THE CORRELATION BETWEEN ENGLISH AS A FOREIGN LANGUAGE LEARNING READINESS AND LEARNING SATISFACTION DURING THE COVID-19 OUTBREAK

Wiwit Prasetya[1], Abdul Syahid[2], Aris Sugianto[3]

[1,2,3] Institute Agama Islam Negeri of Palangkaraya
[1] wiwitprasetya54@gmail.com, [2] abdul.syahid@iain-palangkaraya..com, [3] aris.sugianto@iain-palangkaraya.ac.id

Abstract

Online learning has been implemented as a strategic solution many universities during the Covid-19 outbreak. The aimed this research was to found correlation between students learning readiness and students satisfaction .The research employs quantitative research method using correlation design. The population of this research using random sampling was carried out $2n^d$-8th semester of English Education Study Program at IAIN Palangkaraya in which consist 92 respondents, in order to collected the data, the researcher was used questionnaire and analyzed with Pearson product moment correlation. The result was found that there was a positive and significant relationship between learning readiness and satisfaction with a correlation coefficient of 0.609 at the significance level $\alpha = 0.05$. Learning readiness on student satisfaction is included in the strong category, which is in the range 0.61-0.80 and has a determination coefficient of 0.37, which means that the variance of satisfaction 37% is determined by the variance of learning readiness.

Keywords: Online learning, Learning Readiness, Satisfaction

INTRODUCTION

The Covid-19 outbreak has an impact on education aspect. To break thechain of spreading Covid-19 and face-to-face learning activities were transformed into online learning for all levels of education (Chung, Subramaniam, & Dass, 2020). Online learning is learning that is structured to use an electronic system or computer so that it can support a learning process (Michael, 2013). According to Saputro (2020), online learning must remain oriented to the principle of learning outcomes and still pay attention to student accessibility abilities. Online learningraises various problems for which solutions are still being sought. So, online learning is all learning activities that use the help of electronic technology.

The Covid-19 pandemic has changed learning process. Learning readiness currently affects student learning outcomes with a substitute for face-to-face learning (Chung, Subramaniam, & Dass, 2020). One of the problem that often occurs is difficult to get a network so you have to look to a higher place. Some students became victims and even fell to death as a result of searching for difficult networks (Yilmaz, 2017). Not all parents can affordto buy a quota that is more than a day, usually due to decreased income due to unsold merchandise and loss of work (Churiyah, 2020).

This change has an impact on student satisfaction, it becomes a problem faced by students include weak signals, problematic applications, self-regulated learning and many more (Rohayani et al, 2015). The impact of learning not face-to-face to students make the absorbed knowledge less optimal. Actually, learning has theadvantage of making it easier for students

to study from home under any conditions. For example, when a student experiences illness and cannot leave the house, the student is stillable to listen to the study group so that lectures can still be followed (Nurgroho et al, 2019). Learning in class with online learning takes a long time to adjust to previous learning, namely face-to-face learning. This is due to sudden changes in learning styles and the absence of thorough preparation in this online learning. As lecturers or teaching staff, it is expected that they first understand the learning tendencies or preferences of students by utilizing appropriatemethods or learning media that make students interested in online learning (Zhafira et al, 2020).

Learning readiness and satisfaction have been discussed over years. Several studies revealed how important learning readiness in learning process (Chung, 2020; Churiyah, 2020; Rohayani, 2015; Martin, 2020; Yilmaz, 2017; Ojat, 2019). However ,this issues has not been fully studied yet in English as a foreign language. The researcher wants to explore how students' readiness faced in Covid-19 pandemic in English class because students have many problems experiments to solve the problems during online learning. So that later, a few research concerns about learning readiness among diverse problems background, particularly State Islamic Institute of Palangkaraya study program English Education and class online phenomenon. To answer the question " Do higher the students learning readiness, the higher the students satisfaction?

METHOD

Considering the purpose of the research and the nature of the problem, this research is classified as a quantitative method with a correlation design. Correlational designs provide an opportunity for you to predict scores and explain the relationship among variables. Correlation is nonexperimental design which employs data derive from preexisting variable with the purpose to asses or students the relationship among two or more variable in a single group. The instrument used in this study was adapted with persmission from (Ojat et al, 2019). It consists 20 items. The Cronbach's Alpa of the scale was found to be 0.747. The research held in State Islamic Institute of Palangka Raya, Faculty of Tarbiyah and Teachers Training, which situated at Jl. G. Obos Islamic Centre Palangka Raya, Central Borneo. The researcher determines the minimum sample size using the G*power online sample calculator. The correlation p H1 will be 0.4. The α err prob is set at 0.05. The power (1- err prob) is used at 0.90. and the correlation p H0 will be 0. The calculation for the recommended minimum sample size is 92 students.

