

THE CORRELATION BETWEEN STUDENTS' ONLINE LEARNING READINESS AND THEIR ENGLISH LEARNING ACHIEVEMENT

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Abstract

This research aims to determine the students' level of online learning readiness, their English learning achievement, and to describe whether there is a significant correlation between those two variables. The population of this research was the students of English Education 2019, Faculty of Languages and Literature, Universitas Negeri Makassar with a total of 148 students and taking 37 students as a sample using purposive sampling. The design of this research is quantitative correlational research. The data were collected using the OLRs questionnaire (developed by Hung et al. (2010)) with a Likert model scale. Analysis of the data in this research was using the SPSS 25 program. The results of this research indicate that: (1) The students' level of online learning readiness was in "ready go ahead" level for online learning (4.39), (2) The students' final score was in "very good" category (3.78), (3) The correlation analysis between the two variables showed a significant value (0.00) and a Pearson correlation (+969), which indicates that there is a significant correlation between students' online learning readiness and their English learning achievement. The implication of this research is need to encourage students to pay more attention to five online learning readiness dimensions, especially in learner control dimension, because if all dimensions work simultaneously, they can affect students' English learning achievement.

Keywords— *Online Learning, Readiness, English Learning Achievement.*

INTRODUCTION

The existence of the covid-19 (Corona virus Disease 2019) has spread to several countries including Indonesia. To follow up on this situation, Kemendikbud (2020) urges all sectors including education is carried out fully online which was previously carried out face-to-face. Online learning is learning that be conducted supported by the internet network and includes features such as the accessibility, connectivity, flexibility, and capacity to initiate learning exchanges (Gusty, 2020, p. 2). However, the challenge lies in the ability of students who need

to adapt to the changing stage of the face-to-face learning process which suddenly turns into online learning (Dwiyanti, Pratama, and Manik, 2020 p.173). Therefore, these different learning conditions may affect students' readiness.

Online learning readiness is the ability to adapt to the self-directed environment and emphasize time management in online learning (Lau & Syhaik, 2021, p. 431). According to Hung, Chou, Chen, and Own (2010, p. 1081), students' online learning readiness can be viewed from five dimensions, namely computer/internet self-efficacy, self-directed learning, learner control, motivation for learning, and online communication self-efficacy.

First, computer/internet self-efficacy is students' belief about their skill to operate several programs used in online learning, including how to use several applications used during online learning process. The problem lies in unpreparedness and the adjustment process that is still being pursued, that is the technological literacy that has not been mastered (Muliana, 2020, p. 17).

Second, self-directed learning is a students' competency in taking responsibility for the selecting and implementing learning strategies and also determining learning needs and goals, as well as whether others help or not (Knowles 1975, in Nayci, 2021, p.237). The problem lies in students' complaints, that are the number of assignments given online to them (Prodjo, 2020).

Third, the learner control is another competency that students need to have in order to decide their learning, including how to manage their time to learn and their learning strategies. The problem lies in students lack of digesting teaching materials that be supplied online, due to limits in lecturer supervision of students' activities and vice versa (Sahabuddin, 2020, p. 74).

Fourth, motivation for learning has an important role in learning, if students have motivation to learn, they will likely to achieve learning goals (Harandi, 2015, p.429). The problem lies in how teachers remain creative in providing online learning media or method in a fun and easy-to-understand way, so that students remain focus and productive at home (Metanfanuan, 2020, p. 95).

The last dimension is online communication self-efficacy. It is students' belief about their skill to understand the online communication and express themselves in online learning activities. However, Messersmith (2015, p. 221) stated that facilitating effective interaction between students in the teaching and learning process is an important challenge for online learning.

Besides that, the researchers' conducted observation to English Education students on August 10th 2021, that most of students' scores increased and also decreased in the last semester after online learning process. For that reason, it is important to identify whether students' online learning readiness contributed to their achievement or not. According to Slameto (2010, p. 59), if students learn and have readiness, their learning achievement will get better. However, in online context, the correlation between those two variables needs to be tested.

