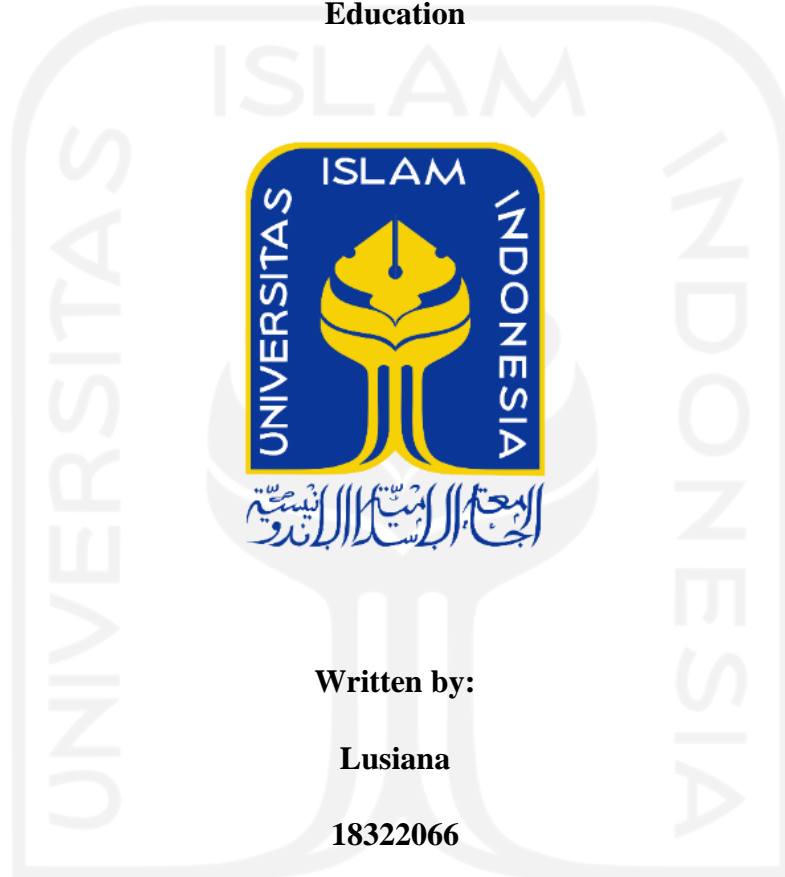


**MEASURING EFL STUDENTS' ONLINE LEARNING READINESS DURING
THE PANDEMIC**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfilment
of the Requirements to obtain the *Sarjana Pendidikan* Degree in English Language
Education**



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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES**

UNIVERSITAS ISLAM INDONESIA

YOGYAKARTA

2023

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**MEASURING EFL STUDENTS' ONLINE LEARNING READINESS DURING
THE PANDEMIC**

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STATEMENT OF WORK'S ORIGINALITY

I declare that this thesis is completely my own work. I wrote this thesis without any part that takes the work of other authors. The works of other authors in the form of opinions and findings in the thesis are quoted according to the ethical standards of scientific work.

Yogyakarta, February 17th 2023

The Writer,



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MOTTO

“No amount of worrying can change the future. Go easy on yourself, for the outcome of all affairs is determined by God's decree. If something is meant to go elsewhere, it will never come your way, but if it is yours by destiny, from you it cannot flee”

Umar bin Khattab



DEDICATION

I dedicate this thesis to my beloved family, lecturers, and friends who have always supported me to complete my thesis. Gratefully, I specially dedicated this thesis to my beloved parents, my late father, Mr. Kasbi, and my mom Mrs. Milah. My beloved big sister Eni Rusmiati and Ita Andriani, my beloved little sister Evi Untari and my beautiful and cute nephews Aleesya Zahraa A (my Kawai peanut) and Annastasya Andreena P (my Chaca) I would like to express my gratitude for their support and prayer that makes me able to finish this thesis so I get my degree S.Pd.



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Assalamualaikum Warahmatullahi Wabarakatuh

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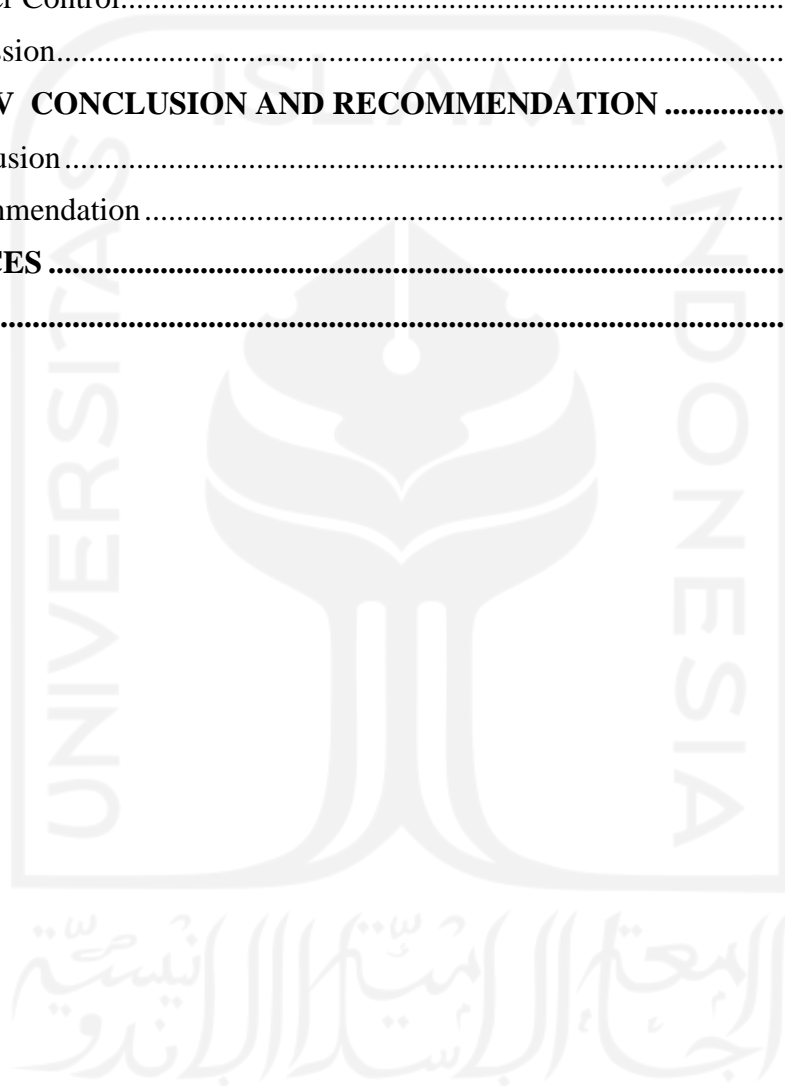
Wassalamulai'kum Warahmatullahi Wabarakatuh



