

**EFL STUDENTS' READINESS TO HAVE ONLINE LEARNING DURING
THE COVID-19 PANDEMIC**

**(A Case at the Even Semester Students of English Education Study Program
of Sultan Agung Islamic University in the Academic Year 2021/2022)**

A FINAL PROJECT

**Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree in English Education**



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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE
SULTAN AGUNG ISLAMIC UNIVERSITY SEMARANG**

2022

APPROVAL

A Sarjana Pendidikan Final Project on

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(A Case at the Even Semester Students of English Education Study Program of
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Semarang, August 3rd, 2022

Advisor



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VALIDATION

A Sarjana Pendidikan Final Project on

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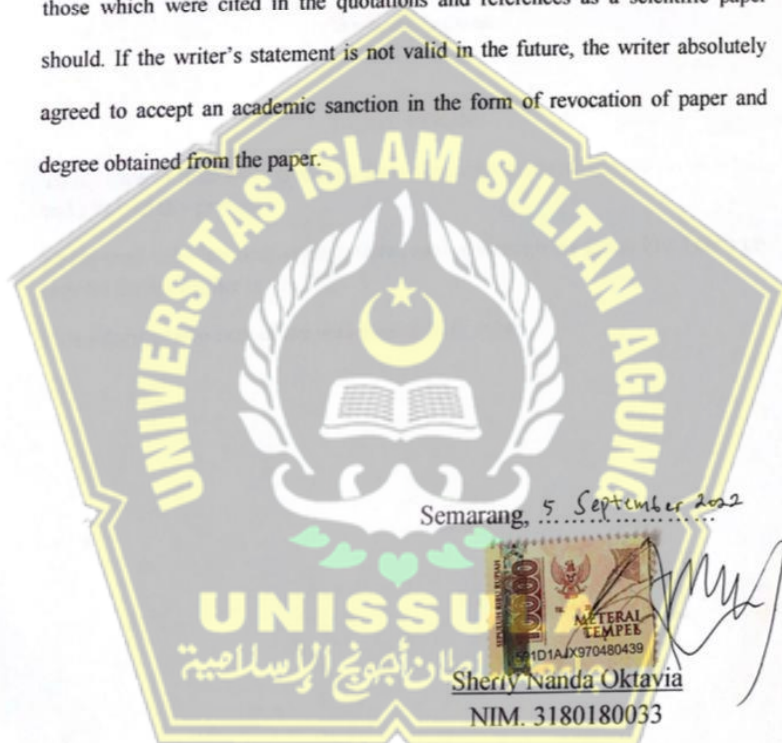
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STATEMENT OF WORK'S ORIGINALITY

Hereby, the writer honestly declared that the undergraduate final project that the writer wrote does not contain the works of part of the works of the people, except those which were cited in the quotations and references as a scientific paper should. If the writer's statement is not valid in the future, the writer absolutely agreed to accept an academic sanction in the form of revocation of paper and degree obtained from the paper.



MOTTO AND DEDICATION

MOTTO

“Do not worry; Allah is certainly with us.” – The Holy Quran 9:40

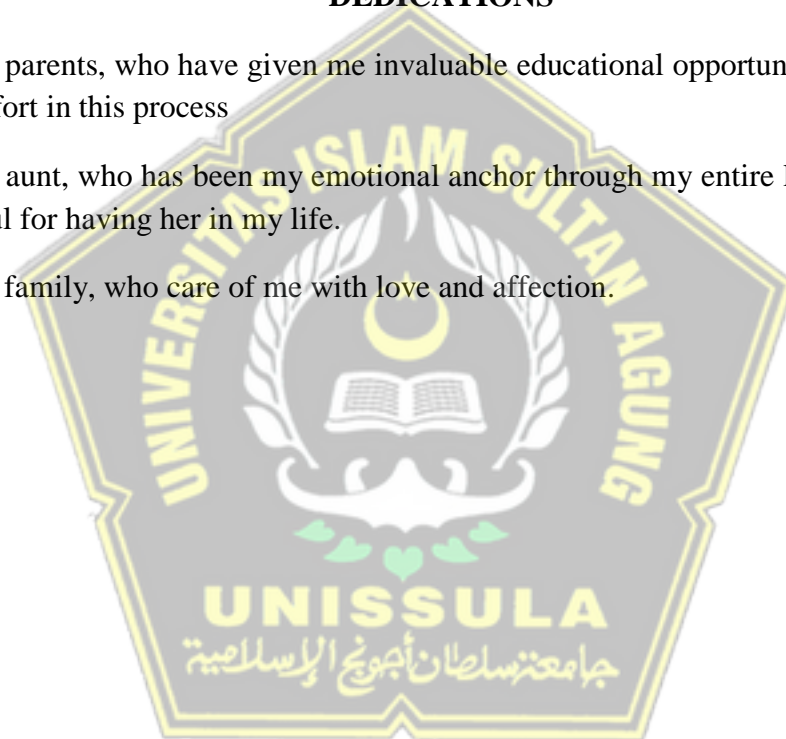
“It’s never as good as you want it to be; It’s never as bad as it seems.” -
William Chapman

DEDICATIONS

To my parents, who have given me invaluable educational opportunities with love and effort in this process

To my aunt, who has been my emotional anchor through my entire life. I am truly grateful for having her in my life.

To my family, who care of me with love and affection.



ACKNOWLEDGEMENT

In the name of Allah, the Most Compassionate the Most Merciful, because of grace and blessing from Allah SWT. It started because of Allah SWT and finished because of Allah SWT. The writer has accomplished this study under the title *EFL Students' Readiness To Have Online Learning During The Covid-19 Pandemic (A Case at the Even Semester Students of English Education Study Program of Sultan Agung Islamic University in the Academic Year 2021/2022)*.

The writer realizes that this final project would have not been completed without the help, advice and guidance from several ideas. Therefore, in this opportunity the writer would like to express her deepest gratitude to following parties for their contribution:

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5. All of the lecturers and staff of English Education Study Program of Faculty of Language and Communication Science of Sultan Agung Islamic University for the guidance and assistance during the study.
6. The students of English Education Study Program of Faculty of Language and Communication Science of Sultan Agung Islamic University in the Academic Year 2021/2022 for participating in author's research.
7. To Kap, the writer's best friend and future life-sharing partner.
8. To all relatives, friends, and others who in one way or another shared their support, either morally, financially, and physically, thank you.

In a nutshell, the writer so thankful to everyone that contributed to the success of this study. Then, the writer realized that this thesis is still far from being perfect. For that reason, the writer hopes constructive critics and suggestion from readers for the perfection of this final project. The writer hopes that this study would be beneficial to everyone especially to the students of English Education Program that will be English teacher in the future.

Semarang, 5 September 2022



Sherly Nanda Oktavia
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ABSTRACT

Oktavia, Sherly Nanda, 2022. *EFL Students' Readiness to Have Online Learning During the Covid-19 Pandemic (A Case at the Even Semester Students of English Education Study Program of Sultan Agung Islamic University in the Academic Year 2021/2022)*. A final project of English Education Study Program of Faculty of Language and Communication Science of Sultan Agung Islamic University.

Advisor : Hartono, SS., M.Pd.

The aim of this research was to analyze the levels of readiness of EFL students of the even semester of the English Education Study Program of Sultan Agung Islamic University to have online learning. This research was a descriptive study with a quantitative approach. The method used was a survey method. The data were collected through a closed-ended questionnaire. Ninety seven of English Education Study Program in academic year 2021/2022 participated in this research. In this research, the writer found that computer and internet literacy with a mean 25.53, which was at the moderate level. While self-directed learning was at low level with a mean 24.74 and motivation of learning was also at low level with a mean 24.41. It means that the students were able to use computer, laptop and smartphone to complete course assessment tasks and facilities available in campus. It reported that students were not able to manage difficulty to present high performance on online learning to work independently. Besides, computer and internet literacy and self-directed learning, another factor that affect students' readiness was motivation of learning. It found that all students did not have highly motivation of learning during COVID-19.

Keywords: *Online Learning, Pandemic Era, Students' Readiness*

INTISARI

Oktavia, Sherly Nanda, 2022. *Kesiapan Mahasiswa EFL Untuk Melakukan Pembelajaran Daring Di Masa Pandemi Covid-19 (Kasus pada Semester Genap Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Islam Sultan Agung Tahun Akademik 2021/2022)*. Tugas akhir Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Bahasa dan Komunikasi Universitas Islam Sultan Agung.

Pembimbing : Hartono, SS., M.Pd.

