

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

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Abstract: The era of the Covid19 pandemic is where online learning appears as an alternative learning method. the spread of viruses makes regular education stopping face-to-face learning. this study aimed to find out the relationship between anxiety, readiness, and achievement in online learning. Also, this research was conducted by using a correlational study. The participants of this research were the 3rd semester of students 2018 (sixth-semester students), 2019 (fourth-semester students), and 2020 (second-semester students) generation. The data were gathered through secondary data and a questionnaire. findings in this study directly explained in the analysis that readiness and achievement showed no significant association, anxiety, and achievement showed no significant association, and also the analysis of three variables between readiness, anxiety, and achievement showed no significant association.

Keywords: Readiness, Anxiety, Online Learning, Achievement.

INTRODUCTION

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

community project, or taking examinations in the classroom in a physical and virtual environment. It is a challenge for the education system, especially in developing countries, to employ an online system in their education. Using online learning must affect some students' aspects.

Readiness can be one of the aspects of problems for students in adapting to a new learning environment. The government and educators need to analyze and fulfill the aspects of learning. The Alexakis & Andert report (2015) states that students need learning opportunities to develop higher-level knowledge and skills to apply and focus on practical judgment.

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

The student's achievement is another aspect affected by the transition from face-to-face to online learning. As a cognitive domain, the achievement is an essential tool to measure a student's development.

Those three variables are important factors that need to recognize by educators. This thesis will find out the relationship. The correlation of three variables (anxiety, readiness, and achievement) are research variables that have not been studied in the online learning context. In that case, this research aims to answer three research questions.

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

THEORETICAL UNDERPINNING

Online Learning Readiness can be defined as student preference to choose online learning, engage in autonomous learning, and have the confidence to use electronic communication, the Internet, & computer-mediated. Hung, Chou, Chen, & Own (2010) define Online learning readiness in three respects:

1. Students' choices for deliverance rather than for face-to-face teaching.
2. Their interest in electronic communication and, in particular, their skills and confidence in the use of the Internet and computer communication.
3. Their capability to participate in autonomous learning.

Anxiety is the primary problem students often feel. Educators cannot ignore it. Anxiety is classified as a state or a trait by Tuncay and Uzunboylu (2010), depending on how long it lasts. Anxiety disrupts normal thought processes. It would rather take a passive approach to the material than interact with it. Anxiety can impede student development and negatively impact student outcomes.

Achievement can be a measurement tool to identify a student's understanding. Harahap, Nasution, & Manurung (2018) define learning achievement as the result of a student's learning process after completing a specific teaching unit. Nabila (2015) defines achievement as school-based

learning resulting from a standardized series of educational tests that describes what the student has learned and accomplished through their effort and skill.

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

METHOD

The design of this research is correlational. Leedy and Omrod (2016) define a correlation study examines to what extent differences in one feature or variable are linked with differences in one or more other features or variables.

The population in this study is taken from students of 2018 (sixth-semester students), 2019 (fourth-semester students), and 2020 (second-semester students) generations. The total population was 280 higher education students. They are students of the English Education Program at IAIN Palangka Raya. The population in this research had to pass the online class through the Covid pandemic in 2020/2021.

To gain the sample size, the writer uses G. Power 3.1.9.7 tools. Calculating sample size will get a certain level of power. Cumming (2013) states that the probability of rejecting the null hypothesis if there is an actual effect of a given size in the population is referred to as power. The sampling technique of this research uses up Random Sampling. The sampling is chosen randomly. Bhardwaj (2019) states in the Random Sampling technique, each member of the population has a known probability of being chosen for the sample. When a population is highly homogeneous, each member is highly likely to be selected in a sample. The amount of samples from the population in this research is 34 students.

Questionnaires are applied to collect the anxiety and readiness data. The readiness questionnaire uses Online Learning Readiness Scale (OLRS) adopted from Hung, Min-Ling, Chou, Chen, and Own (2010). The anxiety questionnaire is adopted from Bolliger & Halupa (2012). At the same time, data for the achievement uses students' GPA. The result of this research will present tables and words to explain.

FINDINGS AND DISCUSSION

The final step of analyzing the data is examining the data to do a correlation test. This final step was answering the research problem. The first and the second research problem use Bivariate Pearson Product Moment, and the last research problem use Multiple Linear regression. The writer uses SPSS 25 to examine the data.