Related to previous studies, Dwiyanti, Pratama, and Manik (2021) conducted research and the result showed that most of the students entered the "ready but need some improvement" level. Another research was conducted by Febrianty (2014), the result showed that there is a positive and significant relationship between learning readiness and learning achievement in English subjects for class XI students of SMAN 6 Bengkulu city.

LITERATURE REVIEW

Vocabulary is one of essential components of language. Students who lack vocabulary are unable to understand others or express their own ideas (Atmowardoyo, 2021). In fact, it is that vocabulary is the primary part and a key element to learning any language, especially in English. So, it is essential to understand what vocabulary is. Hatch & Brown (1995:1), defines vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Pikulski & Templeton (2004) adds, that vocabulary is "the sum of words used by, understood by, or at the command of a particular person or group". It means that if learners only know a small amount of vocabulary, they cannot gain more information or knowledge and limited to command others. Wilkins (1972:111-112) stated "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Since a long time ago, Gaming is indeed a fun activity to be conducted for entertainment or fun and can also be used for learning purposes. As the technology improves, the video game has also been discovered. A video game is running by digitally manipulating images on a television screen or other display screens created by a computer program.

Video Games have become a big industry, and sometimes video games are used as learning tools. Salen & Zimmerman in Ebrahimzadeh & Alavi (2017) define video games as a system in which players engage in an artificial conflict, defined by rules, which results in a quantifiable outcome. As the concept of game-based learning is evolving, it has been called by many different names, including graceful learning and gamification. Using video games for learning

purposes is the right way because video games add interest to what students might not find interesting in learning before. It also helps students to focus and interact with others.

Through many years in the development and enhancement, multiplayer video games that are previously limited by two only players in a single video game nowadays are up to more than 100 players in a single match connected by internet (online games). An online game is a game that can be played through a computer network (Local Area Network or Internet), especially a video game that allows two or more players to participate simultaneously at different locations.

In other hands, online game has meant that there a contest which is involved two or more players in a game that depends on rules where player decide to choose whether the game means for entertainment, recreation, or competition.

METHODS

This research is a case study research design which the data were collected through questionnaire and simple vocabulary test based on the online game references (PUBGM, FF, ML/MOBA). This study focuses on one specific object that is learned as a case. Case study data can be obtained from all parties involved; in other words, data for this study was gathered from a variety of sources (Nawawi, 2003).

The researchers conducted the study with the students outside the school around Students park and Turatea park with ages ranging from 14-17 years old. There are two meetings (the time of the meetings based on the agreement from the subjects), the first meeting is giving them a questionnaire, and the second meeting is giving them a vocabulary test.

The researchers applied the purposive sampling technique. The population were filtered, and the researchers was taking the sample based on the criteria as follows:

1. Students with the age ranging from 14-17 years old.
2. Students who install online games in their smart phone (either PUBGM, MOBA or FF).
3. Playing the online games (above) for the last 2 months or more.

The variables of the research consist of independent and dependent variables. The independent variable is the influence of playing an online game. The dependent variable is the students' captured vocabularies

The test consists of references based on online games vocabularies (items) and was given to find out the vocabulary captured bythe sample. The time for the test is set to 90 minutes.

The questionnaire was given before the test and will use to help the researchers gather more information from the sample and used to strengthen the result.

The data analysis technique that was used in this study is qualitative analysis. The data obtained will be later analyzed.

Table 1. The classification of students' test score

NO	Scale	Predicate	Category
1	196-100	A+	Excellent
2	91-95	A-	
3	86-90	B+	Good
4	81-85	B	
5	76-80	B-	Fair
6	71-75	C+	
7	66-70	C	Poor
8	61-65	C-	
9	56-60	D+	Very Poor
10	<55	D-	

In this study, the questionnaire was used in the pre-research to strengthen the results of how the online game influence the students' vocabulary captured during game playing. By distributing questionnaires to measure respondent scores as likely to be added as sample criteria using Likert Scale developed by Rensis Likert.