Penelitian ini bertujuan untuk menganalisis tingkat kesiapan mahasiswa EFL dari Program Studi Pendidikan Bahasa Inggris Universitas Islam Sultan Agung untuk mengikuti pembelajaran online. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Metode yang digunakan adalah metode survei. Data dikumpulkan melalui kuesioner tertutup. Terdapat 97 mahasiswa Program Studi Pendidikan Bahasa Inggris tahun ajaran 2021/2022 yang mengikuti penelitian ini. Dalam penelitian ini, peneliti menemukan bahwa literasi komputer dan internet dengan mean 25.53 berada pada level sedang. Sedangkan self-directed learning berada pada level rendah dengan mean 23.74 dan motivasi belajar juga berada pada level rendah dengan rmean 24.41. Implikasi dari pembelajaran online adalah kepedulian universitas sebagai metode pengajaran yang diharapkan dapat meningkatkan kinerja akademik mahasiswa dengan meningkatkan literasi komputer dan internet, pembelajaran mandiri dan motivasi belajar. Dapat diartikan bahwa mahasiswa mampu menggunakan komputer, laptop dan smartphone untuk menyelesaikan tugas penilaian mata kuliah dan fasilitas yang tersedia di kampus. Dilaporkan bahwa siswa tidak mampu mengelola kesulitan untuk menyajikan kinerja tinggi pada pembelajaran online untuk bekerja secara mandiri. Selain literasi komputer dan internet serta self-directed learning, faktor lain yang mempengaruhi kesiapan siswa adalah motivasi belajar. Ditemukan bahwa semua siswa tidak memiliki motivasi belajar selama COVID-19.

Kata kunci: *Pembelajaran Online, Era Pandemi, Kesiapan Siswa*

TABLE OF CONTENTS

PAGE OF COVER.....	i
PAGE OF APPROVAL	ii
PAGE OF VALIDATION	iii
STATEMENT OF WORK'S ORIGINALITY	iv
MOTTO AND DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT.....	viii
INTISARI.....	ix
LIST OF TABLES	xii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.3 Statement of the Problems.....	4
1.4 Objectives of the Study.....	4
1.5 Limitation of the Study.....	5
1.6 Significance of the Study.....	5
1.7 Definition of Key Terms	6
There are some key terms that are used in this paper, as following:.....	6
1.8 Organization of the Study.....	7
CHAPTER II REVIEW OF RELATED LITERATURE	9
2.1 COVID-19 Pandemic	9
2.2 English Language Teaching and Learning	11
2.3 Online Learning.....	13
2.4 Learning Readiness	17
2.5 Learning Readiness in Online Learning Context	19
2.5.1 Computer and Internet Literacy (CIL)	21
2.5.2 Self-Directed Learning (SDL)	21
2.5.3 Motivation of Learning (MOL)	22

2.6	Previous Studies	23
CHAPTER III METHOD OF STUDY		26
3.1	Design of the Study	26
3.2	Subject of the Study.....	27
3.2.1	Population	27
3.2.2	Sample.....	27
3.3	Instruments of the Study.....	28
3.3.1	Validity.....	29
3.3.2	Reliability	30
3.4	Data Collecting Procedure.....	30
3.5	Data Analysis.....	31
CHAPTER IV ANALYSIS OF RESULTS AND DISCUSSION.....		32
4.1	Instrument Validity and Reliability	32
4.1.1	Instrument Validity	32
4.2.2	Instrument Reliability	34
4.2.	Data Analysis.....	35
4.2.1	EFL Students Readiness towards Computer Internet Literacy (CIL) ...	37
4.2.2	EFL Students Readiness towards Self-Directed Learning (SDL)	40
4.2.3	EFL Students Readiness towards Motivation of Learning (MOL).....	43
4.3	Discussion.....	47
CHAPTER V CONCLUSION AND SUGGESTIONS		50
5.1.	Conclusion.....	50
5.2	Suggestions.....	51
REFERENCES.....		52
APPENDICES.....		58

LIST OF TABLES

Table 4.1 Items-Total Validity	33
Table 4.2 Reliability of Questionnaire	35
Table 4.3 Categorize mean score guideline	36
Table 4.4 Mean Score Range	36
Table 4.5 EFL Students Readiness towards Computer Internet Literacy (Items)	37
Table 4.6 Students Readiness towards Computer Internet Literacy (Aspects)....	39
Table 4.7 EFL Students Readiness towards Self-Directed Learning (Items)	40
Table 4.8 EFL Students Readiness towards Self-Directed Learning (Aspects)...	42
Table 4.9 EFL Students Readiness towards Motivation of Learning (Items).....	43
Table 4.10 EFL Students Readiness towards Motivation of Learning (Aspects)	46



CHAPTER I

INTRODUCTION

This chapter presents the Background of the Study, the Reasons for Choosing the Topic, Statement of the Problem, Objectives of the Study, Limitation of the Study, Significances of the Study, Definition of Key Terms, and the Outline of the Study.

1.1. Background of the Study

For the first time, coronavirus disease (COVID-19) was discovered in Wuhan City, Hubei Province, China as an infectious disease caused by a new coronavirus. The virus is transmitted by direct contact with an infected person's respiratory droplets and contact with the virus-contaminated subjects. COVID-19 was confirmed to spread in Indonesia on March 2, 2020, after a dance instructor and her mother tested positive for the virus. On March 11, 2020, World Health Organization (WHO) declared COVID-19 a global pandemic faced by people around the worldwide (Cucinotta & Vanelli, 2020). The spread of a pandemic is the major cause of morbidity in many places throughout the world. This is the issues that the world must confront in order to implement various policies, especially in Indonesia.

The COVID-19 had changed the entire order of life, including the world of education. Online learning was done as an effort to overcome the spread of COVID-19 transmission in the education sector. The same thing had been done by other countries facing COVID-19, quarantine and lockdown policies carried out in

an attempt to limit the interaction of many people outside who can provide access to transmit COVID-19. According to Dhawan (2020), this was a situation in which humanity and unity are required, it's urgent to protect and rescue students, faculty, academic personnel, local councils, companies and the whole nation. This policy was implemented in order to take effective preventative and mitigation for an outbreak that became a global pandemic.

This phenomenon had changed the education system related to curriculum, methods, lecturer functions, student positions and assessments. This regulation was shocking for students, lecturers, and educational organizations. According to Efriana (2021), online learning is a distance learning element that combines specifically electronics and internet-based learning technology or ICT. It is supported by Adedoyin & Soykan (2020) states that online learning involves the use of the internet and certain other significant technologies to generate teaching materials and management of programs. They must adjust to the circumstances, maintain social distance, and engage in efficient online learning.

An internet network is needed for online learning. The lecturer and students learn simultaneously but in a variety of places. Different platforms and apps such as Whatsapp, telegram, zoom, google meet, google classroom, Edmodo, etc are available. The main computer or smartphone connected to the internet network is needed to support this online learning. In this pandemic era, online learning in Indonesia become a new problem.

The problems and challenges of this online learning system include: First, the weakness of the internet network was also seen as a barrier that lecturers and

students frequently experienced. It would be extremely difficult for lecturers and students who reside in remote locations to obtain internet connection. Second, the problem is that there is no internet quota. It took a high cost to provide internet quotas. As a result, they are late in collecting a lecturer-assigned task. Third, lecturers' lack of technological expertise or ignorance (technological illiteracy). Fourth, personal focus was also a major issue for online learning. Students want to interact on two fronts that are sometimes hard to do. Fifth, not all lecturers and students were capable of swiftly operating the online learning system, which includes creating digital lecture materials. From the description above, it can be understood that online learning is an alternate approach for the learning process particularly for EFL students in the COVID-19 pandemic. Despite the fact that it poses a number of issues for lecturer and students, all parties must be ready to adopt it.

As we know, Sultan Agung Islamic University is located in Semarang Central Java that has students come from many provinces from Sabang until Merauke. Because of this pandemic, most students came back to their hometowns and had to do online learning. It can be concluded that they differ in internet access as they live in different place. By using online learning, students are expected to have a good internet connection, workable hardware and high online readiness level. The essential factors that need to consider for online learning are the student must has computer internet literacy, self-directed learning and high level motivation of learning to complete the online learning and teaching process.

From this phenomenon the writer is interested to conduct the study with the title, "Efl Students' Readiness To Have Online Learning During The Covid-19 Pandemic (A Case at The Even Semester Students of English Education Study Program of Sultan Agung Islamic University in the Academic Year 2021/2022)"

1.2 Reasons for Choosing the Topic

Reason why the writer chose the topic "EFL students' readiness to have online learning during the COVID-19 pandemic" because the learning activities had changed from the face-to-face classroom into online teaching during the COVID-19 pandemic. Totally the different mode from the face-to-face classroom into online teaching affect academic performance. Some students are not really ready to join online learning because of problems found to face online learning.

