
THE CORRELATION BETWEEN STUDENTS' ATTITUDE IN ONLINE LEARNING AND THEIR ENGLISH ACHIEVEMENT AT MTSN 3 PONOROGO

PROCEEDING

REINFORCING EDUCATION,
LANGUAGE, AND SOCIO-
CULTURE

Dyah Ayu Kurniasari¹, Fenty Andriani²

^{1,2} Institut Agama Islam Negeri (IAIN) Ponorogo, Indonesia
Corresponding author: dyah9031@gmail.com

ABSTRACT

Attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event. Attitude is one of the important key factors for success in language learning. Attitude is another factor affecting students' achievement, if someone has a positive attitude to a language, he or she is more likely to learn it well. Thus, attitude has an important role in increasing students' achievement. Achievement is the competence of a person in relation to a domain of knowledge. The purpose of this research is to examine the correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo. The researcher applied a quantitative approach and used correlational design. The population of this research is all of the eighth grade students at MTsN 3 Ponorogo and total numbers of the students are 193. The sample consists of 30 students. The sample was 8G (Regular Class) of MTsN 3 Ponorogo. The data was collected by distributing questionnaire and administering test. To analyze the data collection, the researcher used correlation product moment formula by Pearson to determine whether or not there was a correlation between students' attitude in online learning and their English achievement at the eighth graders of MTsN 3 Ponorogo. The result of this research shows that the correlation coefficient between students' learning attitude in online learning (X) and the students' English achievement (Y) is 0,362. It means that both variables have correlation and the interpretation is a weak correlation. The significance (2-tailed) value is 0.049. Test of significance when Sig < 0.05, (0.049 < 0.05) the alternative hypothesis (H_a) is accepted. It means that there is correlation between students' attitude in online learning (X) and the students' English achievement (Y).

Keywords: students' attitude, online learning, English achievement, junior high school

INTRODUCTION

Covid-19 pandemic has resulted in schools and colleges shut all across the world and has given challenges for educational institutions. To anticipate the transmission of the virus, the government has issued policies, from isolation, physical distancing, and wearing a face mask. This condition requires citizens to stay at home, work from home, and study at home. This condition also forces educational institutions to make breakthroughs related to learning methods that must be chosen so that learning continues even though it is done online. Therefore, many schools apply online learning for their studies.

Online learning is an innovative and alternative approach for delivering electronically mediated, well-designed, and interactive learning environments to anyone, anyplace, anytime by using the internet and digital technologies.¹ Online learning provides the ability

¹Badrul Khan, et al, *International Handbook of E-learning : volume 1 Theoretical perspectives and research*, (UK : Routledge, 2015), 51.

to share material in all kinds of formats such as videos, slideshows, and word documents.² All Islamic schools in Indonesia have a similar online learning system which is entitled as E-learning. Using E-learning can improve access to training, communication, interaction and facilitates understanding and developing learning.³

The use of e-learning has increased since the Covid-19 pandemic. Only a few Islamic Boarding Schools are still implementing face to face learning under strict health protocols. Thus, most educational institutions in Indonesia use e-learning, starting from elementary school, junior high school, senior high school, and college. One of the schools which implements e-learning media is MTsN 3 Ponorogo. In this school, all subjects use e-learning media, including English. Learning English is very complex because the students are required to master four skills, namely listening, speaking, reading, and writing. Definitely, this can be a challenge for the students in improving these four skills through e-learning media.

There are many advantages of using e-learning. For example, it can be accessed anytime and anywhere, the schedule is flexible, and it can be accessed to various forms of media and resources. Unfortunately, based on the observation in MTsN 3 Ponorogo, the researcher found there are several problems faced when using e-learning, including: E-learning is limited to certain disciplines, cheating prevention during online assessment is complicated, lack of students speaking skill development in online students, and lack of students motivation to read books during e-learning. Thus, the use of e-learning media has an effect on students' learning attitudes.

Attitude is a distinctive concept in social psychology and plays an important role in identifying the characteristic of individuals.⁴ Attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event. Attitudes include three important components, namely affective, cognitive, and behavior.⁵

Attitude is one of the important key factors for success in language learning. There are some factors affecting attitude in learning, such as parents, teacher, learning climate and classroom task, reference group, personal experience, and mass media.

As a matter of fact, attitude is one of factors affecting students achievement.⁶ According to Dalvit and Klerk, if someone has a positive attitude to a language, he or she is more likely to learn it well. Thus, attitude has an important role in increasing students' achievement.

Achievement is the competence of a person in relation to a domain of knowledge. In the standards for test construction achievement is viewed basically as the competence a person have in an area of content.⁷ Learning achievement is about how success the students can master the materials of the learning object. To know the students' English achievement, teacher should do identify the student level of knowledge, skills, and understanding.