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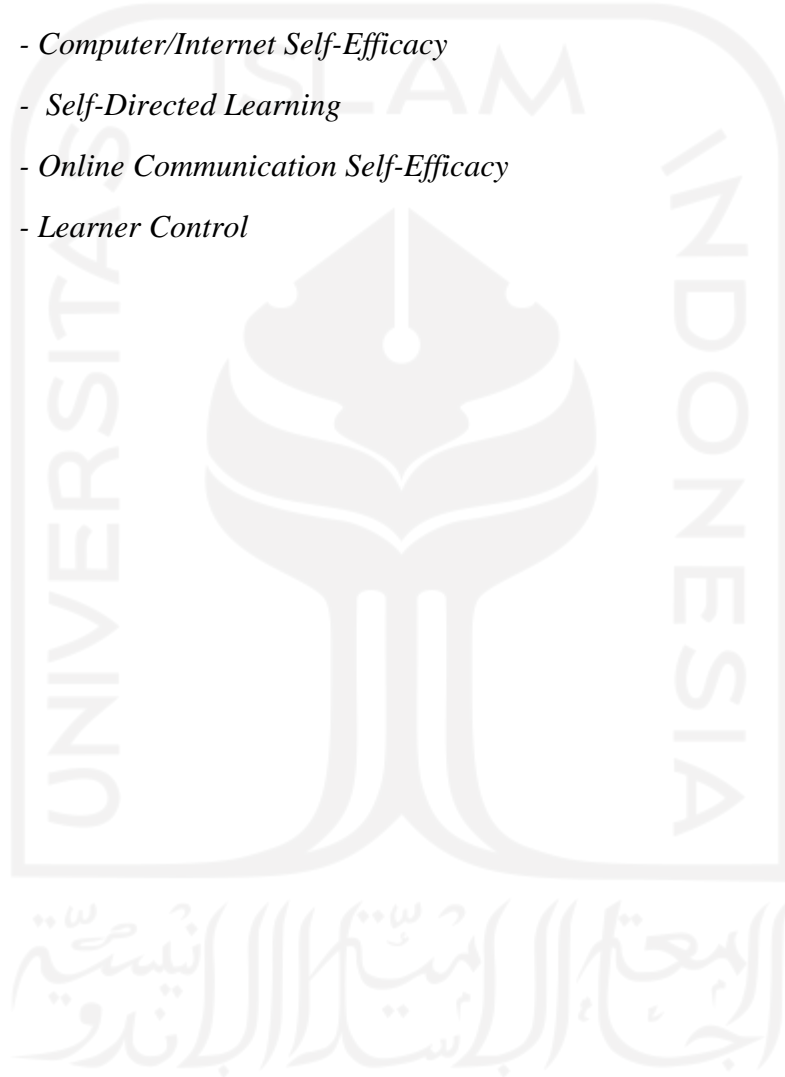
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MEASURING EFL STUDENT'S ONLINE LEARNING READINESS DURING THE PANDEMIC

By

Lusiana

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ABSTRACT

This study aims to investigate the factors that influence student readiness when online learning during a pandemic. This thesis used a survey study as a research methodology. The instrument and questionnaire used OLRS developed by Hung, Chou, Chen & Own (2010) which consists of 18 statements with 5 dimensions. The participants come from students in the English Education Department batch 2020. The result of this study is that motivation for learning is the factor that most influences students. Followed by computer/internet self-efficacy as the second most influential factor. Next, self-directed learning is the third influential factor, and online communication self-efficacy is the fourth influential factor. Meanwhile, learner control is the last influencing factor in online learning readiness. Theoretically, this research is expected to be a reference to help future researchers with issues related to online learning readiness in EFL students.

Key words: *EFL Students, Online Learning, Readiness, Pandemic, OLRS,*

CHAPTER I

INTRODUCTION

This chapter presents an introduction to the paper and which includes such as is the background of the study, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of the Study

Since the COVID-19 pandemic occurred was changed traditional classroom or offline learning to online learning. Betts, Cohen, Veit, Alphin, Broadus, and Allen (2013) define online learning as structured learning using a computer or electronic system with the aim of being able to support the learning process. Then, according to Belawati (2019) stated that online learning is learning activities that can be achieved through the use of the internet network. In this case, online learning aims to make learning run optimally as usual.

In this condition, the government uses online learning as a way to prevent the spread of the COVID-19 virus. So in the education system, there needs to be readiness for online learning. Vosloo & Belle (2004) define online learning readiness as a condition of a person's mental, physical, and material readiness to participate in accessing technology and internet networks in the learning process. Many countries have conducted research on online learning readiness. However, it has become popular since COVID-19 and online learning. Five dimensions or factors of online learning readiness validated by Hung, Chou, Chen & Own (2010) called the online learning readiness scale (OLRS) include self-directed learning, motivation for learning, computer/internet self-efficacy, learner control, and online communication self-efficacy. A similar study was in several countries that conducted research using the online learning readiness scale such as China, America, Pakistan, Malaysia, and Indonesia. Based on previous research, most of the results of self-directed learning research are the most influencing factors. In Indonesia, research on online learning readiness has been carried out a lot. However, there are still not too many researchers using the instrument developed by Hung et al (2010). Therefore, it is necessary to conduct further research to obtain new data on OLR from other research, so that the picture of OLR in Indonesia becomes clearer.