1.3 Statement of the Problems

Based on the background above, the writer formulated the research question as follow: How ready were the EFL students of the even semester of the English Education Study Program of Sultan Agung Islamic University to have online learning in Academic Year 2021/2022?

1.4 Objectives of the Study

Dealing with the statement of the problems above, the writer intended to achieve some objectives through the study as follows: To analysis the levels of readiness of EFL students of the even semester of the English Education Study Program of Sultan Agung Islamic University to have online learning in Academic Year 2021/2022.

1.5 Limitation of the Study

This study focuses on EFL students' readiness to have online learning during the COVID-19 pandemic at the even semester students of the English Education Study Program of Sultan Agung Islamic University in the Academic Year 2021/2022.

1.6 Significance of the Study

The study has some significance namely practical significance and pedagogical significance, as follows:

1. Practical Significance

a. For teachers

The findings of this study are designed to provide teachers with information regarding the level of students' readiness during COVID-19 pandemic. Hopefully it can help teachers to apply effective English online teaching and learning media during COVID19.

b. For students

The findings of this study are intended to provide students with information that will drive them to attain their learning objectives during pandemic era.

c. For future researchers

The findings of this study are expected to deliver information that students' readiness can be a supporting reference.

2. Pedagogical Significance

a. For teachers

The findings of this study are expected to send information to teacher about students' readiness. Teachers can find method to increase students' readiness.

b. For students

The findings of this study are expected to deliver information to student that students' readiness can make student thinks critically and be able to adapt with online learning and teaching during pandemic

1.7 Definition of Key Terms

There are some key terms that are used in this paper, as following:

1. Students' Readiness

Students' readiness is a condition in which student is ready to participate in the campus's learning experiences. Students' readiness includes health and well-being, social skills and emotional maturity, learning, language and cognitive development approaches and communication skills (Alqabbani et al., 2020).

2. Online Learning

Online learning is a distance learning element that combines electronics and internet-based learning technology or ICT (Efriana, 2021).

3. COVID-19

Coronavirus 19 (COVID-19) is a highly transmitted and pathogenic viral infection, resulting in severe acute coronavirus syndrome 2 (SARS-CoV-2) that caused global pandemics leading to a severe loss of life throughout the world (Shereen et al., 2020).

1.8 Organization of the Study

In this study, the writer divided into five chapters and each explains something differently according to the topic that is being discussed.

Chapter 1 is introduction. This chapter presents about background of study, reason for choosing the topic, statement of the problem, objective of the study, hypothesis of the study, limitation of the study, significance of the study, definition of key terms and organization of the study.

Chapter 2 presents of review of related literature that explores the theorize that is being applied in this study. It covers covid-19, the definition of EFL, readiness and online learning.

Chapter 3 presents of method study which consist of design of the study, the subject of the study, technique for collecting data and data analysis.

Chapter 4 is analysis of result and discussions. This chapter contains the instrument validity dan reliability, data analysis and discussion.

Chapter 5 is the last chapter that consist of conclusion and discussion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature containing of COVID-19 Pandemic, English Language Teaching and Learning, Online Learning, Learning Readiness, Learning Readiness on Online Learning Context, and Previous Studies.

2.1 COVID-19 Pandemic

The 2019 novel coronavirus (2019-nCoV) or the severe acute respiratory syndrome corona virus 2 (SARS-CoV-2), as it is currently known, is quickly spreading around the world from its origins in Wuhan, Hubei Province, China (Wu et al., 2019). It is a new type of viruses that is transmitted to human. The virus is spreaded by inhalation or contact with contaminated droplets, with a 2 to 14-day incubation period. Fever, cough, sore throat, dyspnea, tiredness, and malaise are common symptoms. In most people, the illness is moderate; nevertheless, it can develop to pneumonia, Acute Respiratory Distress Syndrome (ARDS), and multi-organ failure in certain people (typically the elderly and those with comorbidities).

Singhal (2020) states that specific chemical tests on respiratory samples (throat swab, nasopharyngeal swab, sputum, endotracheal aspirates, and branch alveolar lavage) are used to make a specific diagnosis. Viruses can also be found in the feces and, in the most serious cases, the blood. It should be noted that the COVID-19 is not included in the current multiplex PCR panels.

Because there were no conventional treatments for COVID-19, it is critical to avoid infection and the transmission of the virus. According to Guner (2020), preventing the spread of COVID-19, as follows: First, closing of educational institutions and workplaces, either completely or partially. Second, limiting the number of visitors and residents' contact in restricted environments such as long-term care institutions and prisons. Third, staying at least 6 feet away from other people, especially if you are at higher risk of getting very sick with COVID-19. Fourth, buildings or residential areas must be quarantined. Fifth, staying at home (home quarantine) and avoiding direct contact with any healthy (perhaps asymptomatic patients) or infected individual. Sixth, frequently washing hands for at least 20s with soap and water or hand sanitizer with at least 60% alcohol and properly wear a well-fitting mask. Therefore, preventative actions are the current strategy for minimizing the spread of virus. To avoid future transmission, early screening, diagnosis, isolation, and treatment are required.

This new virus epidemic had posed a serious threat to global economic, educational, medical, and public health infrastructure. As a result, zoonotic virus and disease outbreaks were expected to continue in the future. In addition to containing current outbreak, efforts should be undertaken to develop comprehensive strategies to avoid future zoonotic outbreaks.

The pandemic had been affecting Sultan Agung Islamic University. The university was forced to close temporarily because of the Covid-19 pandemic outbreak. In response to the government's appeal for distance and reduced social interaction as a preventive precaution against the spread of the corona virus, or

COVID-19, Sultan Agung Islamic University had shuttered their doors and implemented online learning.

2.2 English Language Teaching and Learning

Language plays an essential role in our daily interactions with others. Humans must learn language in order to communicate their intentions or opinions to others in their group. Language performance relates to their capacity to speak and write properly. According to Qiu (2014), language is a type of voice, and the voice is known as phonetics used to the expression or communication of thought and feeling. According to Harmer (2001), English as a foreign language is commonly used to refer to students who are learning general English at their school or institution as transient visitors in a target language country. As we know that English is an international language as it is the main language in the majority of the world's countries.

Students are required to have the ability or understanding of English that can be utilized to communicate. Panggabean (2015) states that the capacity of the English language as a worldwide language has improved people's consciousness to learn through the education field or living environment, enhancing communication among each other. Teaching is showing or helping students in learning how to do something, give directions in the study of anything, provide language, and cause to know or comprehend something (Brown, 2000). Lecturers should be able to control the classroom properly while teaching English as a foreign language. Lecturers must be ready to adapt to a variety of developments.

In order to become fluent in English, it is necessary to have speak as a habit. The process of obtaining the English language habitually is influenced by the learners' desire. The significance of learning English is students' readiness and students' ability to learn, then the method chosen by the lecturers would influence students' improvement (Panggabean, 2018). The students' desire to understand English resulted in them adopting and practicing the materials. Students in English language learning might extend their understanding of the sustainable technique or media in the learning activity.

English is a highly popular language among the people of Indonesia at the moment. Not just in Indonesia, but also around the world. Because we live in a globalized world and English is the worldwide language. As a result, it is obvious that people all around the world, particularly in Indonesia, are eager to learn English. According to Sari (2020), For children and adults, making cultural connections is much easier when they study a foreign language, and this may lead to profitable friendships and commercial partnerships. In addition, Mahu (2012) states that by learning English, individuals are able to participate in many aspects of their lives, including academics, business, and entertainment. Children who study a foreign language do better on standardized tests than their non-learning counterparts.

English is used extensively in education, and mastering the language would be beneficial to everybody with even a passing interest in it. In addition, studying the English language provides students with several advantages, including enhanced communication skills, cognitive development, cultural awareness, and

increased employment prospects (Anamaria-Mirabela & Monica-Ariana, 2013). People's enormous potential was enhanced by their extensive English language proficiency. As long as you can communicate well in academic English, you'll have no trouble finding a school or business that's right for you. The learning of the English language prepared people for life in the modern world.

It can be concluded that English as foreign language learning is an activity to learn the English language that are expected to be able to communicate because of the English language as an international language becomes necessary for people to connect worldwide. In teaching English, lecturers and students must be ready to develop the concept in the activity during the English language learning process. Students' performance may improve as a result of their everyday or academic use of English. The habit of using English is a method of adopting language in order to build effective communication and deep comprehension.

