

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

**THESIS**



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## ABSTRACT

**Kurniasari, Dyah Ayu.** 2021. *The Correlation between Students' Attitude in Online Learning and their English Achievement at MTsN 3 Ponorogo*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo, Advisor : Fenty Andriani, M.Pd.

Keywords : *Students' Attitude, Online Learning, English Achievement, Junior High School*

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 problem is; Is there any 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. The eighth grade students consist of seven classes and total numbers of the students are 193. The sampling technique is purposive sampling, the researcher took one class as the sample. The sample consists of 30 students. The sample was 8G (Regular Class) of MTsN 3 Ponorogo. The data was collected by questionnaire and test. To analyze the data collection, the researcher used correlation product moment formula by pearson was to determine whether there was 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).



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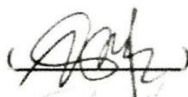
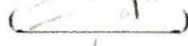
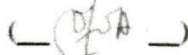
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P O N O R O G O

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P O N O R O G O

## CHAPTER I

### INTRODUCTION

In this chapter the researcher discusses about background of the study, scope and limitation of the study, research questions, research objectives, significances of the study, and organization of the thesis.

#### **A. Background of the Study**

The 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.<sup>1</sup> Online learning provides the ability to share material in all kinds of formats such as videos, slideshows, and word documents.<sup>2</sup> All Islamic schools in Indonesia have a similar online learning system which is entitled as E-learning. Using E-learning

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

<sup>2</sup> *E-learning : Concepts, Trends, Applications*, (USA : Epignosis LLC, 2014), 5

can improve access to training, communication, interaction and facilitates understanding and developing learning.<sup>3</sup>

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.

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

Attitude is a distinctive concept in social psychology and plays an important role in identifying the characteristic of individuals.<sup>4</sup> Attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event.<sup>5</sup> 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.

Attitudes include three important components, namely affective, cognitive, and behavior. Affective component is also called emotional aspect of attitude that covers some indicators including students' acceptance towards the learning, students' responses in learning English, appreciation towards English learning, organizing a good habit or consistency and practicing English. Cognitive component includes the beliefs of the language learners about the knowledge that they acquire and their understanding in the process of language learning. The behavioral aspect of attitude is related with the way one acts or behaves in particular situations.<sup>6</sup>

As a matter of fact, attitude is one of factors affecting students achievement.<sup>7</sup> According to Dalvit and Klerk, if someone has a positive attitude

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

<sup>5</sup> Icek Ajzen, *Attitudes, Personality, and Behavior*, (England : Open University Press, 2005), 3.

<sup>6</sup> Meul Isti, Lutfi Istikharoh, "EFL Students' Attitude Toward Learning English," *Jurnal Sains Social dan Humaniora*, 2 (September, 2019),

<sup>7</sup> Aprillia Handayanti, *The Correlation Between Students' Attitude and Their English Achievement*, (thesis : IAIN Tulungagung, 2016).

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.<sup>8</sup> 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.

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.<sup>9</sup>

Since learning depends on students attitude, thus the researcher assumed that the students who have high attitude in online learning will be more successful rather than the students who have low attitude. The students with

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<sup>8</sup>Algarabel, 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

<sup>9</sup> Arthur Hughes, *Testing For Language Teachers : Second Edition*, (UK : Cambridge University Press, 2003), 13.

higher attitude in online learning will show effort to learn more than students with lower attitude. It is clear that attitude has an important role in learning process.

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".

#### **B. Identification and Limitation of the Study**

In this study, the researcher focused on the eighth grade students of MTsN 3 Ponorogo. Concerning the limitation that the researcher has, this study administered final achievement test of the eighth graders at MTsN 3 Ponorogo.

#### **C. Statement of the Problem**

Is there any significant correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo?

#### **D. Objective of the Research**

The objective of this research is to find out the correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo.

## **E. Significance of the Research**

The significance of this study is expected to give some advantages either theoretical or empirical, such as :

### **1. Theoretical significance**

This study is hoped can give contribution of knowledge to know more about students' attitude in online learning and its correlation on students' English achievement.

### **2. Empirical significance**

#### **a. For the teacher**

This study gives knowledge to all teachers about the students' attitude in online learning English.

#### **b. For the students**

This study can give motivation for students in improving their English achievement in online learning.

#### **c. For the reader**

This study is expected to give contribution to the readers who are interested in studying English language teaching and this study can be a reference concerned.

## **F. Organization of the Research**

The writer organizes this research report in order to make the reader easier to understand. The following show the content covered in this research.

CHAPTER I : Introduction

This chapter explains about general description background of the study, limitation of problems, statements of the problem, objective of the research, significance of the research, and organization of the thesis.

**CHAPTER II : Review of Related Literatures**

This chapter consists of theoretical background, previous study, theoretical framework, and hypothesis.

**CHAPTER III : Research Methodology**

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

**CHAPTER IV : Research Finding**

This chapter consists of research location, data description, data analysis, and discussion.

**CHAPTER V : Closing**

This chapter consists of conclusion and suggestion.



## CHAPTER II

### PREVIOUS STUDIES AND REVIEW OF RELATED LITERATURE

In this chapter the researcher discusses about previous related study, theoretical background, theoretical framework, and hypothesis.

#### A. Previous Related Study

There are some previous studies related with this research. First of all, a study conducted by Arman. The title of her research is *The Impact of Using E-Learning on Students' Learning Achievement in Basic of English Grammar Course at The First Semester English Education Department, UIN Alauddin Makassar*. This research aims to find out the impact of using *e-Learning* on students' learning achievement and discovering the response or perspective of students on using *e-Learning* in basic of English grammar course UIN Alauddin Makassar. This study conclude that teaching grammar by using e-learning at the first semester English education department UIN Alauddin Makassar had an impact. Based on the finding and discussion of the research, the researcher recommended that there was an impact on Students learning achievement that an improvement in students ability on Basic of English Grammar Course after using e-Learning. Furthermore students are also interested, motivated and agreed to use e-Learning in studying grammar.

