

**Students' Achievement In English Online Learning
View As Observed From Gender Differences Perspective**

THESIS

This Thesis Submitted to Fulfil The Requirement for “Sarjana” Degree in English
Study Program



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**ENGLISHTADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
INSTITUTE OF ISLAMIC STUDIES CURUP
2022**

Hal : Pengajuan Ujian Skripsi

Kepada

Yth. Dekan Jurusan Tarbiyah IAIN Curup

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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

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Day/Date : Wednesday, Juli 27th 2022
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PREFACE

This thesis is submitted as a part of completion for the “Sarjana Degree” in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus she really appreciates any suggestions and criticism for the betterment of the tehsis.

Finally, yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, 2022

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ACKNOWLEDGEMENT

Assalammu'alaikum Warahmatullahi Wabarakatuh.

First of all, The researcher would like to say Alhamdulillahirabbil'amin, all praises to Allah Subhaanahu Wa Ta'ala The All Mighty and Merciful God who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis entitled "**Student's Achievement in English Online Learning View from Gender Differences Perceive**" completely. Peace and Salutation always give to Prophet Muhammad Shalallahu Alaihi Wassallam, and all of His family and followers who have been a good example for every Muslim in the world and has brought us from the darkness and brightness as we felt together.

This thesis is presented in partial fulfillment of the requirement for the degree of Strata I in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, support, suggestion and motivation from others. in this chance the researcher would like to express his deepest gratitude for :

1. Prof. Dr. Idi Warsah, M.Pd.I as Rector of IAIN Curup
2. Dr.H. Hamengkubuwono, M.Pd as Dean Faculty of Tarbiyah
3. Mam Jumatul Hidayah, M.Pd as the Head of English Tadris Study Program and as my best advisor thank you for always patient in providing input during the thesis preparation process and thank you for the suggestion, correction for my thesis.
4. Mr.Sarwo Edy, M.Pd my best co-advisor. The writer can not finish her thesis without his support and advice . Thank you for always patient in providing my thesis.

5. All of the lecturers and staff of IAIN Curup, especially in English Tadris study program, for their continuity support and knowledge.
6. Special Thanks for my parents, Mr. Zainudin and Mrs. Linda Susanti for their sincere love and prayers.
7. My Beloved brother Wahyu Adil Hikma thank you for everything.
8. All of my beloved friends at English Tadris study program, thanks for the participation and togetherness.

Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect. And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Subhaanahu Wa Ta'ala bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'amin.

Wassalammu'alaikum Warahmatullahi Wabarakatuh.

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MOTTO

"Evrything will be okay in the end, if its not okay, its not the end."

Dedication

This thesis can not finish without Allah permission. immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by you. Allah, in the name of Allah and His messenger Prophet Muhammad Shalallahu Alaihi Wassallam. i would like to dedicate this thesis for:

- □ My beloved parents, my father (bapak) Mr. Zainudin and my mother (Mamak) Mrs. Linda Susanti thank you for the love, support that you give and thank you for being my moodbooshter.
- My one and only brother, Wahyu Adil Hikma thank you for everything and thank God i have you in my life.
- My great advisor Mr. Sarwo Edy. M. Pd who always gives his best for finishing the thesis and my study at IAIN Curup.
- My co- advisor and academic advisor Mr. Sarwo Edy M.Pd who always give motivation, guidance, suggestion in finishing my study and thesis at IAIN Curup.
- All of my family, thank you for love and suport that you have given to me.
- My Best friends, Linda, Suci, Cindy, Selvi, thank you for being my bestfriend, always cares and support each other. I hope all of you being my best friend until the end.
- Also for Reynaldi and Ramzha thank you for being my fakefriend and my partner. You know how much I need you.
- My friends, especially TBI NR Class thank you for the experiences and the memories, love you all.

ABSTRACT

The Study Investigate the Students' Online Learning Achievement Result Observed from Gender Differences. It is concerned with how the Gender Differences Influenced the students Achievement Result in Online Learning Classroom. Quantitative Approach was used to gather the data and the Descriptive Design to analyze the Data. The Subject of the Study were the second grade students of MA Darussalam consist of 87 Students who passed the Minimum Score. The instrument used in this research were the Checklist Observation and the close-questionnaire. The data From the Questionnaire was calculated descriptively to find the Students online Learning Achievement result. The findings Revealed that the previous learning Experiences got 62,8 % for Male Students and 54,4% from Female Students, the Study Habits and Approach got 69,9% from Male students, the purpose/motivation for learning got 77,6% from male students and 73,4% from female students, The jelp seeking anduse of Support Services got 69,7% From male students and 67,2% from female Students. The Family, Social, and Work Context got 67,2 from Male Students and 69,7 from Femlae Students. Lastly, the Self Perception and Attitudes got 58,7% from male students and 51,8 from female students.

Keywords :English Online Learning, Gender Differences

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CHAPTER I

INTRODUCTION

This chapter provide the background of the study, Identification of the problem, scope of the research, statement of the problem, research questions, purpose of the research, and significance of the research.

A. Background

The Covid-19 pandemic in 2020 has a big Impact to every aspect of people life. In Indonesia, the pandemic's effect started in 2019 and changed the way people did their activity. It was then started as the time of virtual environment including for office, public service, entertainment and also school (education). By the mid of 2020, virtual life has touched its higher point. Every aspect of human life now slowly but surely transforms to the virtual environment including work, socialize, and learn. The term “work from home”, “stay at home”, and “Learnfrom home now arouse as the solution to addressed todays living style. With this condition, people have changed the way they work, live, and learn. The office starting to allow their workers to do their work at home, so is school has slowly manage their students to study at home.

The online learning process expected to be the current most effective way toward the problem. Schools, teachers, and student try to adopt with several online learning platform in current days. Since the online learning applied several

responds has engaged the researcher to find out more about how the online learning received by the students and the teacher. Beside how the online learning received by the education stakeholders, the result of the online learning applied also trigger some research about the result of online learning. The result of online learning could be a success or a failure for the student. Hence, the factors influenced the result should be undertaken as consideration to be dicussed.

There are many previous studies that have provided some insight into the factors that can contribute to student success or failure, both in conventional education and also specifically in online education. These include goals and motivations for learning, learning habits and approaches, social and workplace contexts, self-perceptions and attitudes, previous educational experience, need and use of support services, and aptitudes. Among these, there is some evidence of gender differences in the way attainment is affected. This does not mean that women are disadvantaged with respect to men, but simply that they may differrent, both in the experiences they bring to their studies and in the way they learn.

In fact, female and men respond differently to different aspects of their learning environments, or their achievements are affected by different variables, then it is necessary to differentiate these factors so that positive interventions can be made that will enhance achievement. A previous education study contributed to a significant predictor of academic success for adult online education students in

general. One of the main possible explanations for this is because those with no string education background lack the metacognitive skills to approach their courses and exams. This mean that there is typically and slightly different previous study experience factors that influence the achievement of online classroom between male and female students. Another factor influencing this is help-seeking and use of support service. Effective help-seeking is an important strategy that is fundamental to successful learning whenever the student's knowledge or comprehension is insufficient to enable independent resolution of a problem.¹

Next evidence presented as the other factors influencing the achievement on online learning between male and female students is the study habits and approaches. A significant area of research has been that of students' preferred learning styles and approaches to study. These investigations have identified many different categories of learners, including those who prefer to study independently, those who prefer to be guided by the lecturer or tutor, those who prefer to study for understanding and process information at deep levels, and those who focus on reproduction of detail at a surface level.² Furthermore, there is one study habit that has been shown to have a positive effect: 'good old-fashioned business'. Their study found that high achievers were distinguished from low

¹Jegede, O., Gender Differences in Factors Influencing Achievement of Distance Education Students. Centre for Research in Distance and Adult Learning, Open University of Hong Kong, Hong Kong. *Open Learning*, Vol. 16, No 2, 2001. Pg 134

²*Ibid*, Pg 135

achievers and failers on the basis of being more likely to complete all assignments, use practice tests for review, and spend more time preparing for their exams. With adult learners, the lack of effort is often due to a lack of time, and therefore many are only concerned with completing the program and receiving their certification with minimal effort, especially if they are currently undertaking studies because of employment pressures rather than genuine interest.

Learn from home (online learning) also conducted by the local government in Indonesia. Online learning is the best way to avoid face to face meeting in pandemic era to decrease the amount of people who get infected by the virus. As the government policy in Indonesia Especially in Kepahiang Regency Number 34.In.Covid19 /KPH/2020 about prevention Covid19 Procedure, all education process must be conducted from home from elementary to senior high level.

Madrasah Aliyah Darusalam Kepahiang is one of school that conducted online learning system. The teachers use various platforms to teach students on online system. They are used to assist students learning process in order to ensure students have a good achievement in the end of the lesson. Students' achievement is a very crucial item in learning process because it describes students' ability in one learning process. Norman states in his study that achievement is a goal for every student in learning process because it will give a clear description about the

whole learning process followed by the students³. Students Achievement result also determine the effectiveness of learning process conducted by the teacher. It includes how effective the platform used on online learning.

Students achievement Result in MA Darusalam Kepahiang especially in English lesson is in categorize. Based on pre-observation conducted by the researcher, the percentage of students' achievement result in English lesson who passed the minimum score criteria applied by the teacher on online learning is 80%. It indicates that 20% students have not passed the minimum score criteria applied by the teacher. The score is from students achievement result in the previous semester in English Lesson. From 80% of the result who passed the score minimum criteria, there are 65 female students who passed the minimum score, 5 male students who passed the minimum score, 2 female students who are not passed the minimum score and 10 male students who are not passed the minimum score criteria applied by the teacher.

From the calculation above, it is clear that female students seem to be better in learning English on online system rather than male students. Many factors can affect the differences result of students in achieving score in learning English. Based on the Interview with the teachers who teach English in MA

³ Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177

Darusalam, they stated that female students tend to follow the lesson diligently. Meanwhile, most of male students are not following the lesson properly⁴.

Gender differences are not a new issue in learning process. Rafista Damayanti in his study “Gender Differences in Teaching English at SMA Mandala Krida Jawa Tengah” found that almost 75 % female students who achieve a good score in English lesson. Meanwhile the rest percentage for about 18% male students cannot passed the minimum score criteria applied by the teacher. On contrary, the result of Lesti oktapiah who study about Gender differences in English Pronunciation shows the different result most of male students can get a better score than female students. The different are 76-45. From the previous study, it clear that there are significant differences between male and female in achieving score in learning English. The differences can be influenced by many factors.

From the phenomena above, it shows that there is a significant difference between male and female students in achieving English Lesson score generally. Many factors contribute to the differences achievement between male and female students. According to Taplin and Jegede, there are factors that influence learning result based on the gender. These factors including previous study experience, study habit and approaches, purpose or motivation for learning, help seeking and use of support services, family and social context, and self-perception or

⁴Robert A. Reiser and Walter Dick, *Learner and Gender Differences 2nd Ed.*, (USA: Allyn and Bacon, 1996), 67

attitudes⁵. That factor will contribute to the students in achieving goal in learning process especially on online learning.

As the previous explanation explained the factors influencing the achievement of a learning process, this research aims to investigate the differences that may exist between male and female students. Therefore, the focus of this research is on gender-related variables that can contribute to successful achievement in online learning system. This research also investigates the obstacle factors that affect the achievement of learning students on online system. From the phenomena and statement above, the researcher interests to investigate a study under the title **“Students’ Achievement In English Online Learning View From Gender Differences Perspective”**.

B. Research Questions

Based on the explanation previously, the researcher formulated the research questions as follows:

1. How is student english achievement score between male and female student?
2. What are factors contribute to the students’ english achievement on online learning between male and female students?