2.3 Online Learning

Online learning is a term that describes the process of transmitting information and education using electronic devices. The Internet, intranets, extranets, satellite TV, video/audio cassette, and/or CD ROM are all examples of electronic media (Koohang & Harman, 2005). Online learning refers to the use of electronic devices and Internet technology to offer a variety of learning and performance-enhancing solutions (Alsadhan et al., 2014). Online learning is the use of networking technologies to deliver information for education.

Based on Haughey as quoted in Rusman (2017) there are at least three possibilities of the development of E-learning based education, namely web course, web centric course, and web enhanced course.

1. Web course

Web course is the use of internet to support distant education need, in which students and lecturers are totally separated and no face-to-face interaction is required. The internet is used to deliver all instructional materials, discussions, consultations, assignments, exercises, examinations, and other learning activities.

2. Web centric course

Web centric course is the use of the internet that combines distance learning and conventional learning. In this model, some programs require students to attend some campus classes, many are delivered completely online.

3. Web enhanced course

Web enhanced course is the use of the internet to assistance in the enhancement of teaching and learning activities in conventional class. This course includes online registration and advice, as well as e-counselling and any other services that help students improve their skills.

In conclusion, online learning refers to the use of network technology to develop, promote, deliver, and assist learning at any time and from any location. The growth of online learning must be communicative and exciting, not just about online subject matter. The subject matter is meant to make students feel as though they are learning in front of the lecturer on a computer screen connected to the

internet network. Students may access learning resources at any time and from any location, making learning more open, comfortable, enjoyable, quicker, and limitless.

According to Rusman (2017), there are advantages from the application of online learning as follows:

1. Online learning is dynamic, meaning that this program may be presented in many different of ways that are engaging, appealing, and interactive teaching and learning.
2. Available 24 hours per day, meaning that this program can be accessed by the lecturer and students in obtaining and searching learning sources needed.
3. Student can learn independently suited to the needs of each students.
4. It is comprehensive in that it provides all types of learning activities and sources, allowing students to choose from any of the formats, ways of learning, and exercises given.

Despite the fact that the COVID-19 pandemic has impacted on Indonesian education sector, there are lessons to be gained. The existence of a government policy to conduct online learning can benefit raising understanding of current technologies. Students can access resources from around the world and can reach out to other students and experts to exchange ideas.

According to Marín Díaz et al., (2013), there are disadvantages from the application of E-Learning as follows:

1. Copyright

It means that individuals can easily download a material and illegally exploit their personal interests because information is so widely accessible. As a result, students may compose papers or projects that are just "co-fitting" (copy-pasting) rather than their own.

2. Fast website growth

Every day hundreds of thousands of new websites are added to the internet. Finding information has become more difficult as a result of this expansion. Several commercial firms and institutions create search engines that monitor the online network and respond to search results that are relevant to the search.

3. Support

Good technical support is required. Without excellent technical assistance and intelligent administration, a network of computers might soon "shut down." Network issues may immobilize a lab or even shut down the entire school.

4. Lack of Quality Control

Students must be critical readers and thinkers who can assess materials. What appears on the internet is not a "fact." On the Internet, anybody may upload anything, even material that is irrelevant, inaccurate, or untrustworthy.

As a result, online learning is beneficial in keeping our community safe during COVID-19. Despite the significant benefits of e-learning, students face many difficulties that eventually lead to either restricted or negative outcomes. It explains the advantages and disadvantages of online learning suggests the need

for its implementation in higher education for faculty, administrators and students reap the full benefits that come with its acceptance and implementation.

2.4 Learning Readiness

In the late 1990s, a learning readiness framework was proposed to assess the depth and breadth of the digital gap between industrialized and impoverished countries (Gay, 2018). The factors that underline the learning activity are referred to as learner readiness. Students must be ready to study physically and psychologically capable of accepting content offered by the lecturer. The readiness to learn is a picture of the beginning of a learning activity that makes it ready to deliver a reaction that is used to educate students how to achieve certain goals. The condition of students' learning readiness, in addition to understanding readiness, is a contributing element in influencing student learning outcomes.

According to Sriwichai (2020), the readiness to conduct learning activities and the students' current capacities connected to a certain educational goal are referred to as readiness for learning. When students' learning is encouraged by their willingness to manage challenges, learning goals can be achieved. Students who were more ready for learning activities performed better, whereas those who were not prepared for learning tasks struggled or felt irritated (Winarso, 2016). Students ready is a term that is frequently used to describe a learner's ability to acquire knowledge and begin behavioral changes that result in effective and successful learning outcomes (Chorrojprasert, 2019). Learning readiness of

students is important in affecting willingness of students in participating teaching and learning process.

Through technical competency, lifestyle aptitude, and learning preference, preparedness assesses students' readiness for an e-learning system (ELS). These aspects are discussed in further depth below:

1. Technical competence

This component assesses students' ability to use new technologies with simplicity. Students who are technically competent, can readily access the Internet, maintain a dedicated network connection, and have a degree of competency while using fundamental technological tools necessary for the ELS are deemed e-ready.

2. Lifestyle aptitude

When utilizing the ELS, this element examines students' study habits and communication tendencies. This includes whether they are able to commit uninterrupted time to assignments and activities in the ELS, as well as post messages to other students or the lecturer via the ELS.

3. Learning Preferences

This factor identifies students' values and learning styles that are appropriate for a hybrid or online mode of instruction. Students that are highly motivated and self-confident, self-directed, and engaging with other students in the ELS provide positive advantages and good learning results. Students are more likely to succeed when they are dedicated to or have a strong interest in finishing the course.

To sum up, readiness is students who are ready or willing to do activities with full awareness in order to achieve results in the form of changes in knowledge, understanding, skills, habits, values, and attitudes by observing, imitating, exercising, investigating, and introducing new experiences to students are said to be ready to learn. Readiness is defined as a state in which a person has attained a specific level of physical maturity, psychological maturity, spiritual maturity, and skill. The capacity of a person to meet a given criterion before being deemed to be ready to perform anything was stressed by the term "readiness".

2.5 Learning Readiness in Online Learning Context

Online learning was required for lecturers and students during this corona virus outbreak. On the lecturer side, they had to adapt their teaching style and overcome technological barriers. Universities must also provide support for online learning and teaching through specialized online teaching technical assistance from the information technology (IT) Study Program. Students might attend class from anywhere, making it hard for lecturers to maintain control. As a result, students' readiness for online learning remained uncertain.

According to Dangol & Shrestha (2019), one of the essential criteria for a good learning process and educational accomplishment is students' readiness for dynamic online learning. According to Thorndike (1989), the first fundamental law of learning is the law of readiness, which states that learning occurs when an action tendency is triggered by preparatory modification, deposit, or attitude as cited in (Gandhi, 2010). Readiness is crucial for students' improved academic

achievement during the online learning process (Deyo et al., 2011). Online learning readiness is critical in influencing student engagement and the quality of the teaching and learning process.

When a student is ready to undertake an act of learning physically, intellectually, and emotionally, they may learn more efficiently with greater satisfaction but when they are not ready to learn, all of their and others' efforts will be futile. As a result, teaching learning processes without learning readiness is less effective and poses a major danger to increasing educational performance among students. A lack of learning readiness becomes a significant barrier to offering effective education especially on online learning.

According to Hung et al., (2010), there are three key factors contributing to a student's readiness for online learning such as computer and internet literacy, self-dependent learning and motivation of learning dimension. Besides, internet connection, basic computer skills are required for students to engage in online learning. These abilities include the ability to utilize a computer, software, programs, and online learning tools at a level equivalent. The computer and internet literacy skill align with the student online learning readiness factor. Furthermore, the student who lacks self-discipline that refers to self-directed learning affect readiness level because of the environmental interruption and massive home environment and lower level of motivation affects the academic performance. The students must have strongly motivated to achieve higher academic achievement. The success or failure of online learning is connected with motivation of students.

2.5.1 Computer and Internet Literacy (CIL)

During a pandemic outbreak, online learning becomes useful to educational sector. Online learning readiness is important for the successful of the implementation online learning as a platform for learning. Computer and Internet Literacy (CIL) has played a critical role in increasing educational quality since the dawn of the information era. Understanding student online learning readiness, such as computer and internet access, can help students succeed in online learning (Rasouli et al., 2016). An assessment of computer and internet literacy is required for successful implementation in online learning.

The level measure of computer and internet literacy includes of student can upload and download documents, use computer, laptop or smartphone for searching the materials though internet browser and posses the capability for using application and software for online learning. Many students are ready to use online learning technology, but it must be complemented by high-level CIL. Despite the fact that the majority of students recognize ODL as an innovative learning platform, a lack of fundamental computer skills prevents them from efficiently using the e-learning platform.