The second research was conducted by Fadilah Gessa. The title is *The Effect of Students' Attitude in English Reading Toward Their Comprehension at The Third Semester of English Education Department Students of Alauddin State Islamic University*. This study conclude that reading attitude contribute 0,60 %

to the students' reading comprehension and 80% of the students had a generally positive attitude towards reading. Also, there was a very high positive and significant relationship between the students' reading attitudes and their reading comprehension performance.

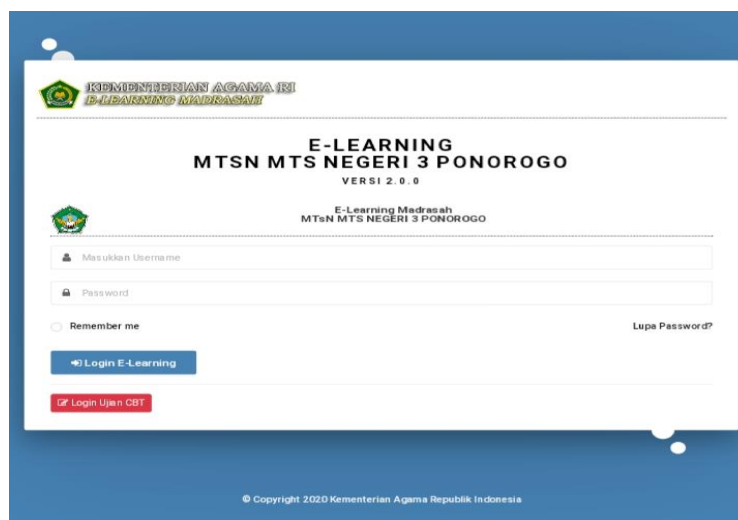
The last research was conducted by Alin Hoerunnisa, Nunuk Suryani, and Agus Efendi. They are focused on *The Effectiveness of the Use of E-Learning in Multimedia Classes to Improve Vocational Students' Learning Achievement and Motivation*. This study conclude that E-learning media with Moodle platform can significantly and effectively improve the students' achievement and motivation. In addition, E-learning media with Moodle platform can also increase students' active participation in discussions.

Different from the above research that focused on Basic of English Grammar Course, this research focused on four skills in English learning. For the second previous research, the researcher focused on the effect of students' attitude in English reading toward their comprehension, but this research focused on the correlation between students' attitude in online learning and their English achievement. For the third previous research, the researcher used the Vocational Students as the sample on the research and used Moodle platform as E-learning media, but this research used eighth grade students as the sample of the research and used E-learning MTsN 3 Ponorogo.

## **B. Theoretical Background**

In this research, the researcher is using theories that are relevant with the theme of the discussion. The theories are:

## 1. The Nature of E-learning



**Picture 2.1 E-learning used by all Indonesia Islamic schools.**

### a. Definition of E-learning

E-learning is a computer based educational tool or system that enables someone to learn anywhere and at any time. Today e-learning is mostly delivered though the internet, although in the past it was delivered using a blend of computer based methods like CD-ROM.<sup>10</sup>

E-learning is an innovative approach for delivering electronically mediated, well-designed, learner-centered, and interactive learning environments to anyone, anyplace, anytime by utilizing the Internet and digital technologies in concert with instructional design principles.<sup>11</sup>

E-learning is an approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training,

<sup>10</sup> *E-learning : Concepts, Trends, Applications*, (USA : Epignosis LLC, 2014), 5

<sup>11</sup> Badrul Khan, et al, *International Handbook of E-learning : volume 1 Theoretical perspectives and research*, (UK : Routledge, 2015), 51.

communication and interaction and that facilitates the adoption of new ways of understanding and developing learning.<sup>12</sup>

From explanation above, it can be concluded that e-learning is an educational tool or system that enables someone to learn anything, anyplace, anytime by utilizing the Internet and digital technologies for improving access to training, communication and interaction.

#### **b. Types of E-learning**

There are some types of e-learning such as follow:<sup>13</sup>

##### **1) Traditional e-learning System**

Traditional e-learning separates teachers from students and also separates students from students; the teaching and learning carry out over the Internet or through computer-based technologies. Traditional e-learning cannot provide adaptive learning technologies, which needs a team that has advanced skills, such as programming, graphic design, or instructional design to improve the learning system and requires course creator to create graphics, simulations, and animations.

##### **2) Adaptive e-Learning System**

Students have different knowledge background, knowledge levels, learning styles, learning preferences, and also different misunderstandings and learning outcomes, etc. Adaptive e-learning

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<sup>12</sup> *Ibid*, 52

<sup>13</sup> Fan Yang, et al, *Learning Path Construction in e-Learning : What to Learn, How to Learn, and How to Improve*, (Singapore : Springer, 2017), 18

system has the adaptability toward students' needs, the reusability of learning activities, and the effective design of learning contents. Our monograph can be applied to adaptive e-learning system as our research also constructs learning resources for different types of students and designs learning paths to support different teaching approaches.

### 3) Instructional Design System

Instructional design system is a system of determining student learning state, defining the learning outcomes, and also providing teaching strategies for knowledge transition, which aims to improve learning performance. Instructional design is learner-centered which focuses on current learning states, needs, and learning outcomes of students. The learning outcomes of instructional design reflect students' expectations for the learning, which expect students having the ability of applying knowledge or skill in some learning environments.

### 4) Intelligent Tutoring System

Intelligent e-learning system brings the artificial intelligence (AI) technology to the current e-learning system together and products a personalized, adaptive, and intelligent service to both teachers and students. Intelligent tutoring systems (ITS) use AI to customize teaching approaches according to student's needs, which is trying to optimize learning of domain concepts and problem solving skills.

## 5) Service-Oriented e-Learning System

Service-oriented system for e-learning describes a concept of e-learning framework which supports e-learning applications, platforms, or other service-oriented architectures. Service-oriented e-learning system provides Web services, such as assessment, grading, marking, course management, metadata, registration, and reporting, in order to produce more functionalities for the e-learning system.

## 2. English Achievement

### a. Definition of Achievement

Achievement is the word preferred in the educational fields, being sometimes characterized by the degree of inference required on the part of the student to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool.<sup>14</sup>

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.<sup>15</sup> Learning achievement is about how success the students can master the materials of the learning object.