C. Scope of the Research

⁵ Creswell . W. John. 2009. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. University of Nebraska-Lincon. p. 160

This research paper focused on factors contribute to the students' achievement result on online learning as observed from male and female students. What obstacles contribute to the students' achievement result on online learning as observed from male and female students. This reaserch would not give a comparation about both result from male students and female students.

D. Purpose of The Research

In conducting the study, the researcher has certain purposes as main target to achieve in this research. The purpose of the study is to describe the result of male and female students on online learning and the factor affecting the result.

E. Definition of Key term

1. English Learning

Learning is always a change students' behavior or appearance, with activities series such as reading, observing, listening, imitating, and so on.⁶. In this study, English learning is on online system delivered by the school in pandemic era to conduct learning process.

2. Online Learning

Online learning is distance education refers to technology-based instruction in which students are at a location physically separated from their instructor

⁶Daulae, "Menciptakan Pembelajaran Yang Efektif."

during the entire course or study.⁷ In this research, online learning is a learning process conducted by using technology in platform format to conduct learning process.

3. Learning Achievement

Learning achievement is the acquisition of knowledge or skills developed by the subject matter, usually indicated by a test score or numerical value given by the teacher. In short, learning achievement is a target that is measured by student competence in learning which is indicated by a score. As a sign and a score is not final expectation⁸. Learning achievement in this study means the score that students achieve in learning English at MA Darusalam Kepahiang.

4. Gender Differences

A gender difference is the difference between male and female students in achieving something (goal of learning). It includes in learning style, method used, and strategy. In this research, gender differences are the male and female students in MA Darusalam Kepahiang in learning something on online system.

F. Significance of the Research

⁷J.E. Ormrod Educational psychology: Developing learners (5th Edition), in Simon A Lei and Rajeev K Gupta, "College Distance Education Courses: Evaluating Benefits and Costs," *Library* (2010). Page 616

⁸ Chalernporn Choosri. 2011. Relationship between Motivation and Students' English Learning Achievement. Faculty of Liberal Arts. p.2

This research paper is expected to give some benefits as follows:

1. Theoretical Benefits

This research can be used as a reference for improving the future online learning in educational institution that meet the students needs for both male and female students.

2. Practical Benefits

- a. For the lecturers, this study exposed a certain outcomes and effect on the application of online teaching and learning differ for different genre. Hopefully, the result can be a reference for the lecturers for a better understanding on how the online learning's result from the students, so lecturers can decide the best way to teach on their online learning classroom.
- b. For the students, this research gave a conclusive definition of how is their result on online learning applied for different genre, hopefully it would enlighten the student for the online learning result.
- c. For further researcher, this research will open a new gate to a wider digital education study research. The digital life and education to come is undoubtfull fact. This research is one of many gates on technological based learning tools applied.

G. Systematic of the Research

This thesis consist of five chapters and each chapter is subdivided into subsequent divisions. The thesis is arranged as follows:

Chapter I Introduction, this chapter consist of background of the research, research questions, the objective of the research, limitation of the research, operational definitions, hypothesis of the research, and systematic of the research.

Chapter II Literature Review, is the review of the literatures nd previous related findings related to the research.

Chapter III Research Methodology, this chapter provide the methodolgy of the research. Consists with the kinds of the research, subject of the research, technique of collecting data, research instrument, and technique for data analysis.

Chapter IV Finding and Discussion, This chapter presents the findings and discussions related to the predetermined topic.

Chapter V Conclusion and Suggestion, this chapter provide the conclusion and further suggestion regarding to the research.

CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical reviews and related findings of the study. It consists of the definition of the Online learning, the definition of gender in learning, factor that contributes to students' achievement result and brief review of several previous study.

A. Review of Related Literature

1. English learning

Generally, learning process of change is a change for show that interaction behavior result can be applied in their environment. Completing learning is a process that individuals undertake for a whole new change as a self-experience in interaction with their environment. Learning is always a change students' behavior or appearance, with activities series such as reading, observing, listening, imitating, and so on.⁹ English language learning is one of mandatory subjects for the educational curriculum in Indonesia. The

⁹Daulac, "Menciptakan Pembelajaran Yang Efektif."

provision of English courses is considered to accommodate educational needs that can equip students in understanding English as one of the international languages. By high level of competition demands the work world, globalization and competition, English language skills are necessary. Coleman suggests that English is needed to be able to compete for international level. Thus, the use of English is a mandatory learning process that is integrated into every other activity.¹⁰

2. The Importance of Learning English

English is a global language utilized for interaction and global communication with the globalists progress and competition, success to get a bright future career. Besides, almost all English is used in technological tools. It also important for work for example in multinational companies or foreign companies, then the most important and questionable main requirement is our English language skills.¹¹ Crystal states that English is the language of the world.

Rita Mae Brwon quoted by Brown web states that “*Language is the road map of a culture. It tells you where its people come from and where they are going*”From Rita Mae Brown’s statement that one's language will

¹⁰Ema Dauyah et al., “Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswanon-Pendidikan Bahasa Inggris”, *Serambi Ilmu* 19, no. 2 (2018): 274–90.

¹¹Sri Handayani, “Pentingnya Kemampuan And Berbahasa Inggris Sebagai Dalam Menyongsong Asean Community 2015”, *Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah* 3, No. 1 (2016): 102–6.

know where people come from by listening to their language speaking because language is the identity of a society. Whereas to Frank Smith states that, "One language shows people in one corridor of life. Two languages show people the way to all of the corridors".The meaning of Frank Smith's statement is most likely we have other opportunities where it can be in form of relationships or finances when people have a language other than our native language.¹²

Based on the opinion the importance of learning English is it can be concluded that learning English is important because English is a global language that needs to be learned that can bring opportunities for today's globalization era.

3. English Online Learning

a. Definition of Online Learning

Last decade, online learning or also known as distance learning has become a relatively new concept in Indonesian modern educational practices. It is simply understood as where learning process occur outside of a typical conventional classroom. A definition given by Simon Lei that state that distance education refers to technology-based instruction in which students are at a location physically separated from their instructor

¹²Roro, "Pentingnya Belajar Bahasa Inggris Menurut Para Ahli," *Azbahasainggris.Com*, 2018.

during the entire course or study.¹³ Coldwell used a concept from deakin university to gave a conclusive definition of online learning based on the level of online presence. A *wholly online* course is defined as one where all teaching and admisitrative support is provided online.¹⁴ In the substance, this mean that there is no face-to-face teaching in the course at all. The key characteristic of this whollistic definition is that everything in the course are designed to help students in developing their communication skills and collaborating in an online environment while studying the course curriculum.

There are further two levels of online presence given by the university. A *basic online presence* entails administrative support, providing students with a first and main point of administrative contact for the course online. An *extended online presence* is one where at least one major teaching activity, such as teacher, tutorials, assessment, or workshops, occurs wholly online or is significouldtly supplemented bu online technologies.¹⁵ Essentially, both basic and extended presence of online course are the elucidation of the concept of wholistic presence. By the separation of the presence level, it is easier for other institutions to

¹³J.E. Ormrod Educational psychology: Developing learners (5th Edition), in Simon A Lei and Rajeev K Gupta, "College Distance Education Courses: Evaluating Benefits and Costs," *Library* (2010). Page 616

¹⁴Jo Coldwell-Neilson, Annemieke Craig, and Annegret Goold, "Student Perspectives of Online Learning," *ALT-C 2006 Research Proceedings*, no. January (2006). Page 97

¹⁵Ibid.

decide whether they want to have a basic online presence for only managing their students' administrative support, or an extended presence where they want to have the online teaching and learning process.

In short, online learning is essentially shifting of teaching and learning process from a conventional face-to-face classroom to a virtual classroom whether it is occur wholly online or separated into based or extended level of presence in a virtual classroom environment and supplemented by online technological devices and media.

4. Gender

a. Gender Differences

One of the factors that may affect learning outcomes and causing concern is gender differences. Men and female learn differently. Compared with female, men tend to be more visual, have more peers, and learn less listening. On the contrary, female tend to hear and learn well when they are quiet. Tannen suggested that male students prefer to engage in lecture-related learning tasks in public because they feel they must establish or maintain their position in the group. On the other hand, female students prefer to talk in private situations because they regard conversation as an important way to maintain interpersonal relationships.

In addition, female are better than men in language learning tasks related to remembering oral information, faces, names, and object locations. As for men, they do better on travel guidance tasks. It turns out that female are better at language fluency, vocabulary and voice quality, while male students are better at writing. Despite this, despite many studies, uncertain evidence about the impact of gender differences has been found. In terms of gender and language learning in distance, it shows that female report higher rates of using language learning strategies than men, and there are significant differences between genders in the use of affective and metaphysical strategies. Female tend to use them more frequently than men. According to the above questions, it can be seen that gender is one of the factors that affect learning result for students.

b. Gender Differences in Factor influencing learning achievement

A large number of previous studies have provided some insight into the factors that can lead to student success or failure in traditional education and distance education. These include study goals and motivations, study habits and methods, social and workplace environment, self-perceptions and attitudes, previous educational experience, demand for and use of support services, and abilities. Among them, there is some evidence that there are gender differences in the way they affect achievement. This does not mean that women are at a

disadvantage compared to men, but simply that they may differ, both in terms of the experience they gain in their studies and their learning styles. Special care is needed to ensure that all students have the same grades. To this end, it is necessary to understand and take into account the different needs and priorities of different groups of students. In what follows some discussion factors in genders that influence the learning result will be explained.

According to Taplin and Jegede, there are factors that influencing learning result based on the gender. These factors including previous study experience, study habit and approaches, purpose or motivation for learning, help seeking and use of support services, family and social context, and self-perception or attitudes.

According to Taplin and Jegede, Here are the factors that influencing study result for genders:

- 1. Factors influencing learning Achievement result.**

- a. Previous Study Experience**

Previous education level has been described as a significant predictor of academic success for adult distance education students in general Bajtelsmit stated that particularly, for female students. One possible explanation for this is because those who do not have a strong educational background lack the metacognitive skills for

approaching their coursework and examinations.¹⁶It's mean that a person educational background plays an important role for their upcoming / on going education process. It is also stated that it could be difficult for an individual to understand his study and examination if his educational background was not strong enough. These difficulties affect their activity in learning process.

Another may be that they do not have the appropriate reading skills to work with academic subject matter, another factor that has been found to be related. Also related to educational level is previous successful experience in education, with successful experience leading to further success. In particular, the type of initial preparation received and early success or failure can have a strong influence on women's confidence to participate in higher studies..¹⁷

Therefore, the previous study experience is one of potential reasons affect an individual learning experience to approach their learning goals and tests that are insufficient for those who do not have a good educational experience. An aspect that has been shown to be linked to this as particular is that when the learners lack of the required reading skills for dealing with academic course material.

¹⁶ Taplin & Jegede (2001). *Gender Differences in Factors Influencing Achievement of Distance Education Students* Centre for Research in Distance and Adult Learning, Open University of Hong Kong, Hong Kong. Page 2

¹⁷ *Ibid*, Page 3

b. Study Habits and Approaches

A significant number of research have been shown that student achievement can be negatively affected by a mismatch between the student's preferred learning style and the teacher's preferred teaching style..¹⁸Students' have their own preferred style for learning and the approach the choose to help them in study. For instance, there are students who prefer to study independently, also those who prefer to be helped by the lecturer or tutor, those who prefer to study for under- standing and process information at deep levels, and those who focus on to the detail at a surface. These preferred learning styles have an important role in the process of learning, and the mismatch of student's preferred learning style and the teacher's preferred teaching style would give a significant effect for their current learning experience.