2.5.2 Self-Directed Learning (SDL)

Self-Directed Learning (SDL) emphasizes student participation such as goal planning, decision making, reading online learning, material, completing classroom and evaluating learning achievement. According to Geng & Law (2019), a self-directed student will also use the internet to find knowledge or other resources. Self-directed learners often participate more actively in learning tasks

such as reading online learning material, completing classroom assignments, and setting and reviewing learning milestones.

The self-goal item is measured in this study, which extends to the SDL dimension. Successful students must not only be able to manage their learning activities, but also understand what and how to attain their learning goals in order to achieve success (Allam et al., 2020). To sum up, in the pandemic outbreak, students may have difficulty to adapt with this new regulation. They have to work independently, completing the assessment with little or no contact with the lecturer and friends. It will affect their final result of the study.

2.5.3 Motivation of Learning (MOL)

According to Widjaja & Chen (2017), motives and incentives for students to attend in the learning activities to complete the task for all registered course and must have strongly motivated to reach higher academic achievement. According to Oqvist & Malmström (2016), typical examples of enhancing students' motivation for learning, including guidance, giving sufficient choice, modeling, reinforcement, and interest induction. The success or failure of online learning is depend to student motivation. The lecturer have to explain to students how the online environment may be used and encourage collaboration and interaction among their students. Motivation in learning is one of the most important accomplishments in student learning.

As a result, lecturers and students experience fear and panic how to adapt with this new regulation. Being lectures, they have to face multiple issues in conducting online learning such as less experience to develop application in

online learning and limited assessment method to measure the online learning outcome. Beside students, they have to face technical issues concerned about device, internet access and ability to use computer. Readiness for having online learning is believed to be one of the prerequisite conditions for an affective online learning and teaching goal. Computer and internet literacy, self-dependent learning and motivation of learning are factors in contributing readiness.

Learners' achievement and performance in online learning environments are connected to technical capabilities such as computers and the internet literacy. In this aspect, self-directed learning requires students to efficiently manage time and information in order to be more active and responsible in their learning, finish assignments on time, and engage in class work in online learning environments. As for the last component, Learning motivation encompasses all sorts of movement toward and participation in learning activities. Online learning is growing as a student-centered environment, and students are hopeful that greater outcomes will be obtained.

2.6 Previous Studies

Students Readiness is significant in the learning process during the COVID-19 pandemic. Some relevant research related to this study are presented below:

The first, it is research of Meladina and Zaswita (2020). The titled is “Shedding Light on EFL Students’ Readiness and Problems to Face Online Learning in the Pandemic Era”. The research was aimed to find out the students’ readiness and problems to face online learning in pandemic era. In this research, the participants were 113 students of nursing and physiotherapy in the third and

sixth semesters at Fort De Kock University. It was qualitative research by using questioners and interviews. This research found that students were not ready to face online learning and may come up like a new problem for the students. They can not improve their skills in English because they can not ask the lecturer directly. The problem is the lack of internet connection because some of students live in a place that far from city. The other problem was the communication and collaboration could not run well with the lecturer and friends.

The second research relevant to this current study was the one of Nurshahidah et al. (2020). The research entitled “Online Distance learning Readiness During Covid-19 Outbreak Among Undergraduate Students”. This study conducted to measure the level of computer/internet literacy, self-directed learning and motivation of learning among undergraduate students in order to provide view students online learning readiness. The respondents were 631 students from Faculty of Communication and Media Studies at University Teknologi MARA, Melaka Branch, Malaysia. This study used questionnaires to collect data; it was descriptive statistical. This study found that online distance learning readiness was at premium level. It can be seen from the data of computer and internet literacy among undergraduate students are at high level. The students are able to use computer and laptop and search material from internet and use any applications. While self-directed learning and motivation of learning reported at low level. Students can not handle the internal monitoring (cognitive factors), external monitoring (environment factor) and motivational monitoring.

The last, Ming et al. (2020) with the titled “Comparative Analysis of Student’s Live Online Learning Readiness During the Coronavirus (Covid-19) Pandemic in the Higher Education Sector”. This study intended to investigate students’ readiness for live online learning. By distributing online questionnaire to 1189 students were from institutions in Hongkong: the Hongkong Polytechnic University, the Hang Seng University, and the College of Professional and Continuing Education of The Hongkong Polytechnic University. This study from different education level at the sub-degree (SD), degree (UG), and postgraduate (PG) levels. The analysis revealed that the difference between male and female students was not significant. However, the mean scores in student readiness for live online learning between PG, UG and SD students were significantly different. The post hoc test results found that PG students have higher motivation for learning than UG and SD students. PG students also have higher technology readiness, learner control, and self-directed learning ability than SD students. However, no significant difference was found for online communication self-efficacy.

According to the previous studies, the writer find out that the studies have similarity discuss about students’ readiness for having online learning during the COVID-19 pandemic. Besides, the striking difference from this research is this study's research gap focuses on EFL students’ readiness for having online learning during COVID-19 pandemic at the even semester student of English Education Study Program of Sultan Agung Islamic University in academic year 2021/2022.

CHAPTER III

METHOD OF STUDY

This chapter presents method of study which consists of Design of the Study, Subject of the Study, Instrument of the Study Technique for Collecting Data, Data Collecting Procedure and Data Analysis.

3.1 Design of the Study

A research design is an essential framework or strategy for a study that serves as a guide for data collection and analysis. According to Cohen et al., (2018), research design is ruled by the notion of 'fitness for purpose'. The approach and design of the study are determined by the research's goals. Considering the definition, this research adopted the quantitative approach of descriptive design. Quantitative approach emphasizes objective measurements and numerical analysis of data gathered through questionnaires, and surveys (Arikunto, 2007).

Descriptive research is used to gather and analyze data by reporting the data that has been acquired as it is without the intention of drawing conclusions that apply to the wider audience or generalizing it (Sugiyono, 2007). Descriptive research has the following characteristics : relates to the current situation and describes only one variable or several variables but it described one by one (Arikunto, 2007). It was acquired from a questionnaire, a test, a checklist, or some type of formal instrument. According to Loeb et al., (2017), descriptive analysis is an essential component of this process because of the function it plays in assisting

us in seeing the world or a phenomena. As a result, descriptive research is used to identify research questions and formulate hypotheses based on what has been observed.

3.2 Subject of the Study

In this subs chapter, two topics are discussed, namely population and sample.

3.2.1 Population

According to Sugiyono (2014), a population is a generalization area formed up of objects or subjects with specific qualities and characteristics that are chosen by researchers to be investigated and conclusions drawn from. Meanwhile according to Arikunto (2007), the entire population is the subject of study. The population of this research was the students of English Education Study Program in the Academic Year 2021/2022, consisting of the second semester, the fourth semester, and the sixth semester.

3.2.2 Sample

According to Sugiyono (2014), a sample is a representation of the population's number and characteristics. In this research, for technique sampling the writer used cluster sampling. Cluster sampling is a probability sampling approach that categorizes all population elements into mutually exclusive and exhaustive groupings called clusters (Frey, 2018). Clusters were chosen for sampling, and the sample was made up of all or some of the elements from those clusters. According to Frey (2018), when natural groups (e.g., schools or counties)

exist in the population, or when getting a list of all population items is unfeasible or impracticable, this technique is often utilized. Cluster sampling, as opposed to ordinary random sampling, can save money on in-person data collecting by employing geographically concentrated clusters. The samples of this research were the students of the fourth semester, and the sixth semester, consisting 76 students. In addition, the writer used the second semester as non-sample, consisting 21 students. For more details, the writer provided a data sample, which can be seen in the table below :

No	Semester	Total students	Total filled out the questionnaires
1	2 th semester (non-sample)	21	21
2	4 th semester	33	33
3	6 th semester	43	43
Total		97	97

Based on the table above, there were 97 students had filled out the questionnaires and 21 students as non-sample. The samples of this research were the students of the fourth semester, and the sixth semester, consisting 76 students.

3.3 Instruments of the Study

A research instrument is a tool that is used to measure natural and social phenomena (Sugiyono, 2007). The writer used a questionnaire as the instrument for collecting data. A questionnaire is a set of questions or statements that

participants need to fill out. According to Roopa & Rani (2012) the usage of questionnaires should have adequate purposes that correspond to the study objective and be as evident as data analysis.