Homby added that achievement is a thing done successfully, especially with an effort and skill. But, Kevin Barry and Lenking said that achievement is considered as the drive and energy students bring to

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<sup>14</sup> Algarabel, 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. 45

<sup>15</sup> *Ibid*, 46

work in desire to make progress in their learning and achievement. Thus, achievement is a result from the students' work.<sup>16</sup>

From the definition above, it is concluded that achievement is a result of what someone has learned or how success the students can master the materials of the learning object.

#### **b. Students' English Achievement**

English achievement consists of four language skills, they are listening, speaking, reading, and writing. To know the students' English achievement, teacher should do identify the student level of knowledge, skills, and understanding. Four skills that consists on English achievement will be discussed as follow :

##### **1) Listening**

Listening as one of the four language skills. Listening is receptive skills because the focus is on receiving information from an outside source.<sup>17</sup> Activities can be done in teaching and learning program is listening dialogue, news report, radio, and music.

The process of listening performance is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain. In other means, listening is a spoken or written response from the student that indicates correct or

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<sup>16</sup> Dwi Gitawaty.2010. (Thesis) *The Correlation Between The Students' Motivation and Their Achievement in English*, (Jakarta : UIN Syarif Hidayatullah Jakarta), 18

<sup>17</sup> Caroline T. Linse, *Practical English Language Teaching : Young Learners*, (New York : McGraw Hill, 2005), 24

incorrect auditory processing. <sup>18</sup>To make evaluation of students' listening skill, it can be used the auditory test.

## 2) Speaking

Speaking is a productive skill that a process conveying meaning from one to another person by using verbal or non-verbal symbols. A proficient speaking is fluent and accurate. Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech. While Accuracy refers to the ability to speak properly-that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English.<sup>19</sup>

## 3) Reading

Reading is a set skills that involves making sense and deriving meaning from the printed word. For second language learners there are three different types which impact reading: background knowledge, linguistic knowledge, and the strategies or technique that uses to tackle the text.<sup>20</sup> Many reading books that consist of reading passage with comprehension questions. It can be used to know how well students reading skill.

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<sup>18</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California : Longman, 2003), 118

<sup>19</sup> Kathleen M. Bailey, David Nunan series editor, *Practical English Language Teaching : speaking*, (New York : McGraw Hill, 2005), 5

<sup>20</sup> Caroline T. Linse, *Practical English Language Teaching : Young Learners*, (New York : McGraw Hill, 2005), 69

#### 4) Writing

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>21</sup> Writing is the carrier of messages of significance historical, scientific, and technological findings, laws, and any other form of documented messages built in well-organized written setting.<sup>22</sup>

#### c. Types of Achievement test

There are two types of achievement test such as as follow :

##### 1) Final achievement tests

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. Clearly the content of these tests must be related to the courses with which they are concerned.

##### 2) Progress achievement tests

Progress achievement tests, as their name suggests, are intended to measure the progress that students are making. This test should relate to course objectives. One way of measuring progress would be repeatedly to administer final achievement test, the increasing scores

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<sup>21</sup> *Ibid*,98

<sup>22</sup> Dolar Yuwono, *Writing : From Practice to Theory : Getting Smart and Creative to Write*, (Yogyakarta : Magnum, 2016), 2

indicating the progress made.<sup>23</sup>

### 3. Students' Attitude

#### a. Definition of Attitude

Definition of attitude has been mentioned by some people in the fields of education and psychology. Definition of attitude has different meanings from different perspective and contexts. Attitudes is a distinctive concept in social psychology and plays an important role in identifying the characteristic of individuals.<sup>24</sup> Attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event.<sup>25</sup>

#### b. The Components of Attitude

Attitude is one of the important key factors for success in language learning. According to Wenden, attitudes include three important components, namely affective, cognitive, and behavior.

##### 1) Affective component

It is also called emotional aspect of attitude. The characteristics of affective component covers some indicators including students' acceptance towards the learning, students' responses in learning English, appreciation towards English

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<sup>23</sup> Arthur Hughes, *Testing For Language Teachers : Second Edition*, (UK : Cambridge University Press, 2003), 13.

<sup>24</sup> Engin Karadag, *The Factors Effecting Student Achievement*, (Turkey : Springer, 2017), 57.

<sup>25</sup> Icek Ajzen, *Attitudes, Personality, and Behavior*, (England : Open University Press, 2005), 3.

learning, organizing a good habit or consistency and practicing English.

Most of the indicators above can not be observed directly since people can not see what other people feel, people can not see the level of students readiness that lead them become active, their loyalty towards the use of knowledge, their consistency towards learning English in class or outside class room and how they practice their knowledge.

## 2) Cognitive component

It includes the beliefs of the language learners about the knowledge that they acquire and their understanding in the process of language learning. The cognitive aspect involves many of mental activities or brain. The capabilities and domains of cognitive are categorized by Bloom into five levels.

First, Memorizing. It refers to the students' ability to memorize and restate the previous material, the second, understanding towards the concept, third, students' ability to analyse certain tasks, fourth, students' ability to compose or produce words or tasks, the fifth is evaluation, share values or ideas to others, and the last is applying. To reveal those components in a learning, researcher has to come directly to classroom and see the learning process from the beginning until the end.

### 3) Behavioural component

The behavioural aspect of attitude is related with the way one acts or behaves in particular situations. This component is divided into seven levels. Those are students' perception or the use of sense organs to do activity, students' readiness or activeness, students' ability to do imitation or guided responses, students' confidence to do certain movements started from accustomed movement, complex movement, adjustment of the pattern of movement and, and creativity. In behavioural aspect, most activities are done through certain movements. Since behaviour or movement have to be observed directly, thus the main method to gain data about this is by doing observation in classroom.

#### **d. Factors Affecting Attitude of Learning**

There are some factors affecting the way students perform in the classroom :

- 1) First, parents. It is believed that parents have a major role in second/foreign language process.
- 2) Second, Teachers. Teacher are suggested to have personal and professional characteristics which can affect students attitude of learning English.
- 3) Third, Learning climate and classroom task. The climate is manifested in terms of factors such as quantity and quality of the

resources available, physical environment of the class and acceptance by the teachers in the class.