1.2 The search question that guided this study is:

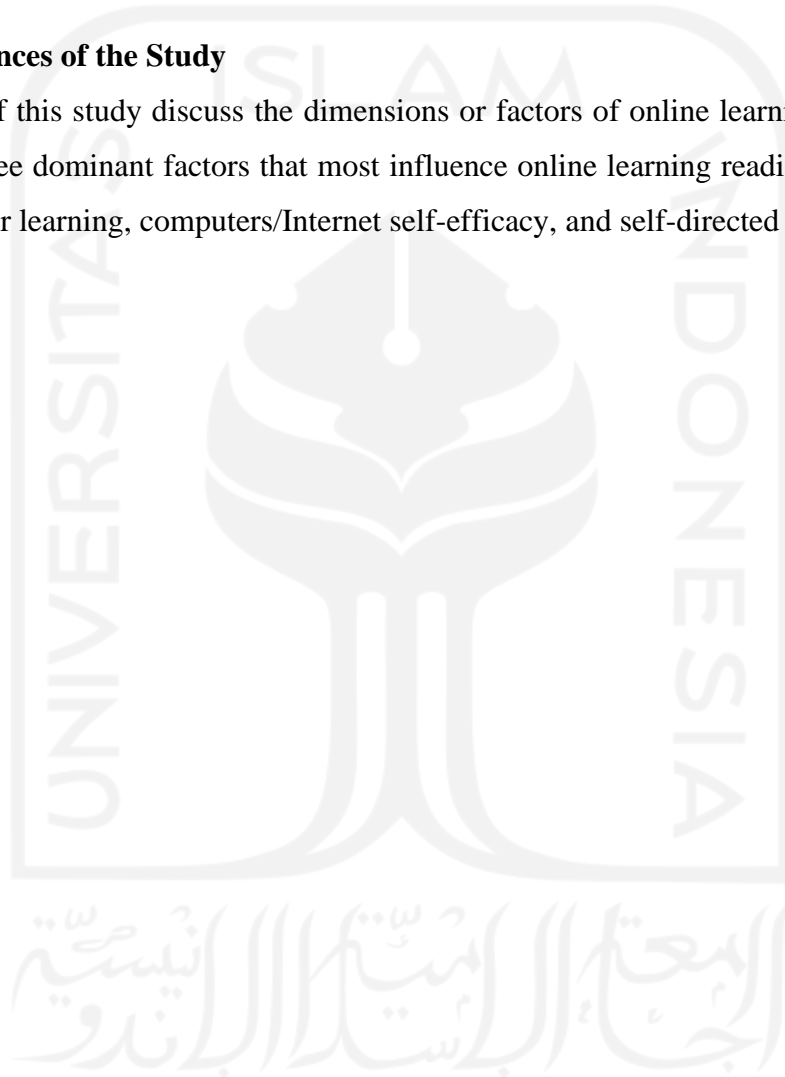
How were the second-year undergraduate students' perceptions of online learning readiness at the time of the pandemic?

1.3 Objectives of the Study

The objective of this study is to find out the factors that influence of online learning readiness with the instrument validate by Hung et al (2010).

1.4 Significances of the Study

The results of this study discuss the dimensions or factors of online learning readiness. There are three dominant factors that most influence online learning readiness, namely: motivation for learning, computers/Internet self-efficacy, and self-directed learning.



CHAPTER II LITERATURE REVIEW

This chapter is divided into three parts, namely: literature review, preview studies, and theoretical framework of the research.

2.1 Online Learning Readiness

Since the COVID-19 pandemic, online learning has often been implemented but the impact has not been satisfactory. Online teaching and learning is a mandatory activities since the pandemic. Online learning refers to learning and teaching activities that are carried out directly online, and in real-time (Abdous, 2010). Therefore, it is necessary to prepare students for online learning. Dangol & Shrestha (2019) stated that student readiness for online learning is one of the prerequisites for the learning process aimed at achieving effective education. Readiness to learn online is very important in influencing students' willingness to participate in class and the quality of online learning. In order for online learning to run effectively and smoothly, students must have a certain level of readiness. Student readiness enables online learning to progress (Hukle, 2009).

According to Tang & Lim (2013), online learning readiness can be described in terms of three main features: the choice for online learning as opposed to face-to-face instruction; competence and confidence in using technological tools; and the ability to study separately. According to Hung et al (2010) state that the factors that influence online learning are divided into five factors: computer/internet self-efficacy, online communication self-efficacy, self-directed learning, learner control, and motivation for learning. Chapnick (2000) covering human resource readiness; psychological readiness; environmental readiness; sociological readiness; financial readiness; technological skills (aptitude) readiness; content readiness; equipment readiness. Many researchers (eg McVay 2000; Smith, Murphy & Mahoney, 2003; Smith, 2005; Hung et al, 2010) have studied this these various factors and concept of OLR have been studied. In the following section, these factors are identified, validated, and developed by Hung et al. (2010).

Computer & Internet self-efficacy; Online learning is delivered through devices equipped with technology, so it is very important for students to be ready for activities using computers and the internet. The concept of used computer and internet self-efficacy

proposed by Hung et al. (2010) In line with Eastin & LaRose (2000) that is by combining computer self-efficacy. Then, Hong & Kim (2018) added that this construct relates to students' attitudes, knowledge, skills and competencies related to technology in utilizing technology to meet educational goals and expectations.

Learner control describes the ability of individual students to have judgment in making decisions about their learning goals and objectives. Learners choose learning examples, set learning goals, arrange the sequence of learning tasks, structure, practice, and find solutions in learning based on their individual cognitive needs (Chen & Yen, 2019). In general, learner control includes the extent to which learners can choose how to learn how they learn and what, where, and when they learn. Thus, learners understand learning needs and find ways to cope with and adapt a variety of ever-changing learning content (Chang & Ho, 2009).