²E-learning : Concepts, Trends, Applications, (USA : Epignosis LLC, 2014), 5

³Badrul Khan, et al, *International Handbook of E-learning : volume 1 Theoretical perspectives and research*, (UK : Routledge, 2015), 52

⁴Engin Karadag, *The Factors Effecting Student Achievement*, (Turkey : Springer, 2017), 57.

⁵Meullisti, Lutfi Istikharoh, "EFL Students' Attitude Toward Learning English," *Jurnal Sains Social dan Humaniora*, 2 (September, 2019).

⁶Aprillia Handayanti, *The Correlation Between Students' Attitude and Their English Achievement*, (thesis : IAIN Tulungagung, 2016).

⁷Algarabel, Salvador, Carmen Dasi. 2001. *The Definition Of Achievement And The Construction Of Test For Its Measurement : A Review Of The Main Trends*. Universitas De Valenia Spain. 46

Achievement can be measured through achievement test. There are two types of achievement test such as final achievement test and progress achievement test. Final achievement tests are those administered at the end of a course of study. They may be written and administered by ministries of education, official examining boards, or by members of teaching institutions. Progress achievement tests, as their name suggests, are intended to measure the progress that students are making. One way of measuring progress would be repeatedly to administer final achievement test, the increasing scores indicating the progress made.⁸.

Unfortunately, based on the background above, there has not been a research that examines the correlation between students' attitude in online learning and their achievement. Therefore, the researcher is interested in conducting a research to know and examine this case carefully in quantitative research by title, "The correlation between students' attitude in online learning and their English achievement at MTsN 3 Ponorogo".

METHODS

Research design used in this study was quantitative research particularly using correlation method. Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.⁹ Correlational research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables.¹⁰

The population of this research is all of the eighth grade students of MTsN 3 Ponorogo. The eighth grade students consist of seven classes and total numbers of the students are 193. In this study, there only some samples of the population taken. The sampling technique applied in this research is purposive sampling. The sample was used if it fulfilled the following criteria : the eighth grade students, from regular class, using e-learning as learning media, and have a high motivation and willingness to participate in this research. This criteria is only effective for this research in eighth grade students at MTsN 3 Ponorogo because it is not generalizable. The sample consisted of 30 students. The sample was 8G (Regular Class) as the eighth grade students of MTsN 3 Ponorogo.

Instrument is a tool of data collection in the field. In this study, the researcher used questionnaire and test as instrument to collect the data. Questionnaire used for measuring students' attitude in online learning based on the students' perception. Test used for getting the result of students' English achievement

Questionnaire is one of the most widely used social research techniques. The idea of formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the answers to the issues that interest someone.¹¹ The questionnaires on attitude used in this research were adapted from

⁸ Arthur Hughes, *Testing For Language Teachers : Second Edition*, (UK : Cambridge University Press, 2003), 13.

⁹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2014)

¹⁰ Donald Ary, et al, *Introduction to Research in Education*, (Canada : Wadsworth, 2010), 350.

¹¹ Loraine Blaxter, et al, *How to Research : Fourth Edition*, (New York : Open University Press, 2010), 201

Attitude / Motivation Test Battery (AMTB) by R.C. Gardner, Ph. D. The researcher modified the questionnaires based on the context of this research and provided 2 languages in English and Indonesia. The students answer the questionnaire via google form. This questionnaires were assessed by Likert Scale. The questionnaire in this research consist of 20 numbers multiple choice item that prepare 4 answers choice in each question.

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. ¹²This research used achievement tests to obtain the students' English achievement. Achievement tests measure mastery and proficiency in different areas of knowledge by presenting subjects with a standard set of questions involving completion of cognitive tasks. In this research, the researcher used the scores from the tests made by the teacher. The score that the researcher got is from final achievement test. In this final achievement test, the students were asked to answer 25 questions in 90 minutes. The test covered six basic competences including basic competences 3.1, 3.2, 3.3, 3.4, 3.5, 3.7.

All of the data in this research was analyzed by using correlation product moment techniques by Pearson to know the correlation between students' attitude in online learning and their English achievement at MTsN 3 ponorogo. The correlation product moment is one of technique that commonly used to seek the correlation between two variables.

FINDINGS AND DISCUSSION

FINDINGS

The researcher got the data about students' attitude in online learning by questionnaire. The questionnaires were adapted from Attitude / Motivation Test Battery (AMTB) by R.C. Gardner, Ph. D. The researcher modified the questionnaires based on the context of this research. The questionnaire was distributed to 30 respondents and showed that the maximum score of students' attitude is 80 and the minimum score of students' attitude is 40.