- 4) Fourth, reference group. Peers or certain groups that have good influence in learning English tend to have important role in shaping attitude.
- 5) Fifth, Personal Experience. Lepy, stated that many attitudes are formed not in the family environment or through reference groups, but through direct personal experiences which bring about a drastic change in someone's attitude.
- 6) The last, mass media. The media can exert both good and bad influences on attitudes.<sup>26</sup>

### C. Theoretical Framework

E-learning is a new innovation in learning. The students are able to study wherever and whenever they are and based on their interest. For the teacher, they are able to monitor and facilitate the students in learning. By using e-learning the students are able to study, communicate, and practice in the biggest networking (internet). E-learning is able to create a new experience for students in learning, by including information, communication and technology in students activity. So, the use of e-learning media has an effect on students' learning attitudes.

This research has two variables, those are:

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<sup>26</sup> Meul Isti, Lutfi Istikharoh, "EFL Students' Attitude Toward Learning English," *Jurnal Sains Social dan Humaniora*, 2 (September, 2019),

1. Independent variable : Students' attitude in online learning (X)
2. Dependent variable : Students' English achievement (Y)

To sum up, it is assumed that there is a correlation between students' attitude in online learning and their achievement.

#### **D. Hypothesis**

A hypothesis is a statement describing relationships among variables that is tentatively assumed to be true. It identifies observations to be made to investigate a question.<sup>27</sup> Hypothesis in this research can be stated based on the theoretical analysis. The hypothesis is :

1. Null hypothesis (Ho)

There is no correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo

2. Alternative hypothesis (Ha)

There is correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo.



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<sup>27</sup> Donald Ary, et al, *Introduction to Research in Education*, (Canada : Wadsworth, 2010), 7.

### CHAPTER III

#### RESEARCH METHODOLOGY

In this chapter the researcher discusses about research design, population and sample, research instrument, data collection technique, and data analysis technique.

##### A. Research Design

According to Kerlinger, research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data.<sup>28</sup>

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.<sup>29</sup> 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.<sup>30</sup>

This research has two variables, those are:

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<sup>28</sup>Ranjit Kumar, *Research Methodology : A Step-By-Step Guide For Beginners* 3<sup>rd</sup> edition, (New Delhi : SAGE Publications, 2011)

<sup>29</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2014)

<sup>30</sup> Donald Ary, et al, *Introduction to Research in Education*, (Canada : Wadsworth, 2010), 350.

1. Independent variable : Students' attitude in online learning (X)
2. Dependent variable : Students' English achievement (Y)

## **B. Population And Sample**

### **1. Population**

The larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.<sup>31</sup> 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.

### **2. Sample**

In this study, there were only some samples of the population taken. Sample is the small group that is observed. A sample is a portion of a population.<sup>32</sup> The sampling technique applied in this research is purposive sampling. Purposive sampling is also called judgement sampling. The sample was used if it fulfilled the following criteria :

- a. The eighth grade students
- b. From regular class
- c. Using e-learning as learning media
- d. 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 researcher took one

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<sup>31</sup>*Ibid*, 148.

<sup>32</sup> Donald Ary, et al, *Introduction to Research in Education*, (Canada : Wadsworth, 2010), 148.

class as the sample. The sample consisted of 30 students. The sample was 8G (Regular Class) as the eighth grade students of MTsN 3 Ponorogo.

### C. Research Instrument

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.

**Table 3.1**  
**The Instrument of Data Collection**

Title	Variable	Indicator	No. Item of Instrument	Technique
The correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo	Variable X : students' attitude in online learning	Affective Component	1,2,3,4,5,6,12,15,16,19	Questionnaire
		Cognitive Component	7,8,9,11,14	
		Behavioural Component	10,13,17,18,20	
	Variable Y : Students' English achievement			Test

## D. Data Collection Technique

Based on the explanation above, the techniques used to collecting data in this research as followed:

### 1. Questionnaire

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.<sup>33</sup>

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, able to be administered without the presence of the researcher and often comparatively straightforward to analyze.<sup>34</sup> Researcher used questionnaires to obtain information about the feeling, thought, attitudes, beliefs, perceptions, and personality of research participant. In this study, the researcher used questionnaire to find out the students attitude (X).

The questionnaires on attitude used in this research 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 and provided 2 languages in English and Indonesia. The students answer the questionnaire via google form.

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<sup>33</sup> Loraine Blaxter, et al, *How to Research : Fouth Edition*, (New York : Open University Press, 2010),201

<sup>34</sup> Louis Cohen, et al, *Research Methods in Education*, (New York : Routledge, 2018), 317

This questionnaires were assessed by Likert Scale. Scale is a class of quantitative data measures that captures the intensity, direction, level, or potency of a variable construct along a continuum, most are at the ordinal level of measurement. Likert scale is a scale often used in survey research in which people express attitudes or other responses in terms of ordinal-level categories (e.g., agree, disagree) that are ranked along a continuum.<sup>35</sup> The questionnaire in this research consist of 20 numbers multiple choice item that prepare 4 answers choice in each question that counts as follow:

**Table 3.2**  
**The Index of Likert Scale**

Option	Score	
	Favorable	Unfavorable
Very agree	4	1
Agree	3	2
Disagree	2	3
Very disagree	1	4

## 2. Test

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.<sup>36</sup> The purpose of a test are several, for example to diagnose a student's strengths,

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<sup>35</sup> W Lawrence Neuman, *Social Research Method : Qualitative and Quantitative Approaches*, (USA : Pearson, 2014), 230

<sup>36</sup> Donald Ary, et al, *Introduction to Research in Education*, (Canada : Wadsworth, 2010), 201

weaknesses and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a programme.<sup>37</sup> Based on the purpose, the test is divided into five types, namely language aptitude tests, proficiency tests, placement tests, diagnostic tests, and achievement tests.<sup>38</sup> This research used achievement tests to obtain the students' English achievement. Achievement tests are widely used in educational research, as well as in school systems. 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. Achievement tests are generally classified as either teacher or researcher made.<sup>39</sup>

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.