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

The computation result of correlation between Online Learning Readiness Furthermore, Online Learning Achievement was presented in **Table 1**

Correlations

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

the table above. The decision-making base of the correlation is based on the significance value (1-tailed). Two variables correlate if the value of sig. (1-Tailed) < 0.05. The table above shows that the sig. (1-Tailed) value of Readiness and Achievement is .456. Referring to the decision-making base, it meant that there was no correlation between Readiness and Achievement.

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

The decision-making base of the correlation is based on the significance value (1-tailed). Two variables have correlated if the value of sig. (1-Tailed) < 0.05. Table 1 above shows the sig. (1-Tailed) value of Readiness and Achievement is .111. Referring to the decision-making base, it means there is no correlation between Anxiety and Achievement.

3. The correlation of Online Learning Readiness, Online Learning Anxiety, and Online Learning Achievement.

Table 2
Model Summary^b

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

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

b. Dependent Variable: LEARNING ACHIEVEMENT

ANOVA^a

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

a. Dependent Variable: LEARNING ACHIEVEMENT

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

To find out the correlation of the three variables, the writer calculates using Multiple Linear Regression. The decision-making base of the test is based on significance (sig.) value of ANOVA output.

The table above is the result of the correlation calculation of three variables. The correlation of OLRs, Anxiety, and Achievement is shown at R value R=218. The R² value is .047, it means OLRs and Anxiety share 4.7% on students' Achievement.

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

Torun (2020) states that the associations between readiness in online learning and academic achievement are positive. But they study the sub-dimensions of Online Learning Readiness to find out the relationship with the student achievement.

The study shows a very substantial association is discovered between self-directed learning and academic achievement, as well as a strong correlation between motivation toward online learning and the achievement in academic. The learner control sub-dimension has a moderate association, however the correlations between self-efficacy in sub-dimensions—including online, Internet, and computer dimensions—are all determined to be weak. Statistically between

computer self-efficacy and self-efficacy connection is not significant. Those findings show for learner who plan and select their activity or materials is enjoyed on online training courses and achieve superior outcomes in their learning activity. Furthermore, independent learning is significant in influencing the outcome for online learning. Students with good intention in independent learning has potential to do better at online class, according to the result. In light of the evidence, he suggests online learning and education designers concentrates on increasing students' independent learning skills. The teachers' assistance would be required to determine the students' needs and standard tasks to achieve the learning goals. As a result, in addition to assisting learners in developing technical skills for use in online courses, educators or e-learning practitioners shall recognize the significant impact of independent learning in assisting learners in developing pleasant experiences in online learning (Torun 2020).

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

The research findings show learner control is the sub dimension with weak correlation to academic achievement. This conclusion might be related to little number of students who are experiencing online class for the first time; as a result, they are going to meet an unpredicted learning process in online learning, and make them not able to manage their own learning activity. Furthermore, the EFL course is of a common and mandatory nature, and it is solely offered online, with no face-to-face or blended-learning alternatives. The Covid19 pandemic has changed the learning process. The sudden transition from face-to-face learning into a form of online learning may result in a lack of a link between readiness and achievement.

The result that is obtained by Wei & Chou (2020) in his research shows readiness in online learning has correlation achievement in online learning. But they only examines one sub-dimension of readiness, namely computer / internet self-efficacy. Although not an objective of research, from some sub-dimensions of readiness only motivation in learning has a signification of student achievement. other sub-dimensions such as self-directed learning, learner control, and online communication self-efficacy indicate no signification. It indicates college students who has capability in computer/Internet (e.g., confidence in using software related to online class) has higher score and satisfaction in learning in this study. Furthermore, university students who has a higher level of desire for learning (for example, always opening discussion and sharing idea) have a better online discussion grade.

Previous research they cite showed self-efficacy do not effect on student achievement. Wei & Chou (2020) state a probable reason is that, unlike their approach in the course, previous research uses only one final course grade to indicate student achievement and do not focus on the relative performance in separate activities. Students are required to post every week in online conversation, including comments to the discussion issues provides by the instructors and their peers. As a result, students' capability in using

computer/Internet may be higher; that is, they are more comfortable replying discussion and communicating with their other student and teacher, allowing them to have better performance in online discussions.

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

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

The calculation of Anxiety and Achievement is showed at table 1. The result is .111. The result is higher than 0.05, it means there is no significant correlation between Anxiety and Achievement. The anxiety and readiness do not have significant relationship to the achievement.