There is also evidence to suggest that this type of incompatibility may occur more frequently in women than men. For example, globally, there is evidence that courses are often geared towards the needs and interests of men and less relevant to women. It is also possible that the interaction style between lecturers and

¹⁸ Bessan, K. "*The development and validation of scores on the mathematics information processing scale*" in Taplin & Jegede (2001). *Gender Differences in Factors Influencing Achievement of Distance Education Students* Centre for Research in Distance and Adult Learning, Open University of Hong Kong, Hong Kong. Page 5

students is less conducive for female students compared to male students. For example, Hipp has claimed that common models of teaching used in universities are often unsuitable for female in her study, female described experiences of lecturers who ‘used the adversary role to the extreme and “tore down their being” with destructive comments on assignments’.¹⁹

Another aspect that has been investigated is cooperation with other students. Kennett’s report said that students who collaborated with others had improved test scores.²⁰ Gender research shows that girls are more likely than boys to share knowledge and achievements in cooperative learning in a supportive environment.

Therefore, the students preferred learning styles and approach would help much for students in process of learning whether it is in a distance learning or not. Although both male and female students have generally same kinds of learning style, female students tend to have more mismatches toward the teacher teaching styles. Teacher

¹⁹ Hipp, H “*Female studying at a distance: what do they need to succeed?*” in Taplin & Jegede (2001). *Gender Differences in Factors Influencing Achievement of Distance Education Students* Centre for Research in Distance and Adult Learning, Open University of Hong Kong, Hong Kong. Page 5

²⁰ Kennett, D *et.al.* “*Co-operative learning in a university setting: evidence for the importance of learned resourcefulness, Studies in Higher Education*”?” in Taplin & Jegede (2001). *Gender Differences in Factors Influencing Achievement of Distance Education Students* Centre for Research in Distance and Adult Learning, Open University of Hong Kong, Hong Kong. Page 5

should reduce these mismatches in the learning process to help students understand the learning process better.

c. Purpose/Motivation for Learning

Research has studied the influence of different components of motivation, individually or in various combinations, including external factors (such as the need for financial or work status rewards), and internal factors (such as increased personal growth, evaluation or interest orientation) motivation, Get the motivation to succeed, and even avoid failure.²¹The aspect that could be a link between motivation and achievement is that high achievers may put in more effort because they have greater intrinsic motivation. It is found that other aspects of achievement motivation are related to achievement. These include competitiveness, motivation to learn for oneself rather than performance, and motivation to avoid failure.

There have been some suggestions of gender differences in achievement motivation, for example, that men tend to be motivated by mastery efforts and internal standards of excellence, and women by motives of affiliation and social approval. In a study reported by von Prummer, the most relevant factor for women in deciding to study through distance education was the enjoyment of opening up

²¹ Taplin & Jegede (2001). *Gender Differences in Factors Influencing Achievement of Distance Education Students* Centre for Research in Distance and Adult Learning, Open University of Hong Kong, Hong Kong. Page 5

new fields of knowledge, whereas for men it was higher professional qualifications and achieving higher incomes through qualifications. this. More women also said that they learned to prove themselves and increase their self-esteem, or for intellectual stimulation.²²

d. Help-seeking and Use of Support Services

Several studies reported that achieving students were often more likely to seek help if they needed it and to do so in an effective, efficient way. Rickinson and Rutherford found that, amongst those who eventually dropped out, while a high percentage sought help from their personal tutors, a low percentage sought assistance from student support or counselling services.²³

Although no clear conclusion has been reached, several authors have considered gender differences in seeking help. For example, Ryan and Hicks reported evidence that female are more likely to seek help than men, although other studies have not found this phenomenon. Some people suggest that the isolation of distance learning has caused more female than men to suffer from distance education. For female students, it is particularly important for female to have some form of personal communication with the university to "humanize their learning" and provide help. They "feel very

²²*Ibid.* Page 6

²³*Ibid*

valuable." This can explain why in distance education, there are more female attending tutorial classes and learning centers than men, even if it is difficult for them to get there.

e. Family, Social and Work Contest

For adult students, it is not surprising that factors such as job commitment, family orientation, and learning status (such as a supportive family environment) affect their level of achievement. Brent and Bugbee believe that the successful completion of the course largely depends on whether students can control these external affairs.

It has been suggested that this may be particularly problematic for female students, as many adult female students find it necessary to combine multiple roles in the home and classroom. In Asian culture, especially in Indonesia, many female are still expected to do all housework responsibilities, and have less free time than men, so their studies are affected by factors such as family organization and family. Interference with the family, and even the noise level at home when they are studying. In fact, they often set higher standards in their family and mother roles in an attempt to make up for the changes they must make to adapt to learning.

f. Self-perceptions and Attitudes

Academic self-concept and attitudes toward distance education have been found to be as important as good study habits as predictors of achievement. There is evidence to suggest that students' self-perceptions and attitudes can have an effect on their achievement. For example, self-confidence has been defined as an important variable to influence achievement.

There were some reported gender differences in students' confidence with their studies. For example, it has been suggested that women, more so than men, tend to lack self-confidence and be too hard on themselves when things are not going well and equate failure in their studies to failure as a human being especially when they are first returning to study. Hipp reported that most of the female students in his study had negative views about themselves and their ability to cope with tertiary studies.

Because of this, they can easily lose motivation and find it difficult to cope, especially by seeking help or approaching lecturers in the traditional teacher-student hierarchical role. Other dimensions in which there are reported associations with achievement include persistence, self-confidence, risk taking and perfectionism, and locus of control, that is, the attribution of success or failure to internal factors such as ability or effort, or external factors such as luck.

Cullen reports that female are more likely than men to be pressured by external factors that they believe are beyond their control. Although the research described here has made some consistent findings about the factors affecting student performance, for distance education students (usually adults, part-time students, and students engaged in full-time education), the impact on gender groups is still needs further study. Therefore, the focus of this article is on gender-related variables that can promote the success of distance education. It is part of a larger project survey factor that affects the performance of distance learning students.

A large number of previous studies have provided some insight into the factors that can contribute to student success or failure, both in conventional education and also specifically in distance education. These include goals and motivations for learning, learning habits and approaches, social and workplace contexts, self-perceptions and attitudes, previous educational experience, need and use of support services, and aptitudes. Among these, there is some evidence of gender differences in the way attainment is affected. This does not mean that women are disadvantaged with respect to men, but simply that they may differ, both in the experiences they bring to their studies and in the way they learn.

5. Previous Study

The first related finding was from Jefa Fauzan Anantasa article entitled “Gender differences in Reading comprehension Achievement”. This study focuses on students’ achievement in reading comprehension. This study investigates such gender differences toward reading comprehension achievement in factual text. The result shows that 25% male participants get high score in reading comprehension achievement and 33% female participant get high score. Those differences causes of the different family traits between male and female students.²⁴

The second finding was from Sri Wahyuningsih. The study is ‘Men and Women differences in Using language; a case study of students at STAIN Kudus’. The research focuses on vocabulary, attitudes, syntax, and non-verbal differences between men and women students. The result of the study shows that male and female students have shown differences in their form, context, and us. Men tend to be more directive and use more simple words. On the other hand, women were more expressive and polite in using language.²⁵

The third finding was from Tjoo Hong Sing; Felicia Andrey Kalingga entitled Gender differences in giving directions: a case study of

²⁴Fauzan jeffi A., (2016) *ELT-Echo journal*, Gender Differences in Readig Comprehension Achievement , (Bandung: Universitas Pendidikan Indonesia, Vol. 1 No.1)

²⁵Wahyuningsih., (2018) “Men and Women Differences in Using Language; A case study of students at TAIN Kudus,” (*Edulite Journal of English Education literature and culture*. (Kudus; STAIN Kudus, vol.3 no.1)

English Literature students at Binus University This research is aimed to investigate the differences in the way people giving direction between male and female students especially in spatial task (cardinal, directions, topology, mileage, building, right and left makers). From the data analysis, the writer discovered that gender affect in selecting the key word in explaining directions. It is found that the women use more than twice spatial references than men do, in terms of verbal abilities, it was confirmed that female use longer explanation.

However, differ from these related findings, in this research the focus is on students' achievement result and factors that contributes to the male and female score. This reseach is also concern in factors that obstacles students in learning on online system as observed from their gender differences, this study is not comparing both male and female students.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

This research is a descriptive quantitative research. According cresswell, descriptive study is the study focused in describing any situation or condition in population systematically, factually and accurately.²⁶ In this research, the researcher describes the students' online learning result influenced by gender factors in MA Darussalam Kepahiang.

In this research, the researcher collected and analyzed the data using the quantitative approach. Muijs stated that quantitative research is about explaining phenomena by collecting quantitative data which are analysed using mathematically based methods.²⁷ In brief, It could be understood that quantitative research is explaining phenomena by analyzing the collected data using mathematical method. The data collected in quantitative method is numerical

²⁶ John W. Creswell, *Research and Methodology: Methods and Techniques*, (California: SAGE Publication ltd., 2004), Page 42

²⁷ Danie Muijs, *Doing quantitative research in education*, (California: Sage Publication, 2004), Page 11

data and analyzed using the mathematical based method. This approach help the researcher embeds a quantitative component to describe the students' learning result influenced by gender differences.

B. Population and Sample

1) Population

According to Rumble population is the group of interest to the group of interest to the researcher, the group to which the researcher would like of the study to be generalizable.²⁸ It means that population is the general area from where the researcher would to investigate in depth and take the conclusion regarding to the research. In brief, it could be defined as the whole subject of a research.

In this research, the population is second grade students of MA Darussalam Kepahiang. The population consisted of all classes in MA Darussalam Kepahiang with total of 9 classes. The classes are divided into A, B, and C in every academic year. The total of students can be seen in the table below;

Table 3.1
The Number of Students at MA Darussalam Kepahiang

No	Class per Academic Year	Number of Students
1	X A	22
2	X B	21
3	X C	17
4	XI A	33

²⁸ Lorraine Rumble Gay, Educational Research Competencies for Analysis and application.(New Jersey:Imprint of Prentice Hall, 2000), Page 122

5	XI B	27
6	XI C	27
7	XII A	32
8	XII B	33
9	XII C	33
TOTAL		

2) Sample

Sample is the representative of the group population from which it is drawn, or simply knew as the people take part in a study. To determine the sample of this research, the researcher used total sampling. Total sampling is a sampling technique which the sample is taken from whole of the population.²⁹This means that the people who are sampled are people from the population itself. The purpose of taking all members of the population as a sample in this study is because researchers want to find and describe the results of student online learning achievements in terms of students' gender differences.

Sample of this research is the second grade of MA Darussalam Kepahiang. The selection is based on their achievement result in English lesson. The students' achievement result shows that there is significant difference between male and female students in achieving score in English lesson.

Table 3.2

²⁹ Sugiyono, Metode Penelitian Pendidikan, (Bandung: Alfabeta,2006), Page 116

**The English Score of Male and Female Students who passed the
Minimum Score at MA Darussalam Kepahiang**

No	Class per Academic Year	Number of Students	The Number of Male students	The Number of Female students
1	Class X A,B,C	60	43	17
4	Class XI A,B,C	87	33	54
7	Class XII A,B,C	98	65	33

From the table above, it is clear that the sample of the study is the second grader of MA Darussalam Kepahiang because the difference in the number of male and female students is the least compared to other academic years. The total number of sample in this research is 87 students consist of 33 male students and 54 female students who follow of English Lesson.

C. Technique of Collecting Data

1. Document Analysis

Document analysis is a very common method of data collection as it relies on the compilation and analysis of existing records, documents and information of the organization. This information is often already collected for internal management uses.

Firstly, document analysis is an efficient and effective way to collect data because documents are manageable and practical resources. Documents are commonplace and available in various forms, making documents as a data

source that is very accessible and reliable. Obtaining and analyzing documents is often much more cost effective and efficient than doing your own research or experiment. In addition, documents are a stable and "non-reactive" data source, meaning that the document can be read and reviewed many times and remains unchanged by the influence of researchers or research processes³⁰

document in this study is the result of student achievement in learning English. The score is from students achievement result in the previous semester in English Lesson. The score has taken from students' final examination at eleventh grade from A, B and C class. From the score, the researcher could try to find the differences score between male and female students.