- a. Basic competence 3.1 deals with interpersonal text that involves asking for attention, checking understanding, rewarding performance, ask and reveal opinion, and respond to it.

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<sup>37</sup> Louis Cohen, et al, *Research Methods in Education*, (New York : Routledge, 2018), 418

<sup>38</sup> H. Douglas Brown, *Language Assessment : Principles And Classroom Practices*, (California : Longman, 2003), 43

<sup>39</sup> Donald Ary, et al, *Introduction to Research in Education*, (Canada : Wadsworth, 2010), 201

- b. Basic competence 3.2 deals with transactional text that involves giving and asking for information related to ability and willingness, performs an action (pay attention to the linguistic elements of can, will).
- c. Basic competence 3.3 deals with transactional text that involves giving and asking for information related to obligations, prohibitions, and appeal (pay attention to the elements language must, should).
- d. Basic competence 3.4 deals with interpersonal text that involves order, invite, asking permission, as well as responding to it.
- e. Basic competence 3.5 and 4.5 deal with greeting card that involves giving and asking information associated with special days.
- f. Basic competence 3.7 deals with transactional text that involves giving and asking information related circumstances/ actions/ activities/ events that are carried out/ occur routinely or general truth (pay attention to the linguistic element simple present tense).

Due to the pandemic, the teacher only taught six basic competences from seven basic competences.

#### **E. Data Analysis Technique**

The research conducted the questionnaire to collect data. The questionnaire is multiple choice which consist of twenty questions. Good instrument must meet two requirements, they are:

##### **1. Validity**

By far the most complex criterion of an effective test and arguably the most

important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.<sup>40</sup> The researcher counted the validity of questionnaire with SPSS 25 to measure the validity used product moment.

**Table 3.3**  
**The Result of Validity**  
**Test**

<b>Item</b>	<b>“r” hitung</b>	<b>“r” table</b>	<b>Criteria</b>
1	0,427	0,361	Valid
2	0,614	0,361	Valid
3	0,577	0,361	Valid
4	0,748	0,361	Valid
5	0,538	0,361	Valid
6	0,750	0,361	Valid
7	0,567	0,361	Valid
8	0,601	0,361	Valid
9	0,618	0,361	Valid
10	0,673	0,361	Valid
11	0,556	0,361	Valid
12	0,676	0,361	Valid
13	0,678	0,361	Valid
14	0,624	0,361	Valid

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<sup>40</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California : Longman, 2003), 22

15	<b>0,584</b>	<b>0,361</b>	Valid
16	<b>0,522</b>	<b>0,361</b>	Valid
17	<b>0,698</b>	<b>0,361</b>	Valid
18	<b>0,596</b>	<b>0,361</b>	Valid
19	<b>0,396</b>	<b>0,361</b>	Valid
20	<b>0,432</b>	<b>0,361</b>	Valid

Based on the data above, it is concluded that all of items are valid.

## 2. Reliability

A reliable test is consistent and dependable. If someone give the same of test to the same students or matched students on two different occasions, the test should yield similar result. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test.<sup>41</sup> In this research, to measure reliability of questionnaire, the researcher used SPSS program Alpha Cronbach Formula.

**Table 3.4**  
**The Result of Reliability Test**

<b>r-alpha</b>	<b>r-table</b>	<b>Criteria</b>
<b>0,902</b>	<b>0,361</b>	<b>Reliable</b>

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<sup>41</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California : Longman, 2003), 20

### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

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

### Reliability Statistics

Cronbach's	
Alpha	N of Items
.902	20

The sample of the reliability test was 8G grade students of MTsN 3 Ponorogo. The significances of the table in 5% was 0,361. Based on the result, reliability of the instrument was 0,902. It means that  $r\text{-alpha} > r\text{-table}$ . So, the instrument was reliable.

### 3. Assessing Two Variables

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

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$r_{xy}$  = Coefficient of correlation between X variable and Y variable.