This was a closed-ended questionnaire study. A closed questionnaire in which the answer has already been provided and the respondent only needs to choose (Cohen et al., 2018). Possible responses are included in a closed-ended questionnaire, and the respondent or investigator checks the category that best describes the respondent's response. The research questionnaire consists of two parts used as instrument of this research. Part A consists of general information of demographic variables such as computer use, smartphone use and internet use. Part B consist of 21 close ended questionnaires that focusing on students' readiness of online learning English during the COVID-19 pandemic.

This part applied Likert scale model. The Likert scale is a psychometric scale used to evaluate social style in closed-ended questions. The usage of a Likert scale allowed the sample to pick by rating the questions that best matched their responses; for example, there are scales ranging from 1 to 10, with 10 being the most favoured (Roopa & Rani, 2012).

3.3.1 Validity

Validity is a measure that defines an instrument's level of validity (Arikunto, 2007). The instrument is considered to be valid when it has high validity, which means it can be used to measure what should be measured; on the other hand, the instrument is said to be less valid and valid when it has low validity. The test

technique used correlation technique through Product Moment Correlation Coefficient.

As for the criteria, for determining that instrument is valid, count r should equal to or more than r table at a significant level of 5% (five percent). And vice versa if the count r is smaller than r table at a significant level of 5% then the instrument is said to be invalid. As we can see below:

- a. If $r_{\text{count}} (r_{\text{pearson}}) \geq r_{\text{table}}$ then item is valid.
- b. If $r_{\text{count}} (r_{\text{pearson}}) \leq r_{\text{table}}$ then items is invalid.

3.3.2 Reliability

Reliability relates to measurements of consistency that include of the concept of accuracy measurement. The consistency of a measurement's results is called reliability (Roopa, 2012). To measure the reliability of the instrument, this research used Crobach's Alpha. The writer used software SPSS version 22 to calculate and analyze the data.

3.4 Data Collecting Procedure

Because the COVID-19 epidemic prevented the writer from going immediately to the field, this research was conducted online by distribute the questionnaire through Google form. The first, the writer asked permission from the faculty to conduct a research. After that, the writer contacted the class president to inform and asked them to distribute the questionnaire. Finally, the writer gave a maximum time limit around a week to fill out the questionnaire. After that, the writer analyzed the data with descriptive statistic.

3.5 Data Analysis

Data analysis can refer to a wide range of particular techniques and strategies for collecting and analyzing data in order to obtain insights that enhance decision-making (Start, 2009). In analyzing data, researchers used descriptive statistics. Descriptive statistics are an important aspect of biometric analysis and a requirement for understanding later statistical assessments, such as inference drawing. When data are presented effectively, it is typically clear whether the writer gathered and evaluated them appropriately and in accordance with standard field practice (Spriestersbach, 2009).

The writer converted the responses into scores, this scale has 21 items and is measured using a 5-level interval scale of 1 = strongly disagree to 5 = strongly agree. Second, in the research table, the writer calculated the percentage of respondents who are divided into five parts, namely strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree

Data processing techniques in this study use a computation calculation SPSS (Statistical Product and Service Solution) Version 22.0 for Windows because this program has a high statistical ability. The analytical method used in this research is Descriptive Analysis Percentage.

CHAPTER IV

ANALYSIS OF RESULTS AND DISCUSSION

This chapter contains Instrument Validity and Reliability, Result, Data Analysis, and Discussion.

4.1 Instrument Validity and Reliability

This sub chapter explained about the instrument validity and reliability test.

4.1.1 Instrument Validity

The extent of a measuring instrument's determination and accuracy in performing its measuring function is referred to it as validity (Sudaryono et al., 2019). It is critical for a test to be accurate in order for the results to be applied and understood correctly. The adapted instrument was tested by a subsequently a Product Moment Correlation Coefficient was conducted to identify the indicators of the research valid. The research questionnaire consists of 21 close-ended questionnaires that focusing on students' readiness of online learning during the COVID-19 pandemic.

This research made an online questionnaire in the form of a Google form, then distributed it to the WhatsApp. Because this type of questionnaire is a closed questionnaire, students only choose the available answers without thinking about their answers. The closed questionnaire here used a rating scale questionnaire, where the writer uses a Likert Scale to get information from respondent, a Likert Scale to measure the existence of a subject agreement with each item. The

remaining items are measure on a five point scale, strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

The validity test of the students' readiness in online learning questionnaire that was developed as below:

Table 4.1 Items-Total Validity

Code	R_{value}	R_{table}	Criteria
CIL1	0.482	0.433	Valid
CIL2	0.625	0.433	Valid
CIL3	0.611	0.433	Valid
CIL4	0.594	0.433	Valid
CIL5	0.528	0.433	Valid
CIL6	0.477	0.433	Valid
CIL7	0.561	0.433	Valid
SDL1	0.684	0.433	Valid
SDL2	0.600	0.433	Valid
SDL3	0.522	0.433	Valid
SDL4	0.471	0.433	Valid
SDL5	0.448	0.433	Valid
SDL6	0.623	0.433	Valid
SDL7	0.455	0.433	Valid
MOL1	0.708	0.433	Valid
MOL2	0.673	0.433	Valid
MOL3	0.684	0.433	Valid

MOL4	0.526	0.433	Valid
MOL5	0.521	0.433	Valid
MOL6	0.787	0.433	Valid
MOL7	0.621	0.433	Valid

From the results of the validity test in the table above, there were 21 questionnaires that have been filled out by 21 students in this study. Validity test from the research was conducted by calculating the correlation between the value of r_{value} from each participant answer and the value of r_{table} . The value of r_{table} for $n = 21$ is 0.433 at the level significance of 5%. Every item is considered as valid if the r_{value} is bigger than r_{table} at the level significance of 5% , and considered as not valid if the r_{value} is smaller than r_{table} at the level significance of 5%. It showed that r_{value} is bigger than r_{table} at the level significance of 5%. It can be concluded that the questionnaire instrument of students readiness to have online learning during COVID -19 pandemic is valid.

4.2.2 Instrument Reliability

The second test of the instrument is used reliability. The reliability test relates to consistency if the instrument is considered accurate if alpha Cronbach is bigger than r_{table} at 5% significance level. Furthermore, if alpha Cronbach is less than r_{table} at a level of significance of 5%, the instrument is not considered accurate. The following is the result of the reliability test:

Table 4.2 Reliability of Questionnaire

N of items	Cronbach Alpha	Criteria
21	0.899	Reliable

The computation shows that the coefficient reliability of the instrument is 0.899. It means that reliability Cronbach's Alpha for all three online learning readiness factors is above 0.70. if Cronbach Alpha's reliability for all items above 0.70, it shows a good internal consistency (Hair et al., 2014). It can be concluded that the instrument is reliable and consistent.

4.2. Data Analysis

This chapter, the writer presents the finding about EFL students' readiness to have online learning during COVID-19 pandemic. The purpose of this research is to analysis the levels of readiness of EFL students of the even semester of the English Education Study Program of Sultan Agung Islamic University to have online learning in Academic Year 2021/2022.

The respondents of this research were the fourth semester and the sixth semester of English Education Study Program of Sultan Agung Islamic University that consist of 76 students. Students selection was based on cluster sampling. This research used closed ended questionnaires as a means of collecting data. How the five-point scale range into three categories namely low, moderate and high mean. The five point Likert scale ranged from 1 (strongly disagree) until 5 (strongly agree).

This measurement scale measures computer internet literacy, self-dependent learning and motivation of learning. The way to divide each categories are 5 is subtracted by 1 and divided by 3. So, the interval for each is between 1.33. The low mean level is 1.00 to 2.33, the moderate level is 2.34 to 3.67 and the high mean level is 3.68 to 5.00. To find out the interpretation of the mean score range, it can be seen in the table below:

Table 4.3 Categorize mean score guideline

Low	$X < M - 1SD$
Moderate	$M - 1SD \leq X < M + 1SD$
High	$M + 1SD \leq X$

How to categorize the mean score for aspect and general, it can be seen in the table below:

Table 4.4 Mean Score Range

Mean scale	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

4.2.1 EFL Students Readiness towards Computer Internet Literacy (CIL)

This aspect discussed computer internet literacy whether students were capable of or not of using application and software for online learning. Computer internet literacy influences the quality on how they learn and the result of their study during online learning. The results of descriptive statistics on EFL students readiness toward Computer Internet Literacy are described as follow:

Table 4.5 EFL Students Readiness towards Computer Internet Literacy (Items)

Questionnaire Statement	N	Min	Max	Sum	Mean	SD	Category
I feel confident using computer	76	2	5	291	3.83	.855	High
I feel confident in using the Internet to find or gather information for online learning.	76	2	5	316	4.16	.834	High
I feel confident to search, download and upload document by using Internet	76	1	5	293	3.86	.1.128	High
I feel confident to use applications or software for online learning	76	2	5	296	3.89	.918	High
I prefer to use the most advanced technology available	76	1	5	276	3.63	.1.081	Moderate
In general, I am among the first in my circle of friend to acquire new technology when it appears	76	1	5	220	2.89	.960	Moderate
I enjoy the challenge of figuring our high-tech gadget	76	1	5	248	3.26	.943	Moderate

The table above shows that the result of data analysis of questionnaires regarding to EFL students readiness during the COVID-19 Pandemic. There were seven questions that related to computer internet literacy aspect.