Online communication self-efficacy, according to Alqurashi (2016) define online communication self-efficacy refers to students' ability to develop their own personal relationships and goals characteristics including the ability to formulate effective communication in group discussions. Jang & Kim (2012) added participating in online learning online communication is very important for learners because it encourages the achievement of their goals effectively such as got new information, carry out a task, carry out interactive communication and maintained social relation. Ansari and Khan (2020) stated that online communication contributes to collaborative learning. Encourages the construction of social knowledge, assists in the application of critical thinking skills and, helps meet psychological needs for satisfaction. Roper (2007) added that in terms of online communication self-efficacy, text-based online asynchronous communication such as; instant messaging and discussion (eg, chat room) participation is very important for exchanging ideas and information.

Motivation for learning; since the Covid-19 pandemic and requires online learning and of course students are required to study independently. So, it is important to have the motivation to learn at all levels as an educational goal. Learning motivation is a complex comprehensive concept, which is influenced by various psychosocial factors, originating from within the learner and originating from the social environment. The American Psychological Association (1997) Learner-Centered Principles focuses on factors that are

under the learner's control, internal factor, and environmental factors. Three factors to consider in learning motivation. The first relates to the influence of motivation and emotion on learning. Second, it is the creativity of the learner that contributes to the intrinsic motivation to learn. The third relates to the influence of motivation on learning efforts. Motivation can affect perceptions, attitudes, and determinants of student learning success (Lee & Pang, 2014). Motivation theory emphasizes the contribution of socialization, personal beliefs and, environment (Hufton, Elliott & Illushin, 2003; Oqvist & Malmstrom, 2016).

Self-directed learning (SDL) is a method for independent learners to take responsibility, control and accept the freedom to learn what they consider important for themselves. Knowles (1975) explains that self-directed learning is a process in which students will identify their learning needs on an initiative, identify and implement appropriate learning strategies, set up their own learning goals and, finally evaluate their learning outcomes. In defining Self-directed learning, two aspects need to be explored: firstly, self-directed learning as a method or process of learning. Secondly, in terms of personality characteristics that are developed and required as an outcome of self-directed learning.

2.2 Previous Studies

The first research on online learning readiness was conducted by Hung et al (2010) to measure factors of online learning readiness. The factors include self-directed learning, motivation for learning, computer/internet self-efficacy, learner control, and online communication self-efficacy. Then, based on Rafique, Mahmood, Fatima & Rehman (2021) in Pakistan the results from OLR showed motivation for learning is an important role in online learning. In addition, students have a fairly good level of self-efficacy when performing basic Microsoft Office functions. Based on Tang, Chen, Law, Wu, Lau, Guan, He, & Ho (2021) previous studies, in Hong Kong the results from OLR showed that post graduate students have higher learning motivation, technology readiness, independent study ability, control compared to sub-degree students and degrees. Based on Joosten & Cusatis (2020) previous studies, in America the results from OLR shown that online learning efficacy has the greatest impact of all online learning readiness measures. Wei & Chou (2020) in China the results from OLR shown that computer/internet self-efficacy

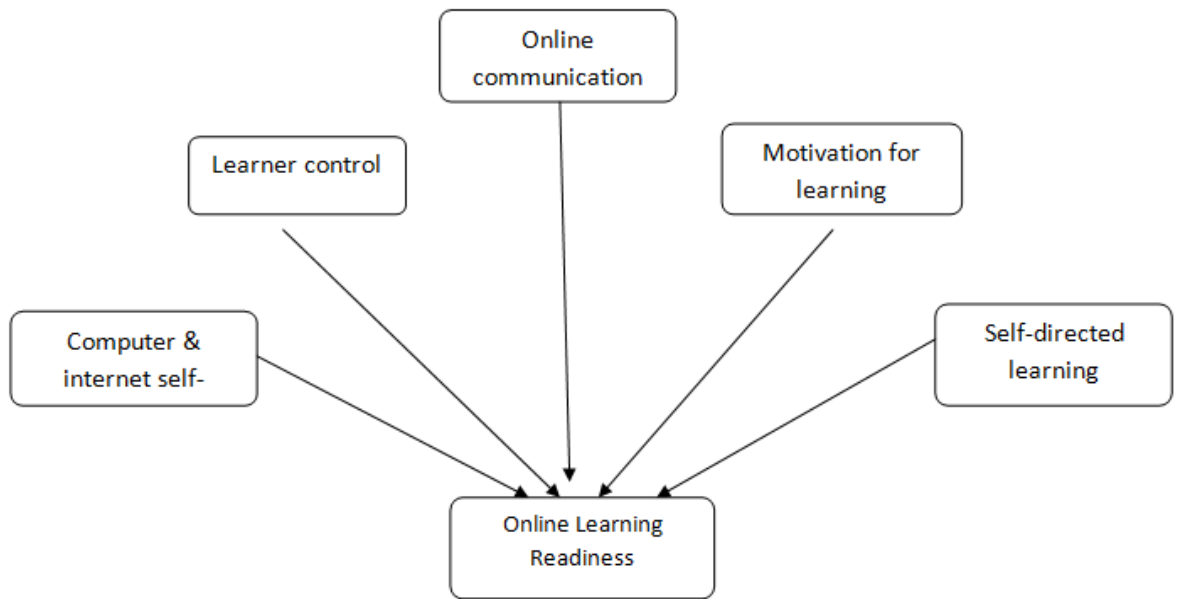
has a positive impact on course satisfaction; Internet self-efficacy is not a good indicator to predict student achievement. Firat & Bozkurt (2020) in South Africa the results from OLR shown that important points to consider in the ODL (open and distance learning) student demographics are gender, age, and employment status, are indicators of online learning readiness. (eg; Chung, Subramaniam & Dass (2019) in Malaysia the results from OLR that Malaysian students already have good computer/internet self-efficacy but lack learner control, self-directed learning, and the of online communication efficacy.