$N$  = Number of class

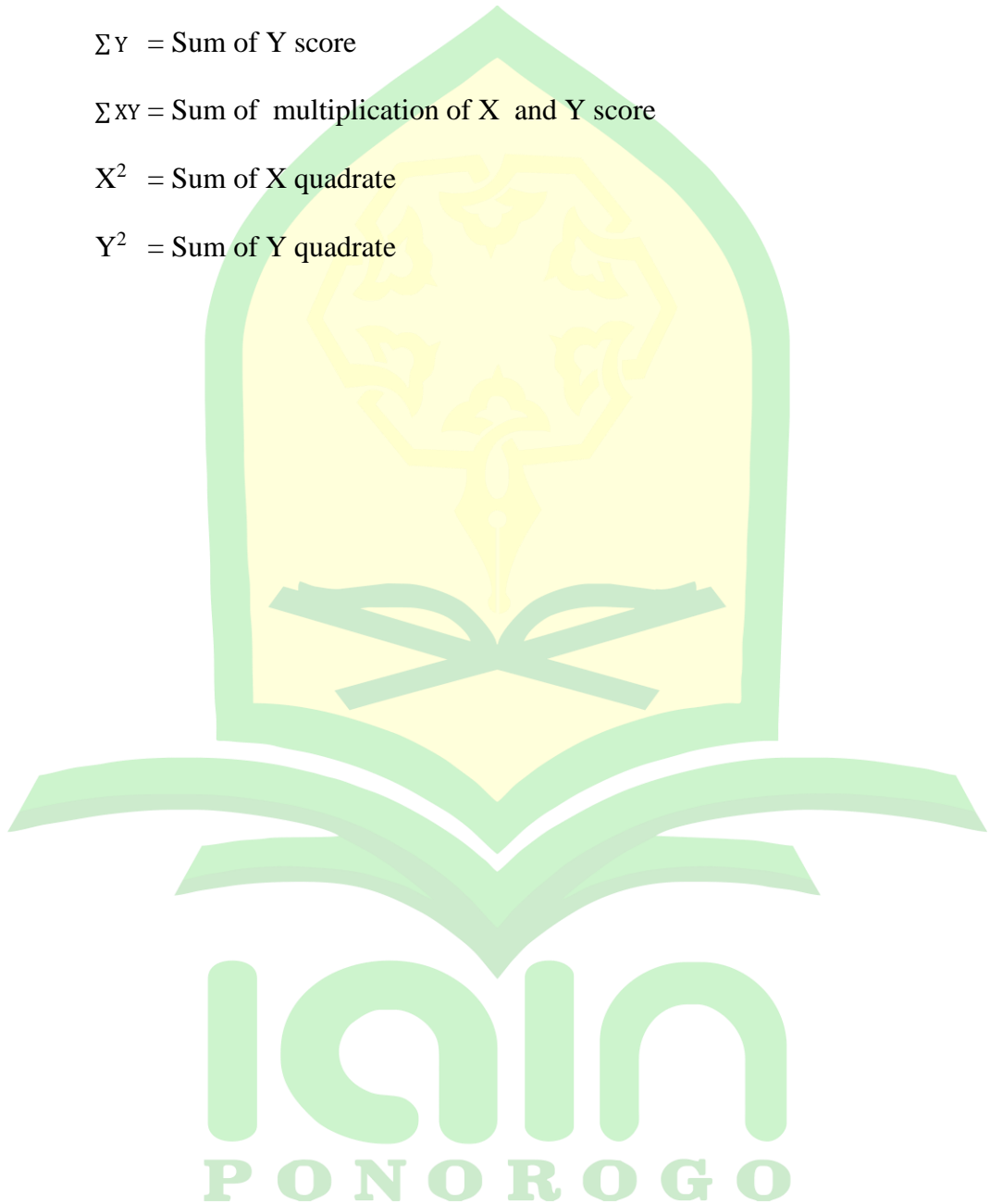
$\Sigma X$  = Sum of X score

$\Sigma Y$  = Sum of Y score

$\Sigma XY$  = Sum of multiplication of X and Y score

$X^2$  = Sum of X quadrate

$Y^2$  = Sum of Y quadrate



## **CHAPTER IV**

### **RESEARCH RESULT**

In this chapter the researcher discusses about general findings, data description, and data analysis.

#### **A. General findings**

##### **1. The Geographical Location of MTsN 3 Ponorogo**

MTsN 3 Ponorogo is located on the Jl. Letjend S. Sukowati No. 90, Ngunut, Kec. Babadan, Kab. Ponorogo.

##### **2. Vision and Mission of MTsN 3 Ponorogo**

###### **a. Vision**

Vision of MTsN 3 Ponorogo is “The formation of people who believe, have faith, be righteous, have broad insight and have a healthy culture based on the nations’ culture.”

###### **b. Mission**

To realize the vision above, MTsN 3 Ponorogo has the following missions :

- 1) Improve the students disciplines in the school environment.
- 2) Increase student activeness in participating in teaching and learning activities.
- 3) Fostering and intensifying religious activities.
- 4) Increase the active role of students in following the development of science and technology.

- 5) Complete and optimize school facilities and infrastructure for student achievement.

## **B. Data Description**

As mentioned in the research method, the researcher got the data by questionnaires were adapted from Attitude / Motivation Test Battery (AMTB) by R.C. Gardner, Ph. D. to know the students' attitude in online learning and used the scores from the tests made by the teacher to know the students' English achievement.

After all of the data collected, then the researcher analyzed the data by SPSS 25. The questionnaires were assessed by Likert Scale and students' achievement was measured by achievement tests made by the teacher. Then to know the correlation between students' learning attitude in online learning and their English achievement, the researcher analyzed both of the data by applying the correlational product moment formula by Pearson.

## **C. Data Analysis**

In this study, students' attitude in online learning as the independent variable (X) and the students' English achievement as the dependent variable (Y). To measure the two variables, the researcher used two techniques : distributing questionnaire and conducting achievement test.

### **1. Students' Learning Attitude**

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 in this research consist of 20 numbers. The questionnaire were assessed by Likert scale. The scale has five options. They are Very Agree, Agree, Disagree, Very Disagree.

**Table 4.1**  
**The Questionnaire Adopted from Gardner**

NO.	Statement (Pernyataan)	Very Agree (Sangat setuju)	Agree (Setuju)	Disagree (Tidak setuju)	Very Disagree (Sangat tidak setuju)
1.	Learning English via e-learning is really great. (Belajar bahasa Inggris melalui e-learning itu sangat baik.)				
2.	To be honest, I really have little interest in English class that using e-learning. (Sejujurnya, saya sangat tidak tertarik dengan kelas bahasa Inggris yang menggunakan e-learning.)				
3.	I really enjoy learning English via e-learning (Saya sangat menikmati belajar bahasa Inggris melalui e-learning)				
4.	I'm losing any desire I ever had to know				

	English since using e-learning. (Saya kehilangan keinginan saya untuk tahu bahasa Inggris sejak menggunakan e-learning)				
5.	I like my English class so much, I look forward to studying more English in the future using e-learning media. (Saya sangat menyukai kelas bahasa Inggris saya, saya berharap dapat belajar lebih banyak bahasa Inggris di masa mendatang menggunakan media e-learning.)				
6.	To be honest, I don't like English class since using e-learning. (Sejujurnya, saya tidak suka kelas bahasa Inggris sejak menggunakan e-learning.)				
7.	I feel confident when asked to speak English via e-learning. (Saya merasa percaya diri saat diminta berbicara bahasa Inggris melalui e-learning.)				
8.	It would bother me if I had to write English text via e-learning. (Itu akan mengganggu saya jika saya harus menulis teks bahasa				

	<i>Inggris melalui e-learning.)</i>				
9.	I could read English text much better when using e-learning. ( <i>Saya bisa membaca teks bahasa Inggris dengan lebih baik saat menggunakan e-learning.</i> )				
10.	I put off my English homework as much as possible since using e-learning. ( <i>Saya menunda pekerjaan rumah bahasa Inggris saya sebanyak mungkin sejak menggunakan e-learning.</i> )				
11.	I can better understand all the English I see and hear when using e-learning. ( <i>Saya dapat lebih memahami semua bahasa Inggris yang saya lihat dan dengar saat menggunakan e-learning.</i> )				
12.	Learning English via e-learning is a waste of time. ( <i>Belajar bahasa Inggris melalui e-learning hanya membuang-buang waktu.</i> )				
13.	I get nervous when I am speaking in my English class via e-learning.				