In statement 1, the number of students who filled out 21 questionnaire items were 76 students with a minimum score was 2 and maximum score was 5. The sum score was 291 and the mean score was 3.83 and the standard deviation was

.855. The level of computer internet literacy in the first statement was high. It means that they were able to use computer and the skill to use technology was not problem in online learning.

Next the statement 2 indicates that the respondent who filled out the questionnaire were 76 students. The minimum score was 2 and maximum was 5. The sum score was 316 and the mean score was 4.16 and the standard deviation was .834. Based on the classification of the mean score range, it shows that the level was high. It can be concluded that the student were able to use internet to find and gather information that relevant study materials on the internet.

In statement 3, it is found that there were 76 students who fill out the questionnaire. The minimum score was 1 and the maximal score was 5. The sum score was 293 and the mean score was 3.86 and the standard deviation was .1.128. It is found that the level was at high level. It can be concluded that student can search for their study relevant materials, assignments, quizzes, presentations and they can download and upload document by using internet.

In statement 4, it is showed that the level was high with a range mean 3.89, the standard deviation was .918 and the sum score was 296. The minimum score was 2 and the maximal score was 5. It can be concluded that students can able to use online learning applications or software for having online learning.

In statement 5, it is showed that the level was also at moderate level with a range mean 3.63, the standard deviation was .1.081 and the sum score was 276. While the minimum score was 1 and the maximal score was 5. There were 76 students who filled out the questionnaire. It can be concluded that students prefer

to use most advanced technology available to enhance their learning and their cognitive skills, which in turn helps them improve their academic performance.

In statement 6, it is showed that there were 76 students who filled out the questionnaire. The sum score was 220 and the mean score was 2.89 and the standard deviation was .960. While the minimum score was 1 and the maximal score was 5. It was found that the level was at moderate level. It can be concluded that not all student can acquire new technology when it appears.

Statement 7 shows that there were 76 students who filled out the questionnaire. The level was also at moderate level with a range mean 3.26, the standard deviation was .943 and the sum score was 248. While the minimum score was 1 and the maximal score was 5. It can be concluded that not all students enjoy to challenges them of figuring a high-tech gadget.

From the data above, the data obtained in the questionnaire showed the highest mean score with score 4.16 can be seen in the statement 2. The data shown that the level of students' computer literacy was at high level. While the lowest level can be seen in the statement 6 with the mean score 2.89.

Table 4.6 Students Readiness towards Computer Internet Literacy (Aspects)

Aspect	N	SUM	SD	Mean	Category
Computer Internet Literacy	76	1940	3.276	25.53	Moderate
Valid N (List Wise)	76				

From the data above, the level of students' computer internet literacy was at moderate level with a mean 25.53 All the students are able to use computer, searching information from internet and use any applications or software for

online learning and using most advanced technology. It indicates that mastering of using technology was not the essential problem in online learning. It can be concluded that according to students' computer internet literacy was at moderate level, can be seen from the mean score on the table list.

4.2.2 EFL Students Readiness towards Self-Directed Learning (SDL)

In this aspect discussed self-directed learning influence readiness. Students who have Lower level self-directed learning that affect their academic performance. The results of descriptive statistics on EFL students readiness toward self-directed learning are described as follow:

Table 4.7 EFL Students Readiness towards Self-Directed Learning (Items)

Questionnaire Statement	N	Min	Max	Sum	Mean	SD	Category
I carry out my own study plan	76	2	5	282	3.71	.727	High
If there is something I do not understand in class, I always find a way to learn it on my own	76	2	5	267	3.51	.856	Moderate
I manage time well	76	2	5	244	3.21	.884	Moderate
I set up my learning goals	76	2	5	260	3.42	.821	Moderate
I am very good at finding the right resources to help me do well in campus	76	2	5	258	3.39	.818	Moderate
I am very good at findings out answers on my own for things that the lecturer does not explain in class	76	2	5	226	2.97	.783	Moderate
I view self-directed learning based on my own initiative as very important for success in school and in my future career	76	2	5	267	3.51	.613	Moderate

The table above shows that the result of data analysis of questionnaires regarding to EFL students readiness during the COVID-19 Pandemic. There were seven questions that related to self-directed learning aspect.

In statement 1, it is found that the number of students who filled out 21 questionnaire items were 76 students with a minimum score was 2 and maximum score was 5. The sum score was 282 and the mean score was 3.71 and the standard deviation was .727. The level of self-directed learning in the first statement was high. It means that they were able to carry out the study plan well.

In statement 2, it is showed that there were 76 students who filled out the questionnaire. The sum score was 267 and the mean score was 3.51 and the standard deviation was .856. While the minimum score was 2 and the maximal score was 5. It is found that the level was at moderate level. It can be concluded that not all student can learn independently to make them understand the material if there was something they do not understand in class.

In statement 3, it is showed that the level was moderate with a range mean 3.21, the standard deviation was .884 and the sum score was 244. The minimum score was 2 and the maximal score was 5. From these data, it can be inferred that not all students can manage time.

In statement 4, it is showed that there were 76 students who fill out the questionnaire. The level was also at moderate level with a range mean 3.42, the standard deviation was .821 and the sum score was 260. While the minimum score was 2 and the maximal score was 5. It can be concluded that not all students can able to set up their learning goal independently to achieve their goals.

Next the statement 5 indicates that the respondent who filled out the questionnaire were 76 students. The minimum score was 2 and maximum was 5. The sum score was 258 and the mean score was 3.39 and the standard deviation was .818. Based on the classification of the mean score range, it showed that the level was moderate. It can be concluded that not all student can find the right resources to help them achieve their academic and personal goals in campus.

In statement 6, it is found that the level was also at moderate level with a range mean 2.97, the standard deviation was .783 and the sum score was 226. While the minimum score was 1 and the maximal score was 5. There are 76 students who fill out the questionnaire. It can be concluded not all student can find material independently when the lecturer does not explain in class.

In statement 7, it is showed that there were 76 students who fill out the questionnaire. The level was at moderate level with a range mean 3.51, the standard deviation was .1.013 and the sum score was 267. While the minimum score was 2 and the maximal score was 5. It can be concluded that student agree self-directed learning is important for success in school and in their future career.

From the data above, the data obtained in the questionnaire showed the highest mean score with score 3.71 can be seen in the statement 1. The data shown that the level of self-directed learning was at high level. While the lowest level can be seen in the statement 3 with the mean score 3.21.

Table 4.8 EFL Students Readiness towards Self-Directed Learning (Aspects)

Aspect	N	SUM	SD	Mean	Category
Self-Directed Learning	76	1804	3.508	23.74	Low

Valid N (List Wise)	76				
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From the data above, the level of students' self-directed learning was at low level with a mean 23.74. It means that students were not be able for having good responsibility for their education and manage the internal monitoring (cognitive factors), external monitoring (environmental factor) and motivational monitoring. So, not all students determine what they want to learn, sets goals, identifies a process by which they will reach their goals and evaluate their outcomes. It can be concluded that according to students' self-directed learning is at low level, can be seen from the mean score on the table list.

4.2.3 EFL Students Readiness towards Motivation of Learning (MOL)

This aspect discussed about motivation of learning. Curriculum implementation requires motivating students to learn. This is due to the fact that motivation plays a role in teaching-learning circumstances. The success of learning is determined on the learners' motivation. Learners are motivated to achieve their learning objectives. It is critical to recognize that motivating students to study is an essential component of effective teaching. The results of descriptive statistics on EFL students readiness toward Computer Internet Literacy are decribed as follow:

Table 4.9 EFL Students Readiness towards Motivation of Learning (Items)

Questionnaire Statement	N	Min	Max	Sum	Mean	SD	Category
I am able to complete my work even when there are destructions in my home (television, sibling, neighbours etc)	76	1	5	250	3.29	.991	Moderate

I am able to complete my work even when there are online distractions (friends sending email, online chatting and online shopping etc)	76	1	5	260	3.42	.898	Moderate
Even in the face of technical difficulties I am certain I can learn the material presented in online learning	76	1	5	255	3.51	.778	Moderate
I have motivation to learn for best academic achievement and performance	76	1	5	267	3.51	.973	Moderate
I am motivated by the course, because I would have strong relationship with my lecturer and my fellow classmates	76	2	5	268	3.53	.824	Moderate
Improving my competence and knowledge motivates me to learn	76	2	5	283	3.72	.842	High
I am glad that I feel connected to the course	76	2	5	272	3.58	.883	Moderate

The table above shows that the result of data analysis of questionnaires regarding to EFL students readiness during the COVID-19 Pandemic. There were seven questions that related to motivation of learning aspect.