Table 2. Rensis Likert scale

Criteria	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Later, the students answer in the questionnaire then will be count in order to find out each question category as follows:

Table 3. Likert scale value range category

Score	Category
80% - 100%	Very High
60% - 79,99%	High
40% - 59,99%	Medium

20% - 39,99%	Low
0% - 19,99%	Very Low

RESULTS

1. Test Result

The researchers using the Sturges formula to calculate the range interval of each participant's score:

a. $Interval = 1 + 3.3 \times \text{Log } n$

n is the total number of participants

b. $R = \text{Highest score} - \text{Lowest score} + 1$

c. $C = \frac{R}{Interval}$

Table 4. Frequency and percentage of test result

No	Scale	Frequency	Percentage (%)	Predicate	Category
1	96-100	3	43,33	A+	Excellent
2	91-95	A-			
3	86-90	B+	46,66	B+	Good
4	81-85	B			
5	76-80	B-	10	B-	Fair
6	71-75	C+			
7	66-70	C	0	C	Poor
8	61-65	C-			
9	56-60	D+	0	D+	Very Poor
10	<55	D-			

Table 4 shows the subjects score on the simple vocabulary test. The test result showed that all the subjects resulted in Fair to excellent category scores by scoring 76> with the mean score of subjects is 89,21. It could be seen that there is only 3 student (10%) got fair score, 14 subjects (46,66%) got good scores, 13 of the subjects (43,33%) got the excellent scores and none of them got poor score. Therefore, the researchers concludes that there are influence of online game on the students' captured vocabularies by knowing that students are able to name the items/objects and actions during the game from the look of their test result. Furthermore, the test result is assisted by the answer of the questionnaire that given to the participants.

2. Questionnaire Validity and Reliability

a. Validity check

Sugiono defines valid instrument as "the measuring instruments used to obtain data (measures) that are valid." The term "valid" refers to the instrument's ability to measure what should be measured. The questionnaire validity test is done by testing it to the 30 participants. The validity of each item is assessed using Pearson product moment correlation, and the calculations are performed using the SPSS Analysis 26.0 program. The performed validity test on 10 items at the significance <0.05 obtained all of the items are valid. Valid item correlation coefficients range from 0.402 to 0.722.

b. Reliability check

When an instrument is said to be reliable, it produces the same data when measured several times on the same object. Furthermore, the reliability of items that have been proven to be valid is tested using the Chronbach's Alpha (α) formula and calculated using SPSS Analysis 26.0. The scale is declared reliable if the following conditions are met:

- Chronbach's Alpha value is appearing to be Positive.
- Chronbach's Alpha calculation result value equal to or more than 0,6.

Table 5. Result of questionnaire reliability analysis

Reliability Statistics	
Cronbach's Alpha	Number of items
.717	10

3. Questionnaire Result

The researchers calculate the raw and final score of items in questionnaire to find out the category of each items;

- $\text{Index (\%)} = \text{Gained scores (Raw)} / \text{Highest Likert Score (150)} \times 100$
- $\text{Highest Likert Score} = \text{Total Sample (30)} \times \text{Likert Scale highest score (5)}$

Table 6. Result of questionnaire score

Item	Raw Score	Final Score	Category
1	127	84,66%	Very High
2	109	72,66%	High
3	119	79,33%	High
4	126	84%	Very High
5	90	60%	High
6	90	60%	High

7	93	62%	High
8	127	84,66%	Very High
9	105	70%	High
10	123	82%	Very High

Based on the tabulation above, it is showed that the items in questionnaire reach the category High to Very High scores. In order to find the alignment between the test and questionnaire, the researchers calculating the mean scores of each subject answer in questionnaire section. The mean scores of questionnaire answers of the participants are 74% which can be categorized as High based on the Likert scale (60% - 79,99%).