	(Saya merasa gugup ketika saya berbicara di kelas bahasa Inggris saya melalui e-learning.)				
14.	I would feel calm and sure of myself if I had to answer the question in English via e-learning. (Saya akan merasa tenang dan percaya diri jika harus menjawab pertanyaan dalam bahasa Inggris melalui e-learning.)				
15.	To be honest, I really have no desire to learn English via e-learning. (Sejujurnya, saya benar-benar tidak punya keinginan untuk belajar bahasa Inggris melalui e-learning.)				
16.	I think that learning English via e-learning is dull. (Saya pikir belajar bahasa Inggris melalui e-learning itu membosankan.)				
17.	It embarrasses me to volunteer answers in English class via e-learning. (Saya malu untuk memberikan jawaban sukarela di kelas bahasa Inggris melalui e-learning.)				
18.	I don't pay much attention to the feedback I receive in				

	my English class via e-learning. ( <i>Saya tidak terlalu memperhatikan umpan balik yang saya terima di kelas bahasa Inggris saya melalui e-learning.</i> )				
19.	I haven't any great wish to learn more than the basics of English since using e-learning. ( <i>Saya tidak ingin belajar lebih dari dasar-dasar bahasa Inggris sejak menggunakan e-learning</i> )				
20.	My parents urge me to seek help from teacher if I am having problems with English via e-learning. ( <i>Orang tua saya mendorong saya untuk mencari bantuan dari guru jika saya mengalami masalah dengan Bahasa Inggris melalui e-learning.</i> )				

After distributing the above questionnaire, the researcher got the data of the students' attitude in online learning as follows :

**Table 4.2**  
**Scores of the Students' Attitude in Online Learning**

No.	Name	Score
1	AAA	80
2	AAP	54
3	AWR	59

4	CYD	54
5	CRA	60
6	DDS	46
7	DNS	57
8	DAP	57
9	DNA	40
10	DRA	61
11	FPA	43
12	GSK	58
13	GER	45
14	HNA	43
15	KCW	51
16	KYS	41
17	MAB	44
18	MI	54
19	MN	47
20	MTR	50
21	NRN	57
22	QM	48
23	RAA	53
24	RRS	42
25	RN	47
26	SPSB	57
27	UK	47
28	YZA	47
29	YNPB	66
30	ZBK	52

Students (N)	Students' Attitude (X)
N = 30	$\Sigma X = 1560$

### 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, the maximum score of students' learning attitude is 80 and the minimum score of students' learning attitude is 40.

The students' attitude could be explained clearly as follow :

**Table 4.3 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.

- a. The percentage of students' attitude for high category is 10%. It means there are 3 students in high category.
- b. The percentage of students' attitude for moderate category is 80%. It means there are 24 students in moderate category.
- c. The percentage of students' attitude for low category is 10%. It means there are 3 students in low category.

## **2. Students' English Achievement**

The students' 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.

- a. Basic competence 3.1 deals with interpersonal text that involves asking for attention, checking understanding, rewarding performance, ask and reveal opinion, and respond to it.
- b. Basic competence 3.2 deals with transactional text that involves giving and asking for information related to ability and willingness, performs an action (pay attention to the linguistic elements of can, will).

- c. Basic competence 3.3 deals with transactional text that involves giving and asking for information related to obligations, prohibitions, and appeal (pay attention to the elements language must, should).
- d. Basic competence 3.4 deals with interpersonal text that involves order, invite, asking permission, as well as responding to it.
- e. Basic competence 3.5 and 4.5 deal with greeting card that involves giving and asking information associated with special days.
- f. Basic competence 3.7 deals with transactional text that involves giving and asking information related circumstances/ actions/ activities/ events that are carried out/ occur routinely or general truth (pay attention to the linguistic element simple present tense).

The researcher got the data of the students' English achievement as follows:

**Table 4.4**  
**Scores of the Students' English Achievement**

No.	Name	Score
1	AAA	81
2	AAP	78
3	AWR	77
4	CYD	76
5	CRA	79
6	DDS	78
7	DNS	78
8	DAP	77
9	DNA	76

10	DRA	78
11	FPA	76
12	GSK	78
13	GER	79
14	HNA	79
15	KCW	82
16	KYS	81
17	MAB	78
18	MI	79
19	MN	76
20	MTR	77
21	NRN	78
22	QM	75
23	RAA	78
24	RRS	76
25	RN	77
26	SPSB	78
27	UK	75
28	YZA	77
29	YNPB	79
30	ZBK	78

Students (N)	Students' Achievement (Y)
N = 30	$\Sigma Y = 2334$

### 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 maximum score of students' achievement is 82 and the minimum score of students' achievement is 75.

The students' achievement could be explained clearly as follow :

**Table 4.5 Category of Students' Achievement**

Category	Formula	F	percent
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.

- 1) The percentage of students' attitude for high category is 27%. It means there are 8 students in high category.
- 2) The percentage of students' attitude for moderate category is 66%. It means there are 20 students in moderate category.
- 3) The percentage of students' attitude for low category is 7%. It means there are 2 students in low category.

### **3. The Correlation between Students' Attitude in Online Learning and Their English Achievement**

In this data, both of score of students' learning attitude and students' English achievement are correlated by Pearson's Product Moment.

**Table 4.6**  
**The Calculation of Questionnaire of Attitude and Achievement Score**

Students (N)	Attitude (X)	Achievement (Y)
1	80	81
2	54	78
3	59	77
4	54	76
5	60	79
6	46	78
7	57	78

8	57	77
9	40	76
10	61	78
11	43	76
12	58	78
13	45	79
14	43	79
15	51	82
16	41	81
17	44	78
18	54	79
19	47	76
20	50	77
21	57	78
22	48	75
23	53	78
24	42	76
25	47	77
26	57	78
27	47	75
28	47	77
29	66	79
30	52	78
TOTAL	1560	2334

### Correlations

		ATTITUDE	ACHIEVEMENT
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).