RESULTS AND DISCUSSION

Results

The research was started from 28 December 2020- 28 January 2021 at the State Islamic Institute of Palangkaraya. And the research sample of semester 1-7 students via google form. The data obtained from this study, namely questionnaire data. Pearson correlation coefficient were calculated to investigate the relationships between learning readiness and learning satisfaction. The questionnaire result data is a score or value obtained to determine student perceptions. The questionnaire items contained 20 questions that had different categories.

Before testing the hypothesis, it is first testedThe analysis requirements are normality test and linearity test. The basis for decision making used is to see the quantity the value of the resulting value of Asymp. sig. (2-tailed) if the value is more than 0.05 (Asymp. Sig.> 0.05), then the data

distribution of the variables is normally distributed. The results of the normality test for the two variables in this study are shown at the following table:

Table 1. Normality test of Learning readiness

		Learning readiness
N		92
Normal Parameters	Mean	24.28
	Std. Deviation	3.299
Kolmogogorov-Smimov Z		0.75
Asymp Sig. (2-tailed)		0.200

Based on the calculation of SPSS the asymptotic significance normality of learning readiness was 0.200. Then, the normality was consulted with the table of komogorov-smirmov with level significance 5 % (α= 0.05) (0.200> α=0.05) then it could be concluded that data has normal.

Table 2
Normality test of Satisfaction

		Learning readiness
N		92
Normal Parameters	Mean	19.01
	Std. Deviation	3.824
Kolmogogorov-Smimov Z		0.81
Asymp Sig. (2-tailed)		0.183

Based on the calculation of SPSS the asymptotic significance normality of learning readiness was 0.200. Then, the normality was consulted with the table of komogorov-smirmov with level significance 5 % (α= 0.05) (0.200> α=0.05) then it could be concluded that data has normal. The hypothesis in this study is that there is a relationship between learning readiness and satisfaction. Significance data > 0.05 it can be conclude that distribution is homogeny. Also significance of satisfaction was 0.421. It could be concluded that 0.421 > 0.05 which means the data of satisfaction was homogeneous.

Then, linearity test is carried out in order to determine whether the variable independent and dependent variables have a linear relationship or not. Testing linearity in this study was carried out with the help of computer software, namely SPSS Statitics 24.0 by utilizing the ANOVA table by looking the significance level of linearity with the test criteria if the value is <0.05 it is said to be non-linear and if the significance is> 0.05 then it is said to be linear (Garson, 2012: 42).

Table 3. Result of Correlations

		Learning Readiness	Satisfaction
Learning Readiness	Pearson Correlation	1	.609**
	Sig. (2-tailed)		.000
	N	92	92

Satisfaction	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	92	92

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

The significance *p=0.000* <0.05, it is correlated. It can concluded that the relationship between learning readiness and satisfaction is positively related. There were the degree of strong correlation *r= 0.609, n=92* , it is between 0.61-0.8 It can conclude that alternative hypotheses (Ha) was accepted and null hypotheses (Ho) was rejected. Also, Q.Q plot showed that there was a correlation between them.

The effect size is a measure of the magnitude of the effect of a variable on other variables. The variables that are often related are usually independent variables and dependent variables (Ian & Karen, 2013). The effect size can be used to determine variables that can be investigated further. The effect size can also be considered as a measure of the success rate of the study. To determine the effectiveness of students learning readiness on student learning satisfaction using the effect size formula.

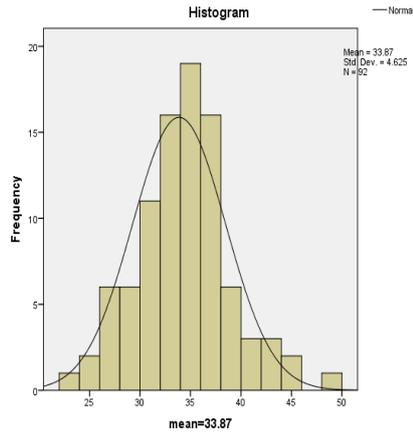|	*N*	*Mean*	*Sd. Error*	*Sd. D*	*Variance*
LR	92	33.87	0.482	4.625	21. 389
LS	92	34.08	0.590	5.659	32.027

.Entering the means and standard deviations into an online calculator (http:// web.uccs.edu/lbecker/Psy590/escalc3.htm). Return a. *d*= -0.07 for LR and S. So, it has effect size for LR and S is negligible.