2. Questionnaire

According to catherine, questionnaire is a written collection of self-report questions to be answered by a selected group of research subjects.³¹ The questionnaire consist of statements and the content of the questionnaire will be validated by validator. The questionnaire then translated to Bahasa Indonesia to make it easier for the students understanding the questions given. The translation of the questionnaire was translated by the researcher and then validated (Proofread) by the competent translator. After the questionnaire was

³⁰Triad 3, "*An Introduction to Document Analysis*", <http://led500.trubox.ca/2016/244>, accessed on July 8th, 2017

³¹ Catherine Dawson, *Practical Research Method*, (Cromwell Press: Wiltshire, 2002) Page 28

validated and proofread, the researcher distributed the questionnaire to the students.

Since it was difficult to distribute the questionnaire in person during the pandemic situation, the questionnaire is given to the students in the form of online questionnaire, which is google form. The questionnaire then distributed to the students through Student's WhatsApp group with the help of Teachers. After the student accessed the link to the questionnaire, the students need to give their answer by choosing the option indicate their choice.

D. Research Instruments

Research instrument could be understood as devices to obtain information relevant to the research.³² In a research, instrument plays an important role since it is one of the significant steps in conducting the research. The successful of research is much decided by instrument used, since data to answer the research questions and examine the hypothesis are gained through instrument itself. In this research, to obtain the data on students' online learning achievement result as observed from students gender differences the researcher took checklist and close-ended type of questionnaire as the instrument.

³² David Wilkinson and Peter Birmingham, *Using Research Instruments : A Guide for Researchers*, (New Fetter Lane, London : Routledge Falmer, 2003), Page 3

1) Checklist

Based on Brun, checklist is a list of items you need to verify, check or inspect.³³ So, here the researcher just need to write checks (√) on the blank, it was aimed to answer the first research question, “*how is student achievement score between male and female student ?*”

Table 3.3
Checklist table of achievement result between male and female student

No	Gender	Student	Pass	Not Pass	Percentage

A number of different studies have been conducted to describe the impact of gender on students’ English achievement at different level and on different subject. Farooq et al revealed that females performed better than their male counterparts and the results were statistically significant. On the contrary, Archer and Wangu stated that of boys perform better than girls in many subjects.³⁴ So based on the theory above, the research seek to find out whether

³³ Jonathan Brun, “*What is a Checklist?*”, <http://nimonik.com/2011/10/what-is-a-checklist/>, accessed on July 8th, 2017.

³⁴Wangu, M.(2014). *The Impact Of Gender Differences On Student’s Academic Performance In Secondary Schools In Ndumberi Division, Kiambu County, Kenya In Science Subjects And Languages*. Thesis Diploma. University of Nairobi. Published

there are significant differences between boys and girls in their English achievement and find out the causes for academic differences.

2) Questionnaire

a. Close-ended Type

Close-ended type of questionnaire is question that include multiple choice answers. Multiple choice questions fall under the category of closed format questions. These multiple choices could either be in even number or in odd number.

Closed-ended format questionnaire is questions that include multiple choice answers. Multiple choice questions fall under the category of closed format questions. These multiple choices could either be in even numbers or in odd numbers. By including closed format questions in the questionnaire design, researcher could easily calculate statistical data and percentages.³⁵ In this technique, the students only need to put their choice toward the question of the questionnaire. The researcher belief that obtaining the data with the questionnaire is the best way for collecting data in this research because it will be easier for the students to give

³⁵ Sugiyono, Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2013), Page 199

information based on their answers that suitable to the questions in the questionnaire.

In this questionnaire, the researcher used Linkert Scale to obtain the data needed, namely:

- a) 4= Strongly agree
- b) 3=Agree
- c) 2=Disagree
- d) 1=Strongly disagree

In this research, The use of close-ended questionnere here was to discoverfactors contribute to the students' achievement.The questionnaire is constructed by using Taplin and Jegede theory. The theory is one of basic theory to build the questionnaire. The table below shows how the questionnaire is constructed. From theory, the researcher determines the indicator and sub indicator after that questions are constructed before applying to the validator. The questionnaire answers the first and the second question of the research questions.

Table 3.4

Blue Print of Questionnaire

Indicators	Sub-indicators	English Items	Indonesian Items	Scale			
				SD	D	A	SA

Previous study experience	A good educational background contributes to good metacognitive skills	My previous learning experiences make me capable of controlling my learning pace in online learning.	Pengalaman belajar saya membuat saya mampu mengontrol proses belajar saya di pembelajaran daring.				
		I am always diligent in learning at home, so I can learn very well during online learning.	Saya selalu rajin belajar di rumah, jadi saya mampu belajar dengan sangat baik selama pembelajaran daring.				
	A good educational background contributes to a good learning achievement	My previous learning experiences make me capable of completing examinations successfully during online learning.	Pengalaman belajar saya membuat saya mampu menyelesaikan ujian dengan baik selama pembelajaran daring.				
	A good reading skill contributes to a good learning achievement	I always read a lot at home, so that I can achieve very well in online learning.	Saya selalu membaca banyak di rumah, sehingga saya mampu berhasil dengan baik selama pembelajaran daring.				
	Early preparations contribute to a good learning achievement	Because I prepare for the examinations very well, I can finally complete my examination successfully during online learning.	Karena saya mempersiapkan ujian dengan sangat baik, maka saya akhirnya bisa menyelesaikan ujian dengan sempurna selama pembelajaran daring.				
	Early success contributes to a good learning achievement	I have previously been successful in learning, so I can be successful again in today's online learning.	Saya sudah berhasil di pembelajaran sebelumnya, maka saya akan berhasil juga di pembelajaran daring sekarang ini.				

Study habits and approaches	A mismatch between the student's preferred learning style and the teacher's preferred teaching style (Dihitung terbalik)	I don't like the teacher's teaching style during online learning because it doesn't match the way I learn.	Saya tidak suka cara mengajar guru selama pembelajaran daring karena tidak sesuai dengan gaya belajar saya.				
	Teacher's style of interactions does not support effective learning (dihitung terbalik)	I don't like the way the teacher interacts with me because it makes me demotivated during online learning.	Saya tidak suka cara guru berinteraksi dengan saya karena membuat saya tidak termotivasi dalam pembelajaran daring.				
	Collaborative learning contributes to a good achievement	I like learning collaboratively with my friends because this way can make me comprehend better during online learning.	Saya suka belajar bersama dengan teman karena membuat saya paham lebih banyak selama pembelajaran daring.				
Collaborative learning with my friends makes me well-prepared for examinations.		Belajar kelompok bersama teman membuat saya lebih siap menghadapi ujian.					
Purpose/Motivation for learning	External motivation	Because I expect that I will continue to the next class successfully, I learn very seriously during online learning.	Karena saya berharap saya bisa naik kelas dengan nilai memuaskan, maka saya belajar sangat serius selama pembelajaran daring.				
		Because the teacher is strict to the learning rules, I finally learn very seriously during online learning.	Karena guru ketat dengan aturan pembelajaran, saya akhirnya belajar dengan sangat serius selama pembelajaran daring.				
		Because I am afraid of failure, I then learn hard until I get a good grade.	Karena saya takut gagal, maka saya belajar keras sampai saya				

			mendapatkan nilai bagus.				
	Internal motivation	I feel that learning is part of my need, so I learn persistently every day.	Saya merasa bahwa belajar adalah bagian dari kebutuhan, sehingga saya belajar secara konsisten setiap hari.				
		I am always enthusiastic about learning more and more.	Saya selalu antusias untuk belajar terus-menerus.				
		Without anyone else's commands, I love learning already.	Tanpa perintah dari siapapun, saya sudah suka belajar.				
Help-seeking and Use of Support Services	Achieving students are often more likely to seek help if they need it and to do so in an effective, efficient way.	I always ask for help from the teacher when I get stuck at certain pace during online learning.	Saya selalu minta bantuan guru ketika suatu waktu saya kebingungan saat pembelajaran daring.				
		I never hesitate to ask knowledgeable friends if I have a problem, so that I can learn better during online learning.	Saya tidak pernah sungkan bertanya kepada teman yang lebih paham jika saya memiliki masalah, sehingga saya bisa belajar lebih baik selama pembelajaran daring.				
		I ask for help from the school administration if I have a technical problem during online learning, so I can learn better.	Saya meminta bantuan pihak administrasi sekolah jika saya memiliki masalah teknis selama pembelajaran daring, sehingga saya bisa belajar dengan lebih baik.				

Family, Social and Work Contest	Job commitment	My responsibilities for housework can be managed well, so that I can invest and achieve well during online learning.	Tanggung jawab saya atas pekerjaan di rumah bisa dikontrol dengan baik, sehingga saya bisa terlibat serious dan berhasil selama pembelajaran daring.				
	Family orientation	My family supports me all the way, so that I can learn and achieve well during online learning.	Keluarga saya mendukung saya secara maksimal, sehingga saya bisa belajar dan berhasil dengan baik selama pembelajaran daring.				
	Learning status viewed from familial perspectives	My family views learning as part of my primary need, so that I am well-supported and can learn very successfully during online learning.	Keluarga saya memandang belajar sebagai kebutuhan pokok saya, sehingga saya terdukung dengan baik dan mampu belajar dengan sangat baik selama pembelajaran daring.				
Self-perception and attitudes	Positive self-concept towards learning contributes to a good learning achievement	In my perspective, online learning is what I need nowadays, so I get myself engaged into online learning enthusiastically.	Dalam sudut pandang saya, pembelajaran daring adalah apa yang saya butuhkan saat ini, jadi saya melibatkan diri dalam belajar daring dengan sangat antusias.				
	Positive attitudes towards learning contribute to a good learning achievement	I like online learning because I get much from online learning.	Saya suka belajar daring karena saya banyak mengerti dari pembelajaran daring.				

		I think online learning makes me more independent to digest the given materials.	Menurut saya, pembelajaran daring membuat saya lebih mandiri dalam hal mencerna materi ajar yang diberikan.				
		I will continuously get engaged actively into online learning.	Saya akan terus terlibat aktif dalam pembelajaran daring.				
Keterangan; SD (strongly disagree); D (disagree); A (agree); SA (strongly agree)							

E. Validity and Reliability

1. Validity

After the researcher made the blueprint of the questionnaire, the blueprint then validated by the expert in the related field. Some revisions done during the validating process. After the blueprint validated by the expert, in order to make it easier to be understood by the respondents, the researcher translated the questionnaire to Bahasa Indonesia. The translated questionnaire then validated (Proofread) by the competent translator in order to check whether it is acceptable or not. Finally, after validating and proofreading, the questionnaire was ready to be tested in try out.

2. Try Out

The validated and proofread questionnaire then tested to respondents. The respondents in try out were the part of the population but not the sample of the research.

The result from the validity and try out then counted in the validity and Reliability test. The result of Validity and Reliability Test of the questionnaire are provided as follows:

a. Validity Test

According to riduwan, the valid instrument means it shows the measurement to be used for collecting the data is valid, so the validity means the instrument could be used to measure what should be measured. In brief, an instrument whether it is a test or questionnaire, could be defined as a test to measure whether the instrument could measure what intended to be measured.

A non test instrument must require construct validity where the instrument could be used to measure variable appropriate to its definition. In this study, the researcher used construct validity, content validity, and face validity. To examine construct validity, the researcher used judgement experts at least people, and then the item of the

questionnaire would be counted for the correlation between item score of the instrument and the total score of the instrument

b. Reliability

Reliability defines whether an instrument could be measure something to be measured constantly from time to time. Thus, the key words for qualifying requirements are consistency or unchanged.³⁶This means that the instrument used to collect data must be consistent or unchanging in order to obtain accurate data that can be used repeatedly.