#### D. The Interpretation of Data

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. It can be seen at the following table:

**Table 4.7**  
**The Interpretation of  $r_{xy}$**

Product Moment ( $r_{xy}$ )	Interpretation
0.00 – 0.20	Very weak
0.20 – 0.40	Weak
0.40 – 0.70	Medium
0.70 – 0.90	High
0.90 – 1.00	Very high

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).

#### E. The Test of Hypothesis

To prove the result of hypothesis in this research, the researcher calculated the data by the formulation of hypothesis below :

1. Null hypothesis (Ho)

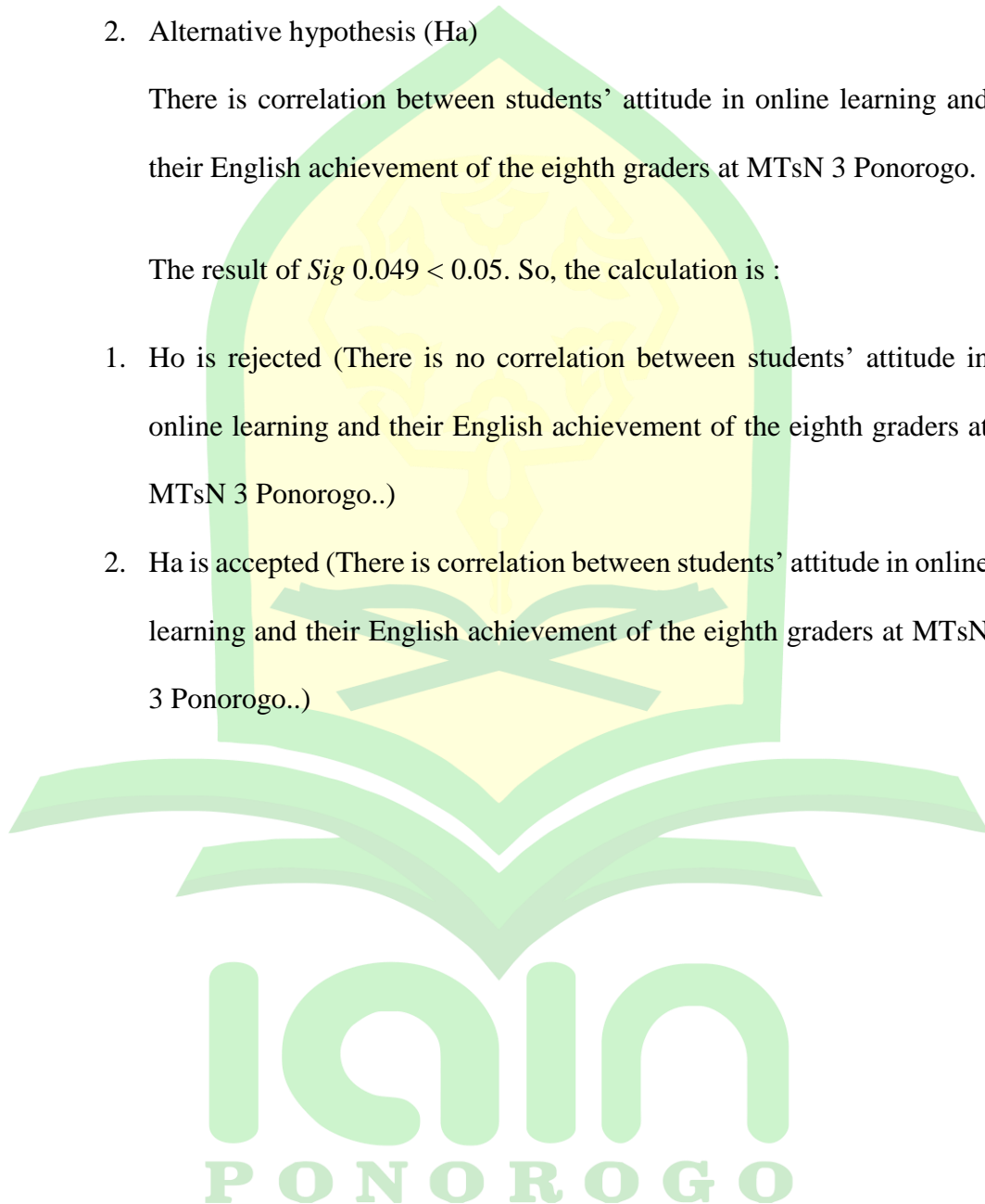
There is no correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo.

2. Alternative hypothesis (Ha)

There is correlation between students' attitude in online learning and their English achievement of the eighth graders at MTsN 3 Ponorogo.

The result of *Sig*  $0.049 < 0.05$ . So, the calculation 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..)



## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the data analysis and discussion of the thesis entitled “ The Correlation between Students’ Attitude in Online Learning and Their English Achievement at MTsN 3 Ponorogo.”, the conclusion is below :

First, after analyzing the data about students’ attitude, it is concluded that the students’ attitude have 3 category : high, moderate and low. 3 students (10%) are in high category, 24 students (80%) are in moderate category, and 3 students (10%) are in low category. So, the students’ attitude of MTsN 3 Ponorogo especially in 8G class have moderate category.

Second, after analyzing the data about students’ achievement, it is concluded that the students’ achievement have 3 category : high, moderate and low. 8 students (27%) are in high category, 20 students (66%) are in moderate category, and 2 students (7%) are in low category. So, the students’ achievement of MTsN 3 Ponorogo especially in 8G class have moderate category.

Overall, 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 ( $H_a$ ) 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..

## **B. Suggestion**

After the discussion, the researcher conveys some suggestions as follows :

### **1. For the students**

It is suggested that the eighth grade students of MTsN 3 Ponorogo should develop their positive attitude in online learning. They have to explore themselves in order to improve their English achievement.

### **2. For the teacher**

The researcher suggests the teacher should be more creative and innovative in teaching via E-learning, so that students feel comfortable and more interested in learning English, and can improve their English achievement.

### **3. For further researchers**

The researchers hopes this research can be used as reference to conduct further investigation.



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