Research on online learning readiness in Indonesia has been carried out by (eg; Fariani, 2013; Suwarsono, Yulhendri, 2015; Purwandani, 2017; Widodo, Wibow & Wagiran; Hasudungan & Park, 2020; Akmal & Kumalasari, 2021). The result showed that Fariani (2013) from the dimensions of the investigated e-Learning Readiness aspects, almost all are at the not ready level, the organizational dimension with leadership indicators and organizational policies/policies; indicators of budget and financial policy; indicators of people and e-learning training; network indicators, hardware, and software; content indicator or content of the material. Suwarsono (2015). Yulhendri (2015) research results in online learning as an alternative to supporting conventional learning for media in the learning process. In online learning, student activity increases compared to conventional learning. Purwandani (2017) stated that psychological and sociological which are still in the unprepared category can continue to be improved by holding training or workshops for e-learning users. Widodo, Wibow & Wagiran (2020) In principle, student readiness in online learning can be accessed from the following aspects: technological skills, independent learning, ability tools, motivation, and perceived usefulness. Hasudungan & Park (2020) stated that most students in Indonesia have high technical skills to operate the equipment needed when using online learning. The lowest aspect of students mostly concerns the learning behaviors that students need when using online learning.

2.3 Theoretical Framework

Through a review of online learning readiness conceptual literature. This research focuses on measuring the readiness of online learning in EFL students. This thesis uses an instrument validated by Hung et al (2010) consisting of five factors or dimensions including: motivation for learning, computer/internet self-efficacy, learner control, and online communication self-efficacy. Online learning readiness scale (OLRS) have 18 items using 5-liker scale.

Figure 2.3. Theoretical Framework



CHAPTER III RESEARCH DESIGN

This chapter explains the methodology of the study. It covers the research design, population and sample and data collection techniques.

3.1 Research Design

This study is to measure students' online learning readiness. This research was conducted in the form of survey research and used quantitative research. The research is in the form of a survey study because in the context of online learning there has not been much research. Meanwhile, students are currently carrying out online learning activities. Therefore, this research can help students to measure factors of online learning readiness. The questions in the questionnaire used an online learning readiness scale (OLRS) instrument developed by Hung, et al. (2010) with a 5-point Likert scale. With anchors ranging from 1 (strongly disagree) to 5 (strongly agree). The scale is divided into five dimensions: computer/internet self-efficacy, learner control, online communication self-efficacy, motivation for learning, and self-directed learning.

3.2 Population and Sample

3.2.1 Population

This study investigates the online learning readiness of students in college education. The participants are students of the English Education Department, Islamic University of Indonesia batch 2020. Collecting data by distributing online questionnaires. Students selected to participate in filling out the questionnaire voluntarily.

3.2.2 Sample

The sample of this study consisted of 104 students from the English Education Department batch 2020. Choosing 2020 students because they do not have face-to-face college experience. This sampling used a survey method and a quantitative approach. The population sample calculation in this research is using Slovin's formula.

The formula as below:

$$n = \frac{N}{1+Ne^2}$$

Explanation:

n = Number of samples

N = Population

e = Error rate (5% = 0.05)

$$n = \frac{104}{1+(104)(0,05^2)}$$

$$n = \frac{104}{1.26}$$

n = 82,539 or 83 students

Thus, the samples should be rounded up, then the sample used is 83 students.

3.3 Data Collecting Technique

Data was collected through a survey study. The questionnaire used to collect data came from Hung et al. (2010) as a research instrument. The questionnaire contains questions related to online learning readiness. The results of this questionnaire data will be used to determine the readiness of students in online learning. The results of the data obtained were then transcribed into Microsoft Excel and then analysed using SPSS 26.

3.3.1 Questioners

The questionnaire used to collect data was from Hung et al. (2010). This questionnaire is used to measure students' readiness when participating in online learning. The questionnaire consists of two parts. The first part is the respondent's background information. The second part is a questionnaire containing 18 statements regarding online learning readiness. Questions regarding the online learning readiness scale (OLRS) adopt those of Hung et al. (2010). The scale consists of 18 items and five dimensions among them 3 items used Computer/Internet self-efficacy (CIS), 5 items used Self-directed learning (SDL), 3 items used learner control (LR), 4 items used Motivation for learning (ML), and 3 items used online communication self-efficacy (OCS). The questionnaire uses a five-point Likert scale.

3.3.2 Validity

According to Rafique et al (2021), based on the results of previous research, it was reported that to measure the validity of the relationship between OLRS dimensions using the Pearson's correlation. Based on these results computer/internet self-efficacy strongly correlated with self-directed learning. Motivation for learning and online communication self-efficacy have a moderate relationship with learners. Then, learner control is moderately correlated with motivation for learning.

Based on the results of calculating the validity of the OLRS questionnaire using the Pearson's correlation which consists of 18 items are as follows:

Table 3.1 Validity test of OLRS

| No | Dimensions | Items | N | Pearson Correlation | R Table | Criteria |
|-----|---------------------------------------|--------|----|---------------------|---------|----------|
| 1. | Computer/Internet Self-Efficacy (CIS) | CIS 01 | 89 | ,707 | ,1755 | Valid |
| 2. | | CIS 02 | 89 | ,674 | ,1755 | Valid |
| 3. | | CIS 03 | 89 | ,634 | ,1755 | Valid |
| 4. | Self-Directed Learning (SDL) | SDL 04 | 89 | ,766 | ,1755 | Valid |
| 5. | | SDL 05 | 89 | ,556 | ,1755 | Valid |
| 6. | | SDL 06 | 89 | ,806 | ,1755 | Valid |
| 7. | | SDL 07 | 89 | ,747 | ,1755 | Valid |
| 8. | | SDL 08 | 89 | ,559 | ,1755 | Valid |
| 9. | Learner Control (LC) | LC 09 | 89 | ,787 | ,1755 | Valid |
| 10. | | LC10 | 89 | ,786 | ,1755 | Valid |
| 11. | | LC11 | 89 | ,746 | ,1755 | Valid |
| 12. | Motivation for Learning (MFL) | MFL12 | 89 | ,675 | ,1755 | Valid |
| 13. | | MFL13 | 89 | ,746 | ,1755 | Valid |
| 14. | | MFL14 | 89 | ,677 | ,1755 | Valid |
| 15. | | MFL15 | 89 | ,629 | ,1755 | Valid |

| | | | | | | |
|-----|--|-------|----|-------|--------|-------|
| 16. | Online Communication Self-Efficacy (OCS) | OCS16 | 89 | ,653 | ,1755 | Valid |
| 17. | | OCS17 | 89 | 0,512 | 0,1755 | Valid |
| 18. | | OCS18 | 89 | 0,712 | 0,1755 | Valid |