After the instrument test and the questionnaire were validated, the researcher then carried out the reliability of the questionnaire using the Cronbach's alpha formula. According Nunnaly, this has resulted in a wide variance of test reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a cronbach's alpha above 0.90.³⁷

F. Technique of Data Analysis

For analysis the first question, after researcher collected data from of document gotten from teacher, they were the document of scoring English lesson. Then the researcher used checklist for distinguished each gender to find out how many male students and female students passed and did not pass in the English

³⁶Syaifudin Azwar, *penyusunan skala psikologi* (Yogyakarta: Pustaka Pelajar, 2006), p.98- 103

³⁷ Nenny M Utami, p. 55

lesson on online learning. The next step is the researcher accounted its percentage of male students and female students passed and did not pass in the English lesson on online learning.

For analysis the second question, After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from the questionnaire. After the data about students' learning result influenced by gender differences factors, the data were collected and displayed in percentage.

The steps were: The first step to analyze the data is scoring. The scoring is contrary to the questions contained in the questionnaire. The questionnaire in this study used the Linkert Scale which is the most commonly used scale in measuring the attitudes, opinions, and perceptions of respondents to the subject, the maximum score on the Linkert scale is 4 and the minimum score is 1.

The using of questionnaire in this research is to get specific data about factors contribute to the students' achievement. After the data conducted, the researcher would analyze the data. Robson mentioned that there are some steps to analyze the data as follow:

- a. First, the researcher analyzed the data from questionnaire by using 5 value on Likert Scale that is used to measuring the mean score of factors contribute to the students' achievement on online learning between male and female

students. To obtain the mean score, each statement was developed with the value (Strongly agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1), the formula is described as follow:

$$x = \frac{(f SD \times 1) + (f D \times 2) + (f A \times 3) + (f SA \times 4)}{N}$$

Where:

f : Frequency SD : Strongly Disagree

D : Disagree A : Agree

SA : Strongly Agree

After each respondent's score were accounted, then the researcher would categorized the range score to describe the categories of factors contribute to the students' achievement.

- b. After the score from each respondents done to be counted, then it should be categorized into the range score to get the factors contribute to the students' achievement.

formula:

Highest score = 4 Lowest score = 1

$Score\ range = \frac{Highest\ score - lowest\ score}{Max\ score}$
--

- c. The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. The formula :

$$P = \frac{\sum score}{Max score} \times 100\%$$

Where:

P : Percentage

\sum score : Total score

Max score : Maximum score³⁸

- d. After the calculation is finished, the researcher explains how the difference in factors contribute to the students' achievement on online learning between male and female students from the percentage obtained.

³⁸Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers* (Vol. 2). Oxford: Blackwell.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

In this section, the researcher will present all the data found and analyzed. First, achievement score between male and female student which collected by the use of checklist. The second, factors contribute to the students' achievement on online learning between male and female students result of the survey by using questionnaire to all respondents of 3th semesters at Madrasah Aliyah 01 Darussalam Kepahiang was taken on april 2nd 2021. From 87 samples all of respondents gave the questionnaire back to the researcher. The questionnaire was made with 26 items from six categories to investigate factors contribute to the students' achievement on online learning between male and female students.

1. How is student achievement score between male and female student

In the table below, the researcher took the scores of students who pass in the English lesson and then distinguishes the number of male students who pass and the number of women who pass in the English lesson. From this value that researchers can find out how is student achievement score between male and female student on online learning.

Table 4.1.1

Male student achievement score on online learning

No	Gender	Student	Pass	Not Pass	Percentage
1	Male	21	√		63,3
2	Male	12		√	36,7
Total		33	Total		100

Table 4.1.2

Male student achievement score on online learning

No	Gender	Student	Pass	Not Pass	Percentage
1	Female	38	√		70,4
2	Female	16		√	29,6
Total		54	Total		100

The table above provided the answer for the first question of this research, *How is student achievement score between male and female student?* As

stated on the third chapter, there were three classes picked as the subject by the research, 11A, 11B, and 11C classes. The total number of students were 87 students. And from 87 students there were 33 male students and 54 female students.

Based on the table above, we could see there were 33 male students, 21 male students pass in english subject on online learning and has percentage 63,3%. 12 male students not pass in english subject on online learning and has a percentage 36,7%.

Based on the table above, we could see there were 54 female students, 38 female students pass in english subject on online learning and has percentage 70,4%. 16 female students not pass in english subject on online learning and has percentage 29,6%.

The complete data could be seen in Appendix I to III, in form of the results gotten by score of english subject. Appendix VII, the details of student who pass and not pass by gender and from the result gotten by checklist.

2. factors contribute to the students' achievement on online learning

The entire response of the respondents was calculated statistically. On the table below the researcher took the highest to lowest frequency to investigate factors contribute to the students' achievement on online

learning. From the responses given by the students based on the questionnaire, the researcher found that students have factors contribute to the students' achievement in six indicators: previous study experience, study habits and approaches, purpose/motivation for learning, help serving and use of support services, family social and work contest, self perception and attitudes. The tables below are the explanations.

Table 4.2.1

factors that contribute to male students' achievement on online learning

No	Categories	Statements	SD	D	A	SA	Total	
			f	f	f	f	score	%
1	previous study experience	My previous learning experiences make me capable of controlling my learning pace in online learning.	7	13	11	2	74	56
		I am always diligent in learning at home, so I can learn very well during online learning.	6	11	10	6	82	62,1
		My previous learning experiences make me capable of completing examinations successfully during online learning.	3	12	16	2	83	62,8
		I always read a lot at home, so that I can achieve very well in online learning.	1	16	15	1	82	62,1
		Because I prepare for the examinations very well, I can	0	11	17	5	93	70,4

		finally complete my examination successfully during online learning.						
		I have previously been successful in learning, so I can be successful again in today's online learning.	2	13	12	6	88	66,6
		Total						63,3
2	Study habits and approaches	I don't like the teacher's teaching style during online learning because it doesn't match the way I learn.	9	13	7	4	72	54,5
		I don't like the way the teacher interacts with me because it makes me demotivated during online learning.	5	12	11	5	82	62,1
		I like learning collaboratively with my friends because this way can make me comprehend better during online learning.	0	5	16	12	106	80,3
		Collaborative learning with my friends makes me well-prepared for examinations.	0	5	13	15	109	82,5
		Total					339	69,9
3	Purpose/ motivation for learning	Because I expect that I will continue to the next class successfully, I learn very seriously during online learning.	1	7	15	10	100	75,7
		Because the teacher is strict to the learning rules, I finally learn very seriously during online learning.	0	7	17	9	101	76,5
		Because I am afraid of failure, I then learn hard until I get a good grade.	1	3	15	14	108	81,8
		I feel that learning is part of my need, so I learn persistently every day.	1	4	17	11	104	78,7
		I am always enthusiastic about learning more and more.	0	6	17	10	103	78
		Without anyone else's commands, I love learning already.	0	10	13	10	99	75
		Total						77,6
4	Help-seeking and Use of Support Services	I always ask for help from the teacher when I get stuck at certain pace during online learning.	2	4	19	8	99	75
		I never hesitate to ask	3	3	17	10	100	75,7

		knowledgeable friends if I have a problem, so that I can learn better during online learning.						
		I ask for help from the school administration if I have a technical problem during online learning, so I can learn better.	2	7	23	1	89	67,4
	Total							72,7
5	Family, Social and Work Contest	My responsibilities for housework can be managed well, so that I can invest and achieve well during online learning.	2	10	18	3	88	66,6
		My family supports me all the way, so that I can learn and achieve well during online learning.	3	8	18	4	89	67,4
		My family views learning as part of my primary need, so that I am well-supported and can learn very successfully during online learning.	1	6	18	8	99	75
		Total						
6	Self-perception and attitudes	In my perspective, online learning is what I need nowadays, so I get myself engaged into online learning enthusiastically.	6	15	10	2	74	56
		I like online learning because I get much from online learning.	7	13	5	8	80	60,6
		I think online learning makes me more independent to digest the given materials.	8	14	5	6	75	56,8
		I will continuously get engaged actively into online learning.	5	14	8	6	81	61,3
		Total						

From the data above, in the category of previous study experience, **Statement 1** (*My previous learning experiences make me capable of controlling my learning pace in online learning*), it can be seen that strongly disagree has been chosen by 7 students, disagree has been chosen by 13 students, agree has been chosen by 11 students and strongly agree has been

chosen by 2 students. Statement 1 has the total score obtained is 74 and has the percentage is 56%. **Statement 2** (*I am always diligent in learning at home, so I can learn very well during online learning*), it can be seen that strongly disagree has been chosen by 6 students, disagree has been chosen by 11 students, agree has been chosen by 10 students and strongly agree has been chosen by 6 students. Statement 2 has the total score obtained is 82 and has the percentage is 62.1%. **Statement 3** (*My previous learning experiences make me capable of completing examinations successfully during online learning*). it can be seen that strongly disagree has been chosen by 3, disagree has been chosen by 12 students, agree has been chosen by 16 students and strongly agree has been chosen by 2 students. Statement 3 has the total score obtained is 83 and has the percentage is 62.8%. **Statement 4** (*I always read a lot at home, so that I can achieve very well in online learning*). it can be seen that strongly disagree has been chosen by 1 student, disagree has been chosen by 16 students, agree has been chosen by 15 students and strongly agree has been chosen by 1 student. Statement 4 has the total score obtained is 82 and has the percentage is 62.1%. **Statement 5** (*Because I prepare for the examinations very well, I can finally complete my examination successfully during online learning*). it can be seen that disagree has been chosen by 11 students, agree has been chosen by 17 students and strongly agree has been chosen by 5 students. Statement 5 has the total score obtained is 93 and has the percentage is 70.4%. **Statement 6** (*I have previously been successful in learning, so I can*

be successful again in today's online learning).it can be seen that strongly disagree has been chosen by 2 students, disagree has been chosen by 13 students, agree has been chosen by 12 students and strongly agree has been chosen by 6 students. statement 6 has the total score obtained is 88 and has the percentage is 66.6%.

Based on explanation from the table above, the researcher found that male students have factors contribute to the achievement on online learning based on previous study experience with the entire percentage 63,3%.

From the data above, in the category of Study habits and approaches, **Statement 1** (*I don't like the teacher's teaching style during online learning because it doesn't match the way I learn*),it can be seen that strongly disagree has been chosen by 9 students, disagree has been chosen by 13 students, agree has been chosen by 7 students and strongly agree 4 students. Statement 1 has the total score obtained is 72 and has the percentage is 54,4%.**Statement 2**(*I don't like the way the teacher interacts with me because it makes me demotivated during online learning*),it can be seen that Strongly disagree has been chosen by 5 students, disagree has been chosen by 12 students, agree has been chosen by 11 students and strongly agree has been chosen by 5 students. Statement 2 has the total score obtained is 82 and has the percentage is 62,1%.**Statement 3**(*I like learning collaboratively with my friends because this way can make me comprehend better during online learning*),it can be

seen that disagree has been chosen by 5 students, agree has been chosen by 16 students and strongly agree has been chosen by 12 students. Statement 3 has the total score obtained is 106 and has the percentage is 80,3%. **Statement 4** (*Collaborative learning with my friends makes me well-prepared for examinations*), it can be seen that disagree has been chosen by 5, agree has been chosen by 13 students strongly agree has been chosen by 15 students. Statement 4 has the total score obtained is 109 and has the percentage is 82,5%.

Based on explanation from the table above, the researcher found that male students have factors contribute to the achievement on online learning based on study habits and approaches with the entire percentage 69,9%.