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

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

The research has done by Saadé, Kira, Mak, & Nebebe (2017) found that according to preliminary statistics, Students study for the course largely at home (90 percent) and at school (around 40 percent). In general, close to 39% of students report feeling worried when taking online courses, with close to 35% of females reporting being more apprehensive than males in this category.

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

The calculation of all the variables in this study generate the same result as the previous calculation. It shows no significant relationship. To find out the correlation of the three variables, the writer calculated using Multiple Linear Regression. The correlation of OLRs, Anxiety, and Achievement was shown at R value $R=218$. The R^2 value is .047, it means OLRs and Anxiety share 4.7% on students' Achievement.

The results show the calculation number between the readiness variable and anxiety about student achievement do not have relationship between the three variables. Even the calculation of two variables between readiness and student achievement and anxiety with student achievement equally have no significant relationship. The author tries to create several possible outcomes shows no relationship between independent variables and dependent variables. The possibilities in question are mostly in the explanation of some previous research. Some of these possibilities are students are familiar with the online environment, the instrument is not reliable & valid, the number of participants is insufficient, and indeed has nothing to do with the variables at all.

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

These days, technology is an integral part of everyday life. Smartphones, personal computers, the internet, and social media are some of the results of the rapid development of technology. All information can be absorbed anywhere and anytime as if breathing. Even some findings reveal that the use of online-based technology already occurs in early childhood. It is possible mastery of online technology may help them be better prepared for the online environment. Also, they did not feel anxiety about online learning because they are used to it. After all, participants in this study are college students who can quickly adapt to the environment or new things.

The second possibility is the lack of research samples. In determining the sample, the author used G Power. the sample size must be computed to attain a given level of power. It is critical to examine the impact size as well as the statistical significance of the study to evaluate the study's effect and indicate its clinical significance. The P-value is crucial in the statistical evaluation of the research. While it gives information on the presence or absence of an impact, it does not account for the magnitude of the effect. Both effect size and statistical significance (P-value) should be supplied and evaluated for a thorough presentation and interpretation of the investigations Serdan, Cihan, Yücel, & Serdar (2020).

In analyzing the number of samples in the study, first, perform the sample calculation by analysis using G Power. The CI is a descriptive statistics metric, but it can be used to conclude the underlying population (1). They, in particular, frequently provide a more reliable alternative to findings base on the P-value (2). They also show the precision or dependability of our observations—the narrower

the confidence interval (CI) of a sample statistic, the more accurate our calculation of the underlying population parameter Hazra (2017). In this research, the probability number of 80% Of Confident Interval indicates that the absence of signification between variables is due to less influence among variables rather than an insufficient research sample.

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

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

As with any other study, there are some limitations to this study. The limitations are the number of samples, research design, and data retrieval. The first limit in this study was the number of participants. The current research uses a variety of samples. Torun (2020) examines a large number of participants, namely 153 subjects. The number also vary from several departments, namely Communication, Business, Engineering, and Education schools. The participants in the study by Wei & Chou (2020) are 356 undergraduate students enrolled in a cross-campus online course from three Taiwanese institutions. There are 37 freshmen (10.4 percent), 166 sophomores (46.6 percent), 125 juniors (35.1 percent), and 28 seniors (7.9%). In another study by Joosteen & Cusatis (2020), the respondents (N = 620) are undergraduate and graduate learners at two public Midwestern higher education universities in the U.S. who are enrolled in an online course component. The first is a four-year doctoral program, while the second is a two-year technical school. Research by Zhu, Qin, Chen, & Duan (2016) study with respondents 196 sophomores from a regular university ranging in age from 18 to 20 years old, the majority of whom have been studying English for more than seven years. They are all familiar with online learning. Then the last study with the largest sample is conducted by Saadé, Kira, Mak, & Nebebe (2017); the number of participants in their study amount to 1436 students.

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

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

Another limitation in this study is the data retrieval procedure. At the time of data collection, the author uses an online form given to each student's

representative and then distributed to each class. In the process of filling it, not all students fill out the questionnaires that are distributed. However, the number is more than the required sample. The researchers selected 34 names from all participants who had filled out questionnaires.

CONCLUSION

This research can provide some knowledge about Online Learning. There are several things that the author is trying to find about the objectives of the research that has been presented in the initial chapter of this research. The findings in this study directly explain in the analysis that readiness and achievement show no significant association, anxiety and achievement show no significant association, and also the analysis of three variables between readiness, anxiety, and achievement show no significant association.

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

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