In statement 1, it is found that the level was at moderate level with a range mean 3.29, the standard deviation was .991 and the sum score was 259. While the minimum score was 1 and the maximal score was 5. There were 76 students who filled out the questionnaire. It can be concluded not all student can complete their work on time because they maybe find any distractions in their house.

In statement 2, it is showed that there were 76 students who filled out the questionnaire. The level was also at moderate level with a range mean 3.42, the standard deviation was .898 and the sum score was 260. While the minimum score was 1 and the maximal score was 5. It can be concluded that not all students can able to complete their task even when there are online destructions such as lack of signal, they focus on other applications (Tiktok, Instragam, Facebook etc) and they open marketplace (Shopee, Tokopedia, Zalora, etc).

In statement 3, it is showed that the level was moderate with a range mean 3.36, the standard deviation was .778 and the sum score was 255. The minimum score was 1 and the maximal score was 5. From these data, it can be inferred that not all students can face of technical difficulties during online learning.

In statement 4, it is showed that there were 76 students who filled out the questionnaire. The level was at moderate level with a range mean 3.51, the standard deviation was .973 and the sum score was 267. While the minimum score was 1 and the maximal score was 5. It can be concluded that all of students having a highly motivation to achieve their best academic achievement and performance.

In statement 5, it is found the number of students who filled out 21 questionnaire items were 76 students with a minimum score was 2 and maximum score was 5. The sum score was 268 and the mean score was 3.53 and the standard deviation was .824. The level of self-directed learning in the fifth statement was moderate. It means that not all students have a good motivation by

the course because they do not have strong relationship with their lecturer and their fellow classmates.

Next the statement 6 indicates that the respondent who filled out the questionnaire were 76 students. The minimum score was 2 and maximum was 5. The sum score was 283 and the mean score was 3.72 and the standard deviation was .842. Based on the classification of the mean score range, it shows that the level was high. It can be concluded that students have a good motivation to improve their competence and knowledge to achieve their goals.

In statement 7, it is showed that there were 76 students who fill out the questionnaire. The level was at moderate level with a range mean 3.58, the standard deviation was .883 and the sum score was 272. While the minimum score was 2 and the maximal score was 5. It can be concluded that not all students were glad that the feel connected to the course.

From the data above, the data obtained in the questionnaire showed the highest mean score with score 3.72 can be seen in the statement 6. The data shown that the level of motivation learning was at high level. While the lowest level can be seen in the statement 1 with the mean score 3.29.

Table 4.10 EFL Students Readiness towards Motivation of Learning (Aspects)

Aspect	N	SUM	SD	Mean	Category
Motivation of Learning	76	1855	3.848	24.41	Low
Valid N (List Wise)	76				

From the data above, the level of motivation of learning was also at low level with a mean 24.41. It found that not all students did not have good motivation of learning during COVID-19 pandemic. Motivation of learning is an essential factor for the students to maintain focus to achieve their goals in learning due to many destructions such as family background, environment or technical issues. Students who have a low of motivation of learning that will affect online learning readiness. It can be concluded that according to students' motivation of learning was at moderate level, can be seen from the mean score on the table list.

4.3 Discussion

This research was conducted to analyze the level of students' readiness to have online learning during COVID-19 pandemic. To answer the research question, the writer distributed closed-ended questionnaires. The questionnaire distributed to the students of even semester of English Education Study Program of Faculty of Language and Communication Science of Sultan Agung Islamic University in the Academic Year 2021/2022 and total number of students were 76 students. The questionnaires consist of twenty one positive questions, that related to online learning English during the COVID-19 pandemic. In order to measure students' online readiness, there were three factors from previous study such as computer and internet literacy, self-dependent learning and motivation of learning (Allam et al., 2020). To sum up, the purpose of this study to measure the level computer and internet literacy, self-directed learning and motivation of learning between undergraduate students.

Based on the research findings of this thesis, the writer found that the readiness to computer and internet literacy to online learning activities was in the moderate level with mean score 25.53. Not surprisingly, the students were able for using computer or laptop, using any applications or software that support their learning process such as Google, Google Teams, Zoom, Google Meet, Kahoot and SIM Unissula (university system for online learning). The ability of a student to use technology is very necessary in today's Industrial Revolution era to fulfill the challenges. 4.0. Students were required to adapt fast to the new literacy toward digitalization. The talents of the twenty-first century were also seen as their reaction to their future selves in order to compete in the real universe (Keis et al., 2017). As a result, student must have high computer and internet literacy skill in order to complete course assessment task and using facilities available in campus along their study.

Another factors affected students' readiness to have online learning is self-directed learning. The aspect of self-directed learning to measure students' readiness was to test level of motivational learning, external learning and internal learning. The writer found that the readiness to computer and internet literacy their learning activities is in the low level with mean score 23.74. Online learning allowed students and the lectures interaction through online platform. According to Adams et al., (2018), high level of self-directed learning have to able to carry out their own study plan, manage time well and have high expectation for achieve the academic achievement. So, they have very minimum contact because of internet connection or environmental background.

The writer assumed that students' degree of readiness for self-directed learning may impact learning performance. When students have a high level of self-directed learning, they can successfully complete the learning objectives. Meanwhile, low-level self-directed learners are incapable of performing. It is essential to make them aware of the implications of self-directed learning readiness. Besides computer and internet literacy and self-directed learning, another factor that affect students' online readiness is motivation of learning.

From the data, the level of motivation of learning was also at low level with a range mean 24.41. Many online learning studies stated that motivation of learning is a critical factor for students to maintain concentration in order to achieve good academic performance because to various obstacles such as family, environment, and technological damage, particularly during online learning. According to Allam et al., (2020), motivation can affect students' attitude and perception to achieve their learning success. Online learning introduces new method of interactive learning and also expose the students with potential issues associated with low level of motivation of learning that affect online learning readiness. High levels of motivation will improve persistence, enhance cognitive processes and lead to improved performance. In conclusion, there are some results to this study. This study found that computer and internet literacy was at moderate level, while self-directed learning and motivation of learning was at low level.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This last chapter presents the conclusion and suggestions which are based on the analysis and discussion in the previous chapter. The first part is the conclusion of analysis and followed by suggestion afterwards.

5.1. Conclusion

This study aimed to analysis the levels of readiness of EFL students. Twenty-one measurement items corresponding to three contributing factors, computer and internet literacy, self-directed learning, and motivation of learning. Based on the analysis of the data and the discussion in the previous chapter, the conclusion can be drawn that students' readiness of online learning during the COVID-19 pandemic found that computer and internet literacy among undergraduate students was at moderate level with mean 25.53, while self-directed learning and motivation of learning were also at low level with mean 23.74 and 24.41. It means that the students were able to use computer, laptop and smartphone to complete course assessment tasks and facilities available in campus. It reported that students were not able to manage difficulty to present high performance on online learning to work independently. Besides, computer and internet literacy and self-directed learning, another factor that affect students' readiness was motivation of learning. It found that all students did not have motivation of learning during COVID-19.

5.2 Suggestions

The findings reported that this research was evolved teaching and learning activities during COVID-19 Pandemic made to ensure students online readiness at moderate level .The implementation of online learning during COVID-19 needs huge attention to achieve the learning objective. Moreover, it is suggested that the teacher to design a teaching method that the students can learn materials well to achieve learning achievement. Teachers and students can well-prepared for the teaching and learning activity carried through online activity during COVID-19 pandemic and future education. In addition, the government should take in part to make the clear regulation directing emergency remote teaching helps the school implement online media properly. The government's support is necessary, such as, provide free quota for learning and increase the internet connection not only in the big city but also in the rural area. Good contribution from teachers, students and government can improve the student's readiness in pandemic. Last, the further research is expected to do to explore more about strategies to improve readiness to make teaching and learning in the pandemic era can be achieved well. The implications of online learning were the concern of university as a teaching method that is expected to improve students' academic performance by enhancing computer and internet literacy, self-directed learning and motivation of learning.

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