Table 1. The result scores of the Students' Attitude in Online Learning Statistics

ATTITUDE01		
N	Valid	30
	Missing	0
Mean		52.00
Median		51.50
Std. Deviation		8.550
Variance		73.103
Range		40
Minimum		40
Maximum		80
Sum		1560

From the data above, we can see that the total score of 30 respondents is 1560. By applying SPSS 25, It shows that the mean of students' learning attitude score is 52, the median is 51.50, the range is 40.

¹²Donald Ary, et al, *Introduction to Research in Education*, (Canada : Wadsworth, 2010), 201

The students' attitude could be explained clearly as follow :

Table 2. Category of Students' Attitude

Category	Formula	F	percent
High category	$X \geq \text{Mean} + 1. \text{SD}$ $X \geq 60.55$ (61 rounded)	3	10 %
Moderate category	$\text{Mean} - 1.\text{SD} < X < \text{Mean} + 1.\text{SD}$ $43 \leq X < 61$	24	80 %
Low category	$X < \text{Mean} - 1 \text{SD}$ $X < 43.45$ (43 rounded)	3	10%

Based on the data above, there are high, moderate, and low students' attitude. Students who are categorized in high category are those who have the scores above 61 and students who are categorized in low category are those who have the scores under 43. The percentage of students' attitude for high category is 10%, moderate category is 80%, and low category is 10%.

The students' English achievement is as dependent variable (Y). To know the students' achievement score, the researcher used the scores from the achievement tests made by the teacher. The test evaluated six basic competences including basic competences 3.1, 3.2, 3.3, 3.4, 3.5, 3.7. The test was distributed to 30 respondents and showed that the maximum score of students' achievement is 82 and the minimum score of students' achievement is 75.

Table 3. The result scores of the Students' English Achievement Statistics

ACHIEVEMENT		
N	Valid	30
	Missing	0
Mean		77.80
Median		78.00
Std. Deviation		1.669
Variance		2.786
Range		7
Minimum		75
Maximum		82
Sum		2334

From the data above, we can see that the total score of 30 respondents is 2334. By applying SPSS 25, It shows that the mean of students' achievement score is 77.80, the median is 78, the range is 7.

The students' achievement could be explained clearly as follow :

Table 4. Category of Students' Achievement

Category	Formula	F	percent
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High category	$X \geq \text{Mean} + 1. \text{SD}$ $X \geq 79.469$ (79 rounded)	8	27 %
Moderate category	$\text{Mean} - 1.\text{SD} < X < \text{Mean} + 1.\text{SD}$ $76 \leq X < 79$	20	66 %
Low category	$X < \text{Mean} - 1 \text{SD}$ $X < 76.131$ (76 rounded)	2	7%

Based on the data above, there are high, moderate, and low students' English achievement. Students who are categorized in high category are those who have the scores above 79 and students who are categorized in low category are those who have the scores under 76. The percentage of students' attitude for high category is 27%, moderate category is 66%, and low category is 7%.

Table 5. The Calculation of Questionnaire of Attitude and Achievement Score

		ATTITUD E	ACHIEVEMEN T
ATTITUDE	Pearson Correlation	1	.362*
	Sig. (2-tailed)		.049
	N	30	30
ACHIEVEMENT	Pearson Correlation	.362*	1
	Sig. (2-tailed)	.049	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

After analyzing the data, it is obtained that the correlation coefficient between students' attitude in online learning (X) and the students' English achievement (Y) is 0,362. It means that both variables have correlation and the interpretation is a weak correlation. The significance (2-tailed) value is 0.049. Test of significance when $Sig < 0.05$, ($0.049 < 0.05$) the alternative hypothesis (H_a) is accepted. It means that there is correlation between students' attitude in online learning (X) and students' English achievement (Y).

DISCUSSION

This research is conducted to find out the correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo. From the calculation above, it showed that the correlation coefficient between students' attitude in online learning (X) and the students' English achievement (Y) is 0,362. It means that both variables have correlation and the interpretation is a weak correlation.

From the data description above, test of significance when $Sig < 0.05$, ($0.049 < 0.05$) the alternative hypothesis (H_a) is accepted. So, the calculation of hypothesis is :

1. Ho is rejected (There is no correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo..)
2. Ha is accepted (There is correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo..)

The result of the research was stating that there is correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo.

CONCLUSION

Based on the data analysis and discussion of the research entitled "The Correlation between Students' Attitude in Online Learning and Their English Achievement at MTsN 3 Ponorogo.", the conclusion is the correlation coefficient between students' attitude in online learning (X) and the students' English achievement (Y) of the eighth graders at MTsN 3 Ponorogo is 0,362. It means that both variables have correlation and the interpretation is a weak correlation. The significance (2-tailed) value is 0.049. Test of significance when $Sig < 0.05$, ($0.049 < 0.05$) the alternative hypothesis (Ha) is accepted. It means that there is correlation between students' attitude in online learning and the students' English achievement of the eighth graders at MTsN 3 Ponorogo.

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