3.3.3 Reliability

The reliability test was carried out using Cronbach's alpha coefficient. Based on the SPSS 26 output, the cronbach alpha value is 0.931 out of a total of 18 items. This shows that all questionnaire items are very good and reliable.

Table 3.3 Reliability test

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 89 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 89 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .931 | 18 |

3.4 Data Analysis Technique

The procedure of collecting data

1. Translate the questionnaire into Indonesian.
2. Check each item in the questionnaire to make sure its meaning is easy to understand.
3. Distributing questionnaires to 89 English Language Education students class of 2020 via the google form.
4. The results of the data obtained are stored in Microsoft Excel. Then transferred and analyzed data using SPSS 26.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings from collecting questionnaire data to test online learning readiness in English education students. In addition, covers research findings and discussions.

4.1 Research Findings

The results are students responses to questionnaire of Online Learning Readiness Scale (OLRS). Total participants in the study amounted to 89 students who had filled out the questionnaire. The participants are students from the English Education Department, Islamic University of Indonesia batch 2020. The scale consists of 18 items and five dimensions among them 3 items used computer/Internet self-efficacy, 5 items used self-directed learning, 3 items used learner control, 4 items used motivation for learning, and 3 items used online communication self-efficacy.

Table 4.1 Arranged from Highest to Lowest of OLRS

| No. | Dimensions | N | Mean | Std. Deviation |
|-----|--|----|------|----------------|
| 1. | Motivation for Learning (MFL) | 89 | 4.41 | 0.577 |
| 2. | Computer/Internet Self-Efficacy (CIS) | 89 | 4.32 | 0.646 |
| 3. | Self-Directed Learning (SDL) | 89 | 4.24 | 0.644 |
| 3. | Online Communication Self-Efficacy (OCS) | 89 | 4.12 | 0.783 |
| 4. | Learner Control (LC) | 89 | 3.97 | 0.786 |

Based on the result above is online learning readiness scale divided into five dimensions. They are Motivation for Learning with the highest average with a 4.41. Then, followed by Computer/Internet Self-Efficacy with a 4.32 average. Next, Self-Directed Learning with a 4.24 average. After that, Online Communication Self-Efficacy with a 4.12 average. The last come from Learner Control with a 3.97 average.

4.2 Finding of Each Category

4.2.1 Motivation for Learning

The average result of the “Motivation for Learning” section is shown below.

Table 4.2.1 Motivation for Learning

| No. | Question | Items | N | Mean | Std. Deviation |
|-----|----------|---|----|------|----------------|
| 1. | Q12 | “I am open to new ideas.” | 89 | 4.56 | 0.543 |
| 2. | Q14 | “I improve from my mistakes.” | 89 | 4.45 | 0.769 |
| 3. | Q15 | “I like to share my ideas with others.” | 89 | 4.39 | 0.733 |
| 4. | Q13 | “I have the motivation to learn.” | 89 | 4.27 | 0.850 |

From the results above, the highest average from the twelfth questions Q12 (I am open to new ideas). It shows that students are probably motivated to find and learned new knowledge. Next, followed by the fourteenth question Q14 (I improve from my mistakes) with new ideas and new knowledge, students have the possibility to solve problems and found solutions in learning. Then, in the fifteenth question, Q15 (I like to share my ideas with others) students shared new ideas with each other. During the Covid-19 pandemic, they shared ideas through an online discussion platform. Thus, they got new ideas from other people. Lastly, the question thirteenth question Q13 (I have the motivation to learn). During the pandemic, students are required to study independently and study at home so they do not meet friends and teachers. In another hand, many students lack support from parents, and the environment resulted in decreased motivation to learn. So, there needs to be a good support system and motivation both intrinsically and extrinsically. All of these things are an important part of the success or failure of online learning.

4.2.2 Computer/Internet Self-Efficacy

The average result of the “Computer/Internet Self-Efficacy” section is shown below.

Table 4.2.2 Computer/Internet Self-Efficacy

| No. | Question | Items | N | Mean | Std. Deviation |
|-----|----------|-------|---|------|----------------|
|-----|----------|-------|---|------|----------------|

| | | | | | |
|----|----|---|----|------|-------|
| 1. | Q3 | “I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning.” | 89 | 4.48 | 0.659 |
| 2. | Q2 | “I feel confident in my knowledge and skills of how to manage software for online learning.” | 89 | 4.25 | 0.773 |
| 3. | Q1 | “I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS Powerpoint).” | 89 | 4.24 | 0.812 |

From the results above, the highest average from the third question Q3 (I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning) at this time most students might be no strangers to using the internet. In other words, students are proficient in used technologies. Lived and growth in the era of modern technology do not make it difficult for them to use and managed software platforms for online learning. Then, based on the first question Q1 (I feel confident in performing the basic functions of Microsoft Office programs (Microsoft Word, Microsoft Excel, and Microsoft Powerpoint). There is no doubt about students' skills in using basic functions in Microsoft Office programs. They are used in learning, so that possibly in this section does not really affect their online learning activities.

4.2.3 Self-Directed Learning

The average result of the “Self-Directed Learning” section is shown below.