Graphs shown frequency of CI has *mean= 33.87, lower bound = 32.91, upper bound = 34.83, std.dev = 4.625, confidence level= 95 % n= 92* and *standart error= 482*. It has confidence level 95%. So, the learning readiness received by students ranged at least 32.91 and not more than 34.83. Learning satisfaction received by students ranged from 32.90 at least and not more than 35.25.
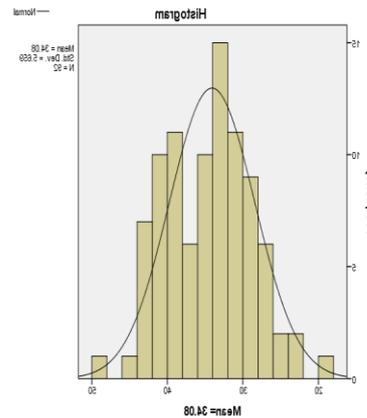
Discussion

In general, this research was aimed to know correlation between learning readiness on. The result showed that the variable have normal and linear association. Then, it can conclude that the study can be analyzed using parametric statistic. Also, calculated data by Statistical Product and Service Solution (SPSS 24). The discussion of every variables is explained below. The result was correlation between learning readiness and satisfaction. Based on the calculation result using SPSS, it was shown that there was positif correlation between learning readiness and satisfaction. In which interpretation if 0.61-0.80 there is strong correlation. From the

scatter, positive

the data is

correlation that shown by the dots make curved straight up. So, the data in the present study has normal association between students learning readiness and student satisfaction.

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

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

The similarity also by Chung et al. (2020), they were explained there was significance between learning readiness and learning satisfaction, it generally indicated that they were between slightly to moderate ready for online learning. They were found that learning readiness for application in the computer such as classroom, youtube, etc. Also they were used of different test was used. The study was calculated then ranked based on percentage. In their study there

are challanges readiness such as lack of motivation, slow response and device, lack of computer skill, and difficulty on focus online learning . And result from previous study same which have positive correlation between learning readiness.They study with applications such as the whatapps and telegrams to support learning, there are some of the students who have limited communication tools such as poor voice in the whatapps, old loading, limited download. Furthermore, they also find out the difference between demograpics choice of preferences for online learning methods. Gender did not have a significant effect on the choice of preference for online learning methods.

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

The previous study from Kumar (2021), the study was designed to identify the predictors of students' satisfaction with online learning. This is because satisfaction was highlighted as one of the important factors that determine the quality of online instruction research attempted to understand the relationship between five dimensions of OLRS construct (CIS, SDL, LC, ML, and OCS) and student satisfaction with online learning. Two different models were tested. Results suggest that it is more likely to have high students' satisfaction if students come to an online course with some preparation to give direction to his/her own learning progress. The one who is confident of using online tools to communicate effectively through text, discussion forums etc. are the one among the satisfied students. The findings of this research stresses the importance of self-efficacy for learning online. Self-directed learning (SDL) is not so strong predictor of student satisfaction. However, results demonstrated that the one who is inclined towards self discipline in managing their time well, setting up their learning goals, consulting people to solve learning problems, and keen on their performance are the one who are satisfied with online learning environments.

Based on this result of this study, researcher recommend that all factors that can be controlled such as the ability to use computers, internet access should be of sufficient concern, especially for teachers and FL learners. FL learner should be provided with knowledge on how to access the internet properly and taught how to use various computer applications to support online learning. The results of this study mean that learning readiness has an important part in increasing student learning satisfaction. Learning readiness is a program implemented by every student as well as teachers and related institutions to support the implementation of good and conducive learning in order to create an ethos and learning experience.

Readiness to learn is one of the external factors that affect learning satisfaction. By following learning readiness, students will feel satisfied so that they encourage them to be more creative, innovative and dare to take risks. So it can concluded that the higher the level of student readiness, the betters the student's learning satisfaction. The result of this study shown that all variables are interrelated. Learning readiness affects students' satisfaction in online learning. The study suggests that FL learners always prepared in any condition, especially at the possible covid-19. A readiness of good learning will result in good learning satisfaction, creating a conducive, safe, and controlled atmosphere of teaching. Because with the satisfaction of good

learning will make learning more effective and efficient aural stimuli in the teaching-learning process.

The existing technology has been well equipped to help and users such FL learners and teachers to searching some references to doing work. But many students reject to the high cost of Internet quotas to access online learning. Not to mention, when Internet users are in remote areas where access to the Internet is scarce and even bad, the learning process can be rather disrupted. The results of this study mean that learning readiness has an important part in increasing student learning satisfaction. Learning readiness is a program implemented by every student as well as teachers and related institutions to support the implementation of good and conducive learning in order to create an ethos and learning experience. Readiness to learn is one of the external factors that affect learning satisfaction. By following learning readiness, students will feel satisfied so that they encourage them to be more creative, innovative and dare to take risks. So it can be concluded that the higher the level of student readiness, the higher the student's learning satisfaction.

CONCLUSION

Based on the results and discussion of the study, it was concluded that there was a positive and significant relationship between learning readiness and satisfaction of English Students at IAIN Palangkaraya. It results demonstrated that the one who is inclined towards self discipline in managing their time well, setting up their learning goals, consulting people to solve learning problems, and keen on their performance are the one who are satisfied with online learning environments.

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