From the data above, in the category of Purpose/ motivation for learning, **Statement 1** (*Because I expect that I will continue to the next class successfully, I learn very seriously during online learning*), it can be seen that strongly disagree has been chosen by 1 student answered, disagree has been chosen by 7 students, agree has been chosen by 15 students and strongly agree has been chosen by 10 students. Statement 1 has the total score obtained is 100 and has the percentage is 75,7%. **Statement 2** (*Because the teacher is strict to the learning rules, I finally learn very seriously during online learning*), it can be seen that disagree has been chosen by 7 students, agree has been chosen

by 17 students and strongly agree has been chosen by 9 students. Statement 2 has the total score obtained is 101 and has the percentage is 76,5%. **Statement 3** (*Because I am afraid of failure, I then learn hard until I get a good grade*), it can be seen that strongly disagree has been chosen by 1 student, disagree has been chosen by 3 students, agree has been chosen by 15 students and strongly agree has been chosen by 14 students. Statement 3 has the total score obtained is 108 and has the percentage is 81,8%. **Statement 4** (*I feel that learning is part of my need, so I learn persistently every day*), it can be seen that strongly disagree has been chosen by 1 student, disagree has been chosen by 4 students, agree has been chosen by 17 students and strongly agree 11 students. Statement 4 has the total score obtained is 104 and has the percentage is 78,7%. **Statement 5** (*I am always enthusiastic about learning more and more*), it can be seen that 6 students answered disagree, agree has been chosen by 17 students and strongly agree has been chosen by 10 students. Statement 5 has the total score obtained is 103 and has the percentage is 78%. **Statement 6** (*Without anyone else's commands, I love learning already*), it can be seen that 10 students answered disagree, agree has been chosen by 13 students and strongly agree 10 students. Statement 6 has the total score obtained is 99 and has the percentage is 75%.

Based on explanation from the table above, the researcher found that male students have factors contribute to the achievement on online

learning based on Purpose/ motivation for learning with the entire percentage 77,6%.

From the data above, in the category of Help-seeking and Use of Support Services, **Statement 1** (*I always ask for help from the teacher when I get stuck at certain pace during online learning*), it can be seen that strongly disagree has been chosen by 2 students, disagree has been chosen by 4 students, agree has been chosen by 19 students and strongly agree has been chosen by 8 students. Statement 1 has the total score obtained is 99 and has the percentage is 75%. **Statement 2** (*I never hesitate to ask knowledgeable friends if I have a problem, so that I can learn better during online learning*), it can be seen that strongly disagree has been chosen by 3 students, disagree has been chosen by 3 students, agree has been chosen by 17 students and strongly agree has been chosen by 10 students. Statement 2 has the total score obtained is 100 and has the percentage is 75,7%. **Statement 3** (*I ask for help from the school administration if I have a technical problem during online learning, so I can learn better*), it can be seen that strongly disagree has been chosen by 2 students, disagree has been chosen by 7 students, agree has been chosen by 23 students and strongly agree has been chosen by 1 student. Statement 3 has the total score obtained is 89 and has the percentage is 67,4%.

Based on explanation from the table above, the researcher found that male students have factors contribute to the achievement based on Help-seeking and Use of Support Services with the entire percentage 72,7%.

From the data above, in the category of Family, Social and Work Contest, **Statement 1** (*My responsibilities for housework can be managed well, so that I can invest and achieve well during online learning*), it can be seen that strongly disagree has been chosen by 2 students, disagree has been chosen by 10 students, agree has been chosen by 18 students and strongly agree has been chosen by 3 students. Statement 1 has the total score obtained is 88 and has the percentage is 66,6%. **Statement 2** (*My family supports me all the way, so that I can learn and achieve well during online learning*), it can be seen that strongly disagree has been chosen by 3 students, disagree has been chosen by 8 students, agree has been chosen by 18 students and strongly agree has been chosen by 4 students. Statement 2 has the total score obtained is 89 and has the percentage is 67,4%. **Statement 3** (*My family views learning as part of my primary need, so that I am well-supported and can learn very successfully during online learning*), it can be seen that strongly disagree has been chosen by 1 student, disagree has been chosen by 6 students, agree 18 students and strongly agree has been chosen by 8 students. Statement 3 has the total score obtained is 99 and has the percentage is 75%.

Based on explanation from the table above, the researcher found that male students have factors contribute to the achievement on online learning based on Family, Social and Work Context with the entire percentage 69,7%.

From the data above, in the category of Self-perception and attitudes, **Statement 1** (*In my perspective, online learning is what I need nowadays, so I get myself engaged into online learning enthusiastically*), it can be seen that strongly disagree has been chosen by 6 students, disagree has been chosen by 15 students, agree has been chosen by 10 students and strongly agree has been chosen by 2 students. Statement 1 has the total score obtained is 74 and has the percentage is 56%. **Statement 2** (*I like online learning because I get much from online learning*), it can be seen that strongly disagree has been chosen by 7 students, disagree has been chosen by 13 students, agree has been chosen by 5 students and strongly agree has been chosen by 8 students. Statement 2 has the total score obtained is 80 and has the percentage is 60,6%. **Statement 3** (*I think online learning makes me more independent to digest the given materials*), it can be seen that strongly disagree has been chosen by 8 students, disagree has been chosen by 14 students, agree has been chosen by 5 students and strongly agree has been chosen by 6 students. Statement 3 has the total score obtained is 75 and has the percentage is 56,8%. **Statement 4** (*I will continuously get engaged actively into online*

learning),it can be seen that strongly disagree has been chosen by 5 students, disagree has been chosen by14 students, agree has been chosen by8 students and strongly agree 6 students. Statement 3 has the total score obtained is 81 and has the percentage is 61,3%.

Based on explanation from the table above, the researcherfound thatmale students have factors contribute to the achievement based on Self-perception and attitudes with the entire percentage 58,7%.

Table 4.2.2

factors that contribute to female students' achievement on online learning

No	Categories	Statements	SD	D	A	SA	Total	
			f	f	f	f	score	%
1	previous study experience	My previous learning experiences make me capable of controlling my learning pace in online learning.	18	14	14	8	120	55,5
		I am always diligent in learning at home, so I can learn very well during online learning.	18	15	17	4	115	53,2
		My previous learning experiences make me capable of completing examinations successfully during online learning.	18	15	14	7	118	54,6
		I always read a lot at home, so that I can achieve very well in online learning.	17	18	15	4	114	52,7
		Because I prepare for the examinations very well, I can finally complete my examination successfully during online learning.	20	11	11	12	123	56,9

		I have previously been successful in learning, so I can be successful again in today's online learning.	19	15	14	6	115	53,2
		Total					705	54,4
2	Study habits and approaches	I don't like the teacher's teaching style during online learning because it doesn't match the way I learn.	12	24	9	9	123	56,9
		I don't like the way the teacher interacts with me because it makes me demotivated during online learning.	8	25	12	9	130	60,1
		I like learning collaboratively with my friends because this way can make me comprehend better during online learning.	11	9	15	19	150	69,4
		Collaborative learning with my friends makes me well-prepared for examinations.	1	10	19	24	171	79,1
		Total						66,3
3	Purpose/motivation for learning	Because I expect that I will continue to the next class successfully, I learn very seriously during online learning.	5	13	22	14	153	70,8
		Because the teacher is strict to the learning rules, I finally learn very seriously during online learning.	7	13	20	14	149	69
		Because I am afraid of failure, I then learn hard until I get a good grade.	1	5	23	25	180	83,3
		I feel that learning is part of my need, so I learn persistently every day.	1	4	28	21	177	81,9
		I am always enthusiastic about learning more and more.	0	11	33	10	161	74,5
		Without anyone else's commands, I love learning already.	6	24	18	6	132	61,1
		Total						73,4
4	Help-seeking and Use of Support Services	I always ask for help from the teacher when I get stuck at certain pace during online learning.	5	11	31	7	148	68,5

		I never hesitate to ask knowledgeable friends if I have a problem, so that I can learn better during online learning.	3	13	20	18	161	74,5
		I ask for help from the school administration if I have a technical problem during online learning, so I can learn better.	12	18	17	7	127	58,7
		Total						67,2
5	Family, Social and Work Contest	My responsibilities for housework can be managed well, so that I can invest and achieve well during online learning	11	16	20	7	131	60,6
		My family supports me all the way, so that I can learn and achieve well during online learning.	8	19	20	7	134	62
		My family views learning as part of my primary need, so that I am well-supported and can learn very successfully during online learning.	8	13	26	7	140	64,8
		Total						62,5
6	Self-perception and attitudes	In my perspective, online learning is what I need nowadays, so I get myself engaged into online learning enthusiastically.	15	20	11	8	120	55,5
		I like online learning because I get much from online learning.	27	14	8	5	99	45,8
		I think online learning makes me more independent to digest the given materials.	24	18	8	4	100	46,2
		I will continuously get engaged actively into online learning.	22	12	13	7	113	52,3
		Total						50

From the data above, in the category of previous study experience,

Statement 1 (*My previous learning experiences make me capable of*

controlling my learning pace in online learning), it can be seen that strongly disagree has been chosen by 18 female students, disagree has been chosen by 14 students, agree has been chosen by 14 students and strongly agree has been chosen by 8 students. Statement 1 has the total score obtained is 120 and has the percentage is 55.5%. **Statement 2** (*I am always diligent in learning at home, so I can learn very well during online learning*), it can be seen that strongly disagree has been chosen by 18 students, disagree has been chosen by 15 students answered disagree, agree has been chosen by 17 students and strongly agree has been chosen by 4 students. Statement 2 has the total score obtained is 115 and has the percentage is 53.2%. **Statement 3** (*My previous learning experiences make me capable of completing examinations successfully during online learning*). it can be seen that strongly disagree has been chosen by 18 students, disagree has been chosen by 15 students, agree has been chosen by 14 students and strongly agree has been chosen by 7 students. Statement 3 has the total score obtained is 118 and has the percentage is 54.6%. **Statement 4** (*I always read a lot at home, so that I can achieve very well in online learning*). It can be seen that strongly disagree has been chosen by 17 students, disagree has been chosen by 18 students, agree has been chosen by 15 students and strongly agree has been chosen by 4 students. Statement 4 has the total score obtained is 114 and has the percentage is 52.7%. **Statement 5** (*Because I prepare for the examinations very well, I can finally complete my examination successfully during online learning.*). It can be seen that strongly

disagree has been chosen by 20 students, disagree has been chosen by 11 students, agree has been chosen by 11 students and strongly agree has been chosen by 12 students. Statement 5 has the total score obtained is 123 and has the percentage is 56.9%. **Statement 6** (*I have previously been successful in learning, so I can be successful again in today's online learning*). It can be seen that strongly disagree has been chosen by 19 students, disagree has been chosen by 15 students, agree has been chosen by 14 students and strongly agree has been chosen by 6 students. Statement 6 has the total score obtained is 123 and has the percentage is 56.9%.

Based on explanation from the table above, the researcher found that female students have factors contribute to the achievement on online learning based on previous study experience with the entire percentage 54,4%.

From the table above, in the category of Study habits and approaches, **Statement 1** (*I don't like the teacher's teaching style during online learning because it doesn't match the way I learn*), it can be seen that strongly disagree has been chosen by 12 students answered strongly disagree, disagree has been chosen by 24 students, agree has been chosen by 9 students and strongly agree 9 students answered. Statement 1 has the total score obtained is 123 and has the percentage is 56,9%. **Statement 2** (*I don't like the way the teacher interacts with me because it makes me demotivated during online learning*), it can be seen that strongly disagree has been chosen by 8 students, disagree has been

chosen by 25 students, agree has been chosen by 12 students and strongly agree has been chosen by 9 students. Statement 2 has the total score obtained is 130 and has the percentage is 60,1%. **Statement 3** (*I like learning collaboratively with my friends because this way can make me comprehend better during online learning*), it can be seen that disagree has been chosen by 11 students, disagree has been chosen by 9 students, agree has been chosen by 15 students and strongly agree has been chosen by 19 students. Statement 3 has the total score obtained is 150 and has the percentage is 69,4%. **Statement 4** (*Collaborative learning with my friends makes me well-prepared for examinations*), it can be seen that disagree has been chosen by 1 student, disagree has been chosen by 10 students, agree has been chosen by 19 students and strongly agree has been chosen by 24 students. Statement 4 has the total score obtained is 171 and has the percentage is 79,1%.

