dapat mengunggah jawaban tugas tutorial online atau kelas online sesuai jadwal. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

13. Saya bisa tetap termotivasi meskipun tutor atau guru tidak selalu online setiap saat. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Kirim

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

14. Saya dapat menyelesaikan tugas meskipun ada aktivitas online yang lebih menarik (mis. mengirim email ke teman, menjelajahi situs web). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

15. Saya dapat menyelesaikan pekerjaan sekolah saya meskipun ada kegiatan yang lebih menarik di rumah (misalnya televisi, keluarga, dll). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

16. Saya dapat mengaitkan materi video dalam tutorial online atau kelas online dengan materi tertulis. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

17. Saya dapat membuat catatan sambil mendengarkan video dalam tutorial online atau kelas online \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

18. Saya dapat lebih memahami materi tertulis ketika disajikan dalam format video dalam tutorial online (kelas online). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

19. Saya dapat mengobrol melalui media online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

20. Saya terbiasa mengikuti beberapa topik diskusi di grup chat secara bersamaan. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

21. Saya bisa mengikuti chatting online saat mengetik (melakukan pekerjaan). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

22. Saya berharap memiliki cukup waktu sebelum menjawab pertanyaan selama obrolan online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

23. Berkomunikasi dengan tutor atau guru secara teratur sangat penting untuk kesuksesan saya \* dalam tutorial online atau kelas online.

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

24. kegiatan saya dalam mempelajari materi sekolah penting untuk mendukung keberhasilan saya dalam tutorial online atau kelas online. \*

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

25. Pengalaman menggunakan teknologi informasi membantu saya berhasil dalam mengikuti tutorial online atau kelas online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

26. Materi sekolah yang terkait dengan pekerjaan saya, mendukung kesuksesan saya dalam tutorial online atau kelas online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

27. Saya dapat menggunakan komputer atau laptop untuk mengikuti tutorial online atau kelas online 4-5 kali dalam seminggu. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

28. Saya dapat mengakses Internet untuk berpartisipasi dalam tutorial online atau kelas online 4-5 kali dalam seminggu. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

29. Saya dapat menghubungkan printer di semua computer. \*

1 2 3 4 5

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Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

30. Saya memiliki headphone, mikrofon, dan speaker untuk mengikuti kelas online yang menyediakan konferensi video. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

31. Saya dapat menggunakan browser web/mesin pencari (misalnya Firefox, Safari, Internet Explorer, Google) untuk menjelajahi Internet. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

32. Saya pandai mengetik. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

33. Saya berpengalaman dalam menggunakan perangkat lunak Microsoft Office (misalnya Word, PowerPoint, dan Excel). \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

34. Saya berpengalaman dalam mengunduh/menginstal program atau plug-in, seperti Java, Adobe Reader, Quick Time, dll. \*

1 2 3 4 5

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

35. Saya terbiasa mengirim/menerima email. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

...

36. Saya terbiasa mengirim/menerima email dengan menggunakan lampiran. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

10:31 17/01/18

Drive Saya - Google Drive x Questionnaire E-Learning - Goog x +

docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zyrjXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

37. Saya dapat mengatur/merencanakan waktu saya dengan baik. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

38. Saya dapat mengerjakan tugas sesuai deadline yang telah ditentukan. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

39. Saya dapat belajar secara mandiri. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

10:31 17/01/18

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zryXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

40. Saya dapat belajar bersama secara kelompok. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

41. Saya dapat meluangkan waktu sekitar sembilan jam per minggu untuk belajar/berpartisipasi dalam tutorial online atau kelas online/mengerjakan tugas. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

...