Table 4.2.3 Self-Directed Learning

| No. | Question | Items | N | Mean | Std. Deviation |
|-----|----------|---|----|------|----------------|
| 1. | Q8 | “I have higher expectations for my learning performance.” | 89 | 4.48 | 0.676 |
| 2. | Q5 | “I seek assistance when facing learning problems.” | 89 | 4.42 | 0.781 |
| 3. | Q4 | “Carry out my own study plan.” | 89 | 4.24 | 0.812 |
| 4. | Q7 | “I set up my learning goals.” | 89 | 4.19 | 0.877 |
| 5. | Q6 | “I manage time well.” | 89 | 3.88 | 0.987 |

From the results above, there are five questions in this section. The highest average is from the eighth question Q8 (I have higher expectations for my learning performance). It is possible that students have high expectations of their academic achievement. Even though learning activities are carried out online, students still pay attention to learning activities. They seek help when they encounter problems while studying online. Activities that can be done when facing difficulties such as; 1) asking the teacher to explain again 2) repeating learning material 3) taking notes on material and, 4) discussing with friends. In order for learning activities to run smoothly they also make plans and set goals as a learning strategy. Based on the results above, the average for the sixth question was only got an average of 3.88, in contrast to the other four questions. However, this question is still categorized as influencing. It shows that although students have struggled to manage their time. It is possible they still try to do online learning optimally.

4.2.4 Online Communication Self-Efficacy

The average result of the “Online Communication Self-Efficacy” section is shown below.

Table 4.2.4 Online Communication Self-Efficacy

| No. | Question | Items | N | Mean | Std. Deviation |
|-----|----------|--|----|------|----------------|
| 1. | Q16 | “I feel confident in using online tools (email, discussion) to effectively communicate with others.” | 89 | 4.33 | 0.735 |
| 2. | Q17 | “I feel confident in expressing myself (emotions and humor) through text.” | 89 | 4.07 | 1.106 |
| 3. | Q18 | “I feel confident in posting questions in online discussions.” | 89 | 3.98 | 1.011 |

Based on the results above, the highest average comes from the sixteenth. Based on the results above, it also shows that it is likely that students are confident when using online tools. It is possible that they use online tools to express their thoughts online and communicate with others. They feel comfortable and able to express their thoughts in online discussion platforms, but only with students or friends. Meanwhile, in real life on online discussion platforms (zoom, classroom, g-meet) where teachers are involved, they usually lack confidence in expressing their thoughts. They rarely ask questions about the

lesson content. This is based on their lack of understanding of the lesson content and their fear of being laughed at or considered not smart by their peers when asking questions on online discussion platforms.

4.2.5 Learner Control

The average result of the “Learner Control” section is shown below.

Table 4.2.5 Learner Control

| No. | Question | Items | N | Mean | Std. Deviation |
|-----|----------|---|----|------|----------------|
| 1. | Q11 | I repeated the online instructional materials on the basis of my needs. | 89 | 4.17 | 0.757 |
| 2. | Q9 | I can direct my own learning progress. | 89 | 4.08 | 0.842 |
| 3. | Q10 | I am not distracted by other online activities when learning online (instant messages, internet surfing). | 89 | 3.67 | 1.232 |

From the result above, the highest average comes from the eleventh question Q11 (I repeated the online instructional materials based on my needs) the result shows that it is likely that students are aware of the learning material. They will repeat the material if they have not understood the material according to their needs. Then, they have a strategy to control and direct learning progress. This strategy aims to achieve learning goals according to their wishes. Although in question the tenth got the lowest average, in contrast with the other seventeen questions. However, this question is categorized as safe and affecting online learning. Although so many distractions in online learning. Students can handle it and solve their problems. They can do two activities at the same time, online learning and doing other activities (sharing messages with their friends, scrolling social media, and using the internet).

4.3 Discussion

The results of this study reveal that of the five dimensions/factors of online learning readiness. There are five dimensions/factors inside the questionnaire the are computer/internet self-efficacy, self-directed learning, motivation for learning, learner control, and online communication self-efficacy. From all the result above, the highest average comes from the dimension of motivation to learning (MFL) with 4.41. From the

results above, this study is similar to the results of Rafique, Mahmood, Warraich and, Rehman (2021), this study was designed to determine the factors that affect online learning readiness in Pakistan during the pandemic COVID-19. The results show that motivation is the dimension that is rated the highest, the result is the same as the results of this study.

From all the results above, the most factor affecting online learning is Motivation for learning. The result is similar to the previous study conducted by Hung et.al (2010), Rafique et.al (2021) that motivation for students is an important factor in online learning. This means that if students do not have the motivation to learned, then students will not be interested in learning and will not have goals to achieve. Motivation is a driving force for students to achieved their learning goals. So it is necessary to they have intrinsic motivation and extrinsic motivation. In addition, motivation can also affect how students learned, what they learned, and when they choose to learned. Next, in Computer/Internet Self-Efficacy (CIS) most of the students are familiar with used technology and the internet. They are confident in their skills in used computers & the internet to online learning. These results are in line with those carried out by Hung et.al (2010) stated that students must have skills in using technology to increase student readiness for online learning. Then, Chung, Noor, & Mathew (2020) stated that online learning is delivered through technological or internet devices, so students need to be ready to use computers and the internet. These skills include managing online learning software, find information online, and perform basic functions in Microsoft Excel, Microsoft Word, and Microsoft PowerPoint. It showed that most students feel confident in using the computer as technology and the internet to found information for online learning. Next, Self-Directed Learning (SDL) in line with Knowles (1975) stated that the process of students controls themselves in the learning process. They understand learning needs, set learning objectives, identify and select learning materials, implement learning strategies, and evaluate learning performance and outcomes. This dimension is an important part of online learning. It shows that students are responsible and control their learning activities. They must set online learning goals, understand learning needs, identify and select learning materials, seek help when encountering problems and implement learning strategies, and evaluate learning performance and outcomes. They have high expectations for their learning performance. By making lesson plans and setting learning objectives.