Based on explanation from the table above, the researcher found that female students have factors contribute to the achievement on online learning based on study habits and approaches with the entire percentage 66,3%.

From the table above, in the category of Purpose/ motivation for learning, **Statement 1** (*Because I expect that I will continue to the next class successfully, I learn very seriously during online learning*), it can be seen that strongly disagree has been chosen by 5 students, disagree has been chosen by 13 students, agree 22 students and strongly agree 14 students. Statement 1

has the total score obtained is 153 and has the percentage is 70,8%. **Statement 2** (*Because the teacher is strict to the learning rules, I finally learn very seriously during online learning*), it can be seen that strongly disagree has been chosen by 7 students, disagree has been chosen by 13 students, agree has been chosen by 20 students and strongly agree has been chosen by 14 students. Statement 2 has the total score obtained is 149 and has the percentage is 69%. **Statement 3** (*Because I am afraid of failure, I then learn hard until I get a good grade*), it can be seen that strongly disagree has been chosen by 1 student, disagree has been chosen by 5 students, agree has been chosen by 23 students and strongly agree 25 students. Statement 3 has the total score obtained is 180 and has the percentage is 83,3%. **Statement 4** (*I feel that learning is part of my need, so I learn persistently every day*), it can be seen that strongly disagree has been chosen by 1 student, disagree has been chosen by 4 students, agree has been chosen by 28 students and strongly agree 21 students. Statement 4 has the total score obtained is 177 and has the percentage is 81,9%. **Statement 5** (*I am always enthusiastic about learning more and more*), it can be seen that disagree has been chosen by 11 students, agree has been chosen by 33 students and strongly agree 10 students. Statement 5 has the total score obtained is 161 and has the percentage is 74,5%. **Statement 6** (*Without anyone else's commands, I love learning already*), it can be seen that strongly disagree has been chosen by 6 students,

disagree has been chosen by 24 students, agree has been chosen by 18 students and strongly agree has been chosen by 6 students. Statement 6 has the total score obtained is 132 and has the percentage is 61,1%.

Based on explanation from the table above, the researcher found that female students have factors contribute to the achievement on online learning based on Purpose/ motivation for learning with the entire percentage 73,4%.

From the table above, in the category of Help-seeking and Use of Support Services, **Statement 1** (*I always ask for help from the teacher when I get stuck at certain pace during online learning*), it can be seen that strongly disagree has been chosen by 5 students, disagree has been chosen by 11 students, agree has been chosen by 31 students and strongly agree 7 students. Statement 1 has the total score obtained is 148 and has the percentage is 68,5%. **Statement 2** (*I never hesitate to ask knowledgeable friends if I have a problem, so that I can learn better during online learning*), it can be seen that strongly disagree has been chosen by 3 students, disagree has been chosen by 13 students, agree has been chosen by 20 students and strongly agree 18 students. Statement 2 has the total score obtained is 161 and has the percentage is 74,5%. **Statement 3** (*I ask for help from the school administration if I have a technical problem during online learning, so I can learn better*), it can be seen that strongly disagree has been chosen by 12 students, disagree has been chosen by 18 students, agree has been chosen by 17

students and strongly agree has been chosen by 7 students. Statement 3 has the total score obtained is 127 and has the percentage is 58,7%.

Based on explanation from the table above, the researcher found that female students have factors contribute to the achievement based on Help-seeking and Use of Support Services with the entire percentage 67,2%.

From the table above, in the category of Family, Social and Work Contest, **Statement 1** (*My responsibilities for housework can be managed well, so that I can invest and achieve well during online learning*), it can be seen that strongly disagree has been chosen by 11 students, disagree has been chosen by 16 students, agree has been chosen by 20 students and strongly agree 7 students. Statement 1 has the total score obtained is 131 and has the percentage is 60,6%. **Statement 2** (*My family supports me all the way, so that I can learn and achieve well during online learning*), it can be seen that strongly disagree has been chosen by 3 students, disagree has been chosen by 8 students, agree has been chosen by 19 students and strongly agree 7 students. Statement 2 has the total score obtained is 134 and has the percentage is 62%. **Statement 3** (*My family views learning as part of my primary need, so that I am well-supported and can learn very successfully during online learning*), it can be seen that strongly disagree has been chosen by 8 students, disagree has been chosen by 13 students, agree has been chosen by 26 students

and strongly agree has been chosen by 7 students. Statement 3 has the total score obtained is 140 and has the percentage is 64,8%.

Based on explanation from the table above, the researcher found that female students have factors contribute to the achievement on online learning based on Family, Social and Work Contest with the entire percentage 62,5%.

From the table above, in the category of Self-perception and attitudes **Statement 1** (*In my perspective, online learning is what I need nowadays, so I get myself engaged into online learning enthusiastically*), it can be seen that strongly disagree has been chosen by 15 students, disagree has been chosen by 20 students, agree has been chosen by 11 students and strongly agree has been chosen by 8 students. Statement 1 has the total score obtained is 120 and has the percentage is 55,5%. **Statement 2** (*I like online learning because I get much from online learning*), it can be seen that strongly disagree has been chosen by 27 students, disagree has been chosen by 14 students, agree has been chosen by 8 students and strongly agree has been chosen by 5 students. Statement 2 has the total score obtained is 99 and has the percentage is 45,8%. **Statement 3** (*I think online learning makes me more independent to digest the given materials*), it can be seen that strongly disagree has been chosen by 24, disagree has been chosen by 18 students, agree has been chosen by 8 students and strongly agree has been chosen by 4 students. Statement 3 has the total score obtained is 100 and has the percentage is 46,2%. **Statement**

4(*I will continuously get engaged actively into online learning*), it can be seen that strongly disagree has been chosen by 22 students, disagree has been chosen by 12, agree has been chosen by 13 students and strongly agree has been chosen by 7 students. Statement 4 has the total score obtained is 113 and has the percentage is 52,3%.

Based on explanation from the table above, the researcher found that female students have factors contribute to the achievement based on Self-perception and attitudes with the entire percentage 50%.

B. Discussion

In this section, the researcher presents the results of the discussion given to the findings.

1. student achievement score between male and female student

To discover student achievement score between male and female student grade 11 at Madrasah Aliyah 01 Darussalam Kepahiang, the researcher used document gotten from teacher, they were the document of scoring English lesson. Then the researcher used checklist for distinguished each gender to find out how many male students and female students passed and did not pass in the English lesson on online learning. The researcher found that the percentage of male students who passed was 63.6% and not pass was 36,4%. While the percentage of female students

who passed was 70.4% and not pass was 29,6%. where it is certain that female students can pass more than male students with a percentage difference of 6.8% of the number of students who passed from each gender.

2. Factors contribute to the student achievement

To discover Factors contribute to the student achievement grade 11 a, b and c at Madrasah Aliyah 01 Darussalam Kepahiang, the researcher used questionnaire to the 87 respondents from grade 11 a, b and c. The questionnaire consists of 26 items from six main indicators.

In case to previous study experience, Bajtelsmit stated that a person educational background plays an important role for their upcoming / on going education process. especially for female students because those without a solid educational background lack the metacognitive skills to approach their courses and exams.³⁹ Based on finding, male students have factor contribute to the achievement on online learning based on previous study experience with the entire percentage 63,3%, while female students have factors contribute to the achievement on online learning based on previous study experience with the entire percentage 54,4%. It indicates that the previous learning experience of male students plays an important role in the ongoing educational process compared to female students.

³⁹Bajtelsmit

Concerning to study habits and approaches, based on finding male students are superior in this regard and have a percentage of 69.9% while female students have a percentage of 66.3%. This finding in line with Taplin & Jegede, they state that the students preferred learning styles and approach would help much for students in process of learning whether it is in a distance learning or not. Although both male and female students have generally the same kinds of learning styles, female students tend to have more mismatches toward the teacher teaching styles.⁴⁰ Knowing students' learning styles will make it easier for teachers to provide a supportive environment and make it easier for students to get information optimally.

In order to Purpose/ Motivation for learning, Orsini et al. conducted a study that considered seven types of motivation and revealed that women had more motivation, overall and only intrinsic motivation to experience stimulation which had no significant difference with regard to gender. Their findings also showed that male students had statistically significantly higher scores on the motivation subscale.⁴¹ based on finding male students are superior in this regard and have a percentage of 77,6% while female students have a percentage of 73,4%. It means that male students male students have better motivation in online learning.

⁴⁰Taplin & Jegede

⁴¹ Orsini, C. Binnie, V. Evans, P. Ledezma, P. Fuentes F., & Villegas. M.J. (2015). Psychometric Validation of the Academic Motivation Scale in a Dental Student Sample. *Journal of Dental Education*, 79 (8), 971-981. DOI: 10.1002/j.0022-0337.2015.79.8.tb05989.x

In case to help-seeking and Use of Support Services, Ryan and Hicks reported evidence that female are more likely to seek help than men⁴². Based on finding, male students have factor contribute to the achievement on online learning based on help-seeking and Use of Support Services with the entire percentage 72,7%, while female students have factors contribute to the achievement on online learning based on help-seeking and Use of Support Services with the entire percentage 67,2%. From this finding we can see the male student are more likely to seek help and use of support services than female students.

Next, Family, Social and Work Contest. Based on finding male students are superior in this regard and have a percentage of 69.7% while female students have a percentage of 62,5%. This finding in line with Brent and Bugbee, they stated that female students find it necessary to combine multiple roles in the home and classroom⁴³. Many female are still expected to do all housework responsibilities, and have less free time than men, so their studies are affected by factors such as family organization and family. Interference with the family, and even the noise level at home when they are studying. mostly, they very often set a higher standard in their family and mother roles in an attempt to make up for the changes they must make to adapt to learning.

⁴² Ryan and Hicks

⁴³ Brent and Bugbee

And the last self-perception and attitudes. Hipp reported that most of the female students in her study had a negative view of themselves and their abilities to cope with tertiary studies⁴⁴. Because of this, they can easily lose motivation and find it difficult to cope, especially by asking for help or familiarizing themselves with the teacher in the traditional teacher-student hierarchical role. From the finding, male students have factor contribute to the achievement on online learning based on self-perception and attitudes with the entire percentage 58,7%, while female students have factors contribute to the achievement on online learning based on self-perception and attitudes with the entire percentage 50%. From this finding we can see the male students have better self-perceptions and attitudes in online learning compared to female students.

Based on explanation above, there were significant differences in each indicator between male and female student, where in all indicators male students are better to improve learning achievement. Previous study experience has the highest difference 8,9% between male students and female students where male students are better than female students. Self-perception and attitudes has difference 8,7% between male students and female students where male students are better than female students. Family, Social and Work Context has difference 7,2% between male students and female students where male students are better than female

⁴⁴ hipp

students. Help-seeking and Use of Support Services has difference 5,5% % between male students and female students where male students are better than female students. Purpose/ Motivation for learning has difference 4,2% % between male students and female students where male students are better than female students. Study habits and approaches has difference 3,6% % between male students and female students where male students are better than female students.

BAB V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on finding and discussion in the previous chapter, the researcher finally conclude that:

1. The result of the score in English subject on online learning female students are better than male students where it is certain that female students can pass more than male students.
2. Factors that contribute to the learning outcomes of gender differences, male students are better. Based on theory there are six indicators that become a reference to discover factors contribute to learning Achievement result. The researcher obtained data on gender differences to confirm that there were significant differences in improving learning achievement between male and female students. Based on the research findings, the researcher found that male students were better in their ways to improve learning achievement.