42. Saya tidak ragu untuk meminta bantuan jika saya mengalami kesulitan dalam belajar. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfDtDn1zryXqzoF4c3R7xmY/edit

Questionnaire E-Learning

Pertanyaan Jawaban 48 Setelan

43. Saya seorang pembaca tingkat lanjut. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

44. Saya dapat mengikuti petunjuk dalam tutorial online atau kelas online. \*

1 2 3 4 5

Sangat Setuju ☐ ☐ ☐ ☐ ☐ Sangat Tidak Setuju

45. Saya merasa nyaman menerima umpan balik dari sesama siswa atau tutor atau guru dalam tutorial online atau kelas online. \*

1 2 3 4 5

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zryXqzoF4c3R7xmY/edit

Questionnaire E-Learning ☆

Pertanyaan Jawaban 48 Setelan

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

46. Saya memiliki pengalaman dalam kelas \*

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

47. Saya merasa nyaman belajar di lingkungan dimana saya tidak harus sering datang ke sekolah \* atau tidak harus datang ke sekolah sama sekali.

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

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docs.google.com/forms/d/19KWJLP4nMKkDLQCQeCcSfdDn1zryXqzoF4c3R7xmY/edit

Questionnaire E-Learning ☆

Pertanyaan Jawaban 48 Setelan

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

48. Saya dapat belajar dari berbagai media pembelajaran (misalnya teks, video, podcast, diskusi \* online, video conference).

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

49. Saya menganggap diri saya memiliki motivasi belajar yang kuat. \*

1 2 3 4 5

Sangat Setuju ○ ○ ○ ○ ○ Sangat Tidak Setuju

Kirim

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**TABEL PENENTUAN JUMLAH SAMPEL ISAAC DAN  
MICHAEL DARI POPULASI TERTENTU DENGAN TARAF  
KESALAHAN 1%, 5%, DAN 10%**

N	s			N	s			N	s		
	1%	5%	10%		1%	5%	10%		1%	5%	10%
10	10	10	10	280	197	155	138	2800	537	310	247
15	15	14	14	290	202	158	140	3000	543	312	248
20	19	19	19	300	207	161	143	3500	558	317	251
25	24	23	23	320	216	167	147	4000	569	320	254
30	29	28	27	340	225	172	151	4500	578	323	255
35	33	32	31	360	234	177	155	5000	586	326	257
40	38	36	35	380	242	182	158	6000	598	329	259
45	42	40	39	400	250	186	162	7000	606	332	261
50	47	44	42	420	257	191	165	8000	613	334	263
55	51	48	46	440	265	195	168	9000	618	335	263
60	55	51	49	460	272	198	171	10000	622	336	263
65	59	55	53	480	279	202	173	15000	635	340	266
70	63	58	56	500	285	205	176	20000	642	342	267
75	67	62	59	550	301	213	182	30000	649	344	268
80	71	65	62	600	315	221	187	40000	563	345	269
85	75	68	65	650	329	227	191	50000	655	346	269
90	79	72	68	700	341	233	195	75000	658	346	270
95	83	75	71	750	352	238	199	100000	659	347	270
100	87	78	73	800	363	243	202	150000	661	347	270
110	94	84	78	850	373	247	205	200000	661	347	270
120	102	89	83	900	382	251	208	250000	662	348	270
130	109	95	88	950	391	255	211	300000	662	348	270
140	116	100	92	1000	399	258	213	350000	662	348	270
150	122	105	97	1100	414	265	217	400000	662	348	270
160	129	110	101	1200	427	270	221	450000	663	348	270
170	135	114	105	1300	440	275	224	500000	663	348	270
180	142	119	108	1400	450	279	227	550000	663	348	270
190	148	123	112	1500	460	283	229	600000	663	348	270
200	154	127	115	1600	469	286	232	650000	663	348	270
210	160	131	118	1700	477	289	234	700000	663	348	270
220	165	135	122	1800	485	292	235	750000	663	348	270
230	171	139	125	1900	492	294	237	800000	663	348	271
240	176	142	127	2000	498	297	238	850000	663	348	271
250	182	146	130	2200	510	301	241	900000	663	348	271
260	187	149	133	2400	520	304	243	950000	663	348	271
270	192	152	135	2600	529	307	245	1000000	663	348	271
								∞	664	349	272

Sumber:

Sugiyono, *Metodologi Penelitian Pendidikan (Pendidikan Kualitatif, Kuantitatif, dan R&D)*, (Bandung: Alfabeta, 2010), hlm. 128.