However, they cannot manage their time properly. Next in Online Communication Self-Efficacy, the result is same to the previous study conducted by Yasin (2020) the extensive use of the Internet shows that online communication self-efficacy has a significant contribution to the digital learning environment. This shows that online communication has a very important role in the online learning process. During the pandemic, students used more online platforms to communicate with one another. They share their thoughts with each other. They make online discussions and express their emotions and thoughts. Students who have good online communication self-efficacy feel comfortable expressing themselves. Whereas students who lack online communication self-efficacy usually do not ask questions in online discussions or choose to be passive. It shows that students are not fully prepared for online learning. For Learner Control (LC) this thesis also gained the same result as a previous Chung et.al (2020), Mardhiya (2021), Rafique et.al (2021) learner control is the lowest dimension. Rafique et.al (2021) said that the reasons for online learning are different from offline learning. Online learning has a high possibility of distraction. The distraction is that students engaged in distracted activities such as chatting or instant messaging with friends, playing online games, searching internet, etc. For this reason, a solution is needed to prevent students from disturbed activities. The trick is to give a quiz or collecting summary learning outcomes at the end of each learning session. That way students can control themselves and focus on learning.

In conclusion, the most influencing factor in online learning readiness is Motivation for Learning. Motivation encourages students to achieve their learning goals. It can affect how students learn, what they learn, and when they choose to study. So it is necessary to have intrinsic motivation and extrinsic motivation. furthermore, in Computer/Internet Self-Efficacy students' skills in using technology and the internet are very good. They feel confident in used the computer as technology and the internet to find information for online learning. In addition, their skills such as managing online learning software, searching for information online, and performing basic functions on Microsoft Excel, Microsoft Word, and Microsoft PowerPoint. Next, in Self-Directed Learning students have high expectations for their learning performance. They understand learning needs, set learning goals, identify and selected learning materials, implemented learning strategies and evaluate their learning performance. Then, in Online Communication Self-Efficacy is that online communication has a very important role in

the online learning process. Students communicate and express their thoughts to each other online. Students who have good online communication self-efficacy feel comfortable expressing themselves. Meanwhile, students who lack online communication self-efficacy usually lack self-expression or choose to be passive. In Learner Control students must be able to control themselves from distractions (chatting, or instant messaging with friends, playing online games, searching internet, etc.) in online learning. They should focus on online learning. So, lecturers need to conduct discussions or give quizzes at the end of each session.



CHAPTER V CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The purpose of this study was to identify the factors of online learning readiness of students from the English Education Department batch 2020. The total of all respondents is 89 students. Based on data analysis, author found that motivation for learning was the most affecting factor. Followed by computer/internet self-efficacy as the second most affecting factor. Next, self-directed learning, and online communication self-efficacy. Meanwhile, learner control is the least affecting factor in online learning readiness.

5.2 Recommendation

The current study offers several recommendations for further study. The researcher only focuses on the factors that most affect online learning readiness and conducts research in a small scope with limited participants. Thus, the researcher recommends conducting with large participants in other departments at the university. Then, the researcher wants research not only quantitative research but also qualitative research. The researcher recommends further research to explore more research on online learning readiness, especially in an Indonesian context.

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Appendix 1.

Questionnaire scales

Online Learning Readiness Scales

1 = Sangat Tidak Setuju ; 2 = Tidak Setuju ; 3 = Netral; 4 = Setuju

5 = Sangat Setuju

| No | Dimension | Items |
|----|-----------|--|
| 1. | CIS 1 | I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint). <i>Saya merasa percaya diri dalam menjalankan fungsi dasar program Microsoft Office (MS Word, MS Excel, dan MS PowerPoint).</i> |
| 2. | CIS 2 | I feel confident in my knowledge and skills of how to manage software for online learning. <i>Saya merasa percaya diri dengan pengetahuan dan keterampilan saya tentang cara mengelola perangkat lunak untuk pembelajaran online?.</i> |
| 3. | CIS 3 | I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning. Saya merasa percaya diri dalam menggunakan Internet (Google, Yahoo) untuk menemukan atau mengumpulkan informasi untuk pembelajaran online. |
| 4. | SDL 1 | I carry out my own study plan. Saya melaksanakan rencana belajar saya sendiri. |
| 5. | SDL 2 | I seek assistance when facing learning problems. Saya mencari bantuan ketika menghadapi masalah belajar. |
| 6. | SDL 3 | I manage time well. Saya mengatur waktu dengan baik. |
| 7. | SDL 4 | I set up my learning goals. Saya menetapkan tujuan belajar saya. |
| 8. | SDL 5 | I have higher expectations for my learning performance. |

- Saya memiliki harapan yang lebih tinggi untuk kinerja belajar saya.**
9. LC 1 I can direct my own learning progress
Saya dapat mengarahkan kemajuan belajar saya sendiri.
10. LC 2 I am not distracted by other online activities when learning online (instant messages, Internet surfing).
Saya tidak terganggu oleh aktivitas online lainnya saat belajar online (pesan instan, browsing menggunakan Internet).
11. LC 3 I repeated the online instructional materials on the basis of my needs.
Saya mengulangi materi pembelajaran online berdasarkan kebutuhan saya.
12. MFL 1 I am open to new ideas.
Saya terbuka untuk ide-ide baru.
13. MFL 2 I have the motivation to learn.
Saya memiliki motivasi untuk belajar.
14. MFL 3 I improve from my mistakes.
Saya meningkatkan diri berdasarkan kesalahan saya.
15. MFL 4 I like to share my ideas with others.
Saya suka berbagi ide dengan orang lain.
16. OCS 1 I feel confident in using online tools (email, discussion) to communicate effectively with others.
Saya merasa percaya diri dalam menggunakan aplikasi online (email, diskusi) untuk berkomunikasi secara efektif dengan orang lain.
17. OCS 2 I feel confident in expressing myself (emotions and humor) through text.
Saya merasa percaya diri dalam mengekspresikan diri (emosi dan humor) melalui teks.
18. OCS 3 I feel confident in posting questions in online discussions
Saya merasa percaya diri dalam memposting pertanyaan dalam diskusi online.
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