DISCUSSIONS

The further data acquired from both questionnaire and simple vocabulary test show that not all subjects have the same level in capturing different words from the three related online games. Even though the gap is narrow, it is agreeable that the longer they play the same online game the better their chance to capture new vocabularies. This fact affirms the research of Asifa (2021) which shows that the young learners (age 14-16) that played the online game less than a year with gaming hours from 10-40 hours a week tend to learn new words and have more confidents using English language.

As we can see from the result of the questionnaire, the subjects in fact have high to very high agreement category from item 1-10, and then followed by the participants' mean score which is also categorized as high category (74%). To be clear, the subjects were influenced to capture new vocabulary because of three aspects such as game features, player base influence, and the players habit in playing those online games.

According to the study's findings, there is a link between their use and the addition of new vocabulary. Related to the aspects from online games, resulting on the test scores where the majority (90%) of the subjects scoring good to excellent scores in the vocabulary test, and the other 3 participants (10%) scoring above 75 which 78,75 is the exact number and can be categorized as a fair score.

To be clear, the captured vocabularies for each subject are different due to different online game genres they are playing. Each type of video game genres has its own unique type of vocabulary, as evidenced by the test results where one of the items is used to translate the word "cover" where are several different answers such as "menutupi, sampul, melindungi", the

subjects who use the word “melindungi” are those who play the genre FPS military style (PUBG/Free Fire) and more accustomed to the word different meanings because they are used to hear the phrase “cover fire”. Meanwhile, those who play the genre MOBA (Mobile Legends) are more likely to not using the word because of the different style in game (using sword, magic, fantasy), that is why they are more used to the word “menutupi, meaning” as meaning.

Another word example that can draw a big line of differences in each types of online game is a word “magazine” on the test, those who play other genre than FPS military style answer the question with a meaning “majalah”, whereas those who play the FPS military style answer with “klip peluru/ tempat peluru”. The word “magazine” in PUBG and Free Fire is an item in game to help the player to extend or modify their gun ammo type and capacity, that is why they more used to translate the meaning as with the genre FPS military style there should be a word “mag or magazine”, it is the reason these types of different answer in meaning depend on which game are they playing.

In addition, the participants were more familiar with the online games vocabulary because they were directly involved in their play and things related to the online games; to strengthen this statement, Musa (2015) conducted a case study using video games such as Minecraft and Candy Crush, and he came to the conclusion that while playing these games, participants developed a new group of vocabulary and vocabulary acquisition occurred when the word are directly exposed to the player. Furthermore, Chen, Howard, and Ting-Yu (2013) investigated how an adventure game called Boune can improve the skills of a group of college students in listening, reading, and vocabularies. The study indicates that the all the features in game such as items, UI, voice chat, event, and interaction in the online games’ community help them capturing new vocabulary.

CONCLUSIONS

The researchers came to a conclusion based on the findings and discussion of the previous chapter's research that there is an influence of online games towards students captured vocabularies. The conclusion was made from the findings that the researchers found from the test result showed that all the subjects scoring above 75 which categorized from fair to excellent scores with the average scores of 89,21. The test result is backing by the questionnaire results where the subject’s agreement level is High (60%) to Very High (84,66%) category on item 1 – 10, and from the mean scores of the questionnaire selected from each participant is

74 % (high). The questionnaire acted as data to help strengthen the result of the test. It can be seen that the category of the test mean score is "Good" align with the questionnaire category level (High – Very High) and also the mean score of the total participants' item select category (High). The questionnaire serves as a tool to determine the factors in online games that influence the students' captured vocabularies.

From the findings of questionnaire, the researchers found that frequency of the subjects playing online games is not the only major factors in capturing new vocabulary, there are also several important factors that play a role in capturing vocabulary such as game features (settings, UI, item, event), their interaction with other player (friends random player), repeating same strategy and using the same item, and using other platform outside the game to watch content creators e-sports and discussing the online game with others. Also, difference in interpreting words can occur because of the subjects play different type online games.

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