B. SUGGESTION

After getting the conclusions from the documents and questionnaires, the researcher would like to give some suggestions that might be useful for:

1) The Lecturer

Teachers should pay special attention to the problem of differences in learning outcomes between male and female students in English subjects because there are many differences between male and female students. Teachers need to provide more motivation to students so that students' interest in English subjects becomes better

2) The students

students should exchange information and discuss more often in learning regardless of their gender or gender.

3) The further researcher

For further researchers, it is recommended not only to look at learning outcomes on the factors that exist in this study, but to be more varied in looking for other factors that affect student learning achievement.

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**Appendix (questioner danvalidaai Questioner)
Blue Print of Questionnaire**

No	Variable	Indicator	Questions	Yes	No
1	1. Previous study experience	1. Those students who do not have a strong educational background lack the metacognitive skills for approaching their coursework and examinations.	1. Do you find it difficult to understand a subject or learning material ? 2. Do you find it difficult to understand an examination ? 3. Do you find it difficult to follow the learning process ? 4. Do you find it difficult to evaluate the result of a learning process ?		
		2. Students have lack appropriate reading skill for working with academic course material	1. Do you find it difficult to understand a reading material due to the lack of literacy level? 2. Do you possess low motivation level in reading? 3. Do you possess a troubled reading habit?		
	2. Study habits and approaches	1. a mismatch between the student's preferred learning style and the teacher's preferred teaching style.	1. Is the method or manner of teaching applied by the teacher not suitable for the students? 2. Do you work together with other students to improve your skill and ability? 3. Does the teacher's way of interaction show by the teacher not meet the students' expectation? 4. Do you feel motivated to study in hopes to be rewarded for getting a		

			good score by the teacher?		
	3. Purpose/ Motivation for learning	1. different components of motivation, individually or in various combinations, including external factors) motivation, Get the motivation to succeed, and even avoid failure.	1. Do you feel motivated to study due to having interest in subjects that suit you? 2. Does the teacher have his/her own designated rules for the learning process? 3. Do you feel motivated to study because of rules designated by the teacher for the learning process?		
	4. Help-seeking and Use of Support Services	1. achieving students were often more likely to seek help if they needed it and to do so in an effective, efficient way.	1. Do you seek assistance when faced with difficulties in learning? 2. Do you tend to handle difficulties by yourself when studying? 3. Do you join a course(s) to improve your English skills?		
	5. Family, Social and Work Contest	1. job commitment, family orientation, and learning status (such as a supportive family environment) affect their level of students' achievement.	1. Does your family burden you with too much housework? 2. Do you feel supported when faced with difficulties in learning? 3. Are your surrounding and environment supportive enough for your leaning process at home?		
	6. Self-perception and	1. Students' self-perceptions and attitudes	1. Do you feel confident in following the learning process?		

	attitudes	can have an effect on their achievement	2. Do you lose your confidence when faced with difficulties in learning process? 3. Do you possess the ability to develop the best way to solve problems during a learning process?		
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Koreksian validator

1. Menurut validator, karena variable yang diukur (faktor) adalah hal yang bersifat fluid atau non-matematis, maka adabaihnya menggunakan skalaliker daripada menggunakan skalagutmanse perti di atas. Skalaliker takan memungkinkan responden memiliki proses berfikir yang lebih kompleks untuk memberi judgment terhadap tiap item yang diajukan.
2. Akan lebih bagus apabila item dibuat kedalam bentuk pernyataan daripada pertanyaan, karena skalaliker itu komposisi dasarnya adalah pernyataan.
3. Terkait indikator yang peneliti gunakan, sudah bagus dan sesuai dengan teori yang ada di bab 2, namun peneliti perlumerinci item dengan uraian yang lebih tepat sasaran untuk merepresentasikan tiap indikator.
4. Peneliti wajib membuat terjemahan bahasa Indonesia dari tiap item karena respondennya adalah anak SMA yang (bisaditakar) tidak semuanya mampu mencerna maksud dari item berbahasa Inggris.
5. Silahkan peneliti buat kuesioner atau langsung adaptasi kuesioner yang validator contohkan dalam table di bawah ini.

Appendix (HasilValidasi)

**Blueprint of Questionnaire about factors contributing to students' achievements
in online learning**

Indicators	Sub- indicators	English Items	Indonesian Items	Scale			
				SD	D	A	S A
Previous study experience	A good educational background contributes to good metacognitive skills	My previous learning experiences make me capable of controlling my learning pace in online learning.	Pengalamanbelajarsaya membuatsayamampum engontrol proses belajarsaya di pembelajaran daring.				

		I am always diligent in learning at home, so I can learn very well during online learning.	Saya selaluran belajar di rumah, jadi saya mampu belajar dengan sangat baik selama pembelajaran daring.				
	A good educational background contributes to a good learning achievement	My previous learning experiences make me capable of completing examinations successfully during online learning.	Pengalaman belajar saya membuat saya mampu menyelesaikan ujian dengan baik selama pembelajaran daring.				
	A good reading skill contributes to a good learning achievement	I always read a lot at home, so that I can achieve very well in online learning.	Saya selalu membaca banyak di rumah, sehingga saya mampu berhasil dengan baik selama pembelajaran daring.				
	Early preparations contribute to a good learning achievement	Because I prepare for the examinations very well, I can finally complete my examination successfully during online learning.	Karena saya mempersiapkan ujian dengan sangat baik, maka saya akhirnya bisa menyelesaikan ujian dengan sempurna selama pembelajaran daring.				

	Early success contributes to a good learning achievement	I have previously been successful in learning, so I can be successful again in today's online learning.	Saya sudah berhasil di pembelajaran sebelumnya, maka saya akan berhasil juga di pembelajaran daring sekarang ini.				
Study habits and approaches	A mismatch between the student's preferred learning style and the teacher's preferred teaching style (Dihitung terbalik)	I don't like the teacher's teaching style during online learning because it doesn't match the way I learn.	Saya tidak suka cara menajar guru selama pembelajaran daring karena tidak sesuai dengan gaya belajarnya.				
	Teacher's style of interactions does not support effective learning (dihitung terbalik)	I don't like the way the teacher interacts with me because it makes me demotivated during online learning.	Saya tidak suka cara guru berinteraksi dengan saya karena membuat saya tidak termotivasi dalam pembelajaran daring.				
	Collaborative learning contributes to a good achievement	I like learning collaboratively with my friends because this way can make me comprehend better during online learning.	Saya suka belajar bersama dengan teman karena membuat saya paham lebih banyak selama pembelajaran daring.				
		Collaborative learning with my friends makes me well-prepared for	Belajar kelompok bersama teman membuat saya lebih siap menghadapi ujian.				

		examinations.					
Purpose/ Motivation for learning	External motivation	Because I expect that I will continue to the next class successfully, I learn very seriously during online learning.	Karenasayaberharapsayabisanaikkelasdengannilaimemuaskan, makasayabelajarsangatseriusdalamapembelajaran daring.				
		Because the teacher is strict to the learning rules, I finally learn very seriously during online learning.	Karena guru ketatdenganaturanpembelajaran, sayaakhirnyabelajar dengansangatseriusdalamapembelajaran daring.				
		Because I am afraid of failure, I then learn hard until I get a good grade.	Karenasayatakutgagal, makasayabelajarkeras sampaisayamendapatkannilaibagus.				
	Internal motivation	I feel that learning is part of my need, so I learn persistently every day.	Sayamerasabahwabelajaradalahbagiandarikedibutuhan, sehinggasyabelajarselalu dengan cara yang konsisten setiap hari.				
		I am always enthusiastic about learning more and more.	Sayaselaluantusiasuntukbelajar terus-menerus.				
		Without anyone else's commands, I love learning already.	Tanpaperintahdarisiapaun, sayasudahsukabelajar.				
Help-seeking and Use of Support Services	Achieving students are often more likely to seek help if they need it and to do so in	I always ask for help from the teacher when I get stuck at certain pace during online learning.	Sayaselalumintabantuan guru ketikasuatuwaktusayakebingungansaatpembelajaran daring.				
		I never hesitate to	Sayatidakpernahsungk				

	an effective, efficient way.	ask knowledgeable friends if I have a problem, so that I can learn better during online learning.	anbertanyakepadateman yang lebihpahamjikasayamemilikimasalah, sehinggasyabisabelajar lebihbaikselamapembelajaran daring.				
		I ask for help from the school administration if I have a technical problem during online learning, so I can learn better.	Sayamemintabantuanpihakadministrasisekolahjikasayamemilikimasalah teknisselamapembelajaran daring, sehinggasyabisabelajar dengan lebih baik.				
Family, Social and Work Contest	Job commitment	My responsibilities for housework can be managed well, so that I can invest and achieve well during online learning.	Tanggungjawab saya atas aspek kerja di rumah bisa dikendalikan dengan baik, sehinggasyabisaterlibat secara serius dan berhasil selamapembelajaran daring.				
	Family orientation	My family supports me all the way, so that I can learn and achieve well during online learning.	Keluargasayamendukung saya secara maksimal, sehinggasyabisabelajar dan berhasil dengan baik selamapembelajaran daring.				
	Learning status viewed from familial perspectives	My family views learning as part of my primary need, so that I am well-supported and can learn very successfully during online learning.	Keluargasayamemandang belajar sebagai kebutuhan pokok saya, sehinggasyaterdukung dengan baik dan mampu belajar dengan sangat baik selamapembelajaran daring.				
Self-perception	Positive self-concept	In my perspective,	Dalam sudut pandang saya, pembelajaran				

and attitudes	towards learning contributes to a good learning achievement	online learning is what I need nowadays, so I get myself engaged into online learning enthusiastically.	daring adalah apa yang saya butuhkan saat ini, jadi saya melibatkan diri dalam belajar daring dengan sangat antusias.				
	Positive attitudes towards learning contribute to a good learning achievement	I like online learning because I get much from online learning.	Saya sukabelajar daring karena saya banyak mendapat dari pembelajaran daring.				
		I think online learning makes me more independent to digest the given materials.	Menurut saya, pembelajaran daring membuat saya lebih mandiri dalam memahami materi ajar yang diberikan.				
		I will continuously get engaged actively into online learning.	Saya akan terus terlibat aktif dalam pembelajaran daring.				
Keterangan; SD (strongly disagree); D (disagree); A (agree); SA (strongly agree)							

Catatan validator

1. Khusus untuk item yang diberi kode (dihitung terbalik), maka pilihan Strongly disagree (SD) akan dinilai 4 (kebalikan dari urutan penilaian dasar)
2. Menurut validator, blueprint dan items yang validator contohkan sudah valid secara konten. Silahkan peneliti gunakan contoh yang validator buat, atau peneliti boleh buat sendiri dengan analogi dan konsep seperti contoh dari validator.
3. Selanjutnya, peneliti harus melakukan try out untuk menguji validitas konstruk dan reliabilitasnya.

Curup, 9 Februari 2022

Validator

RulyMorganna, M. Pd

Appendix (Questioner)

Nama :
Kelas :
Sekolah :

Blueprint of Questionnaire about factors contributing to students’ achievements in online learning

*SD (strongly Disagree)=sangattidaksetuju, D (Disagree)=tidaksetuju, A (agree)=setuju, SA (strongly agree)=sangatsetuju

Indicators	Sub-indicators	English Items	Indonesian Items	Scale			
				S D	D	A	S A
Previous study experience	A good educational background contributes to good	My previous learning experiences make me capable of controlling my learning pace in online learning.	Pengalamanbelajarsayamembuatsayamampumengontrol proses belajarsaya di pembelajaran daring.				

	metacognitive skills	I am always diligent in learning at home, so I can learn very well during online learning.	Saya selalu rajin belajar di rumah, jadi saya mampu belajar dengan sangat baik selama pembelajaran daring.				
	A good educational background contributes to a good learning achievement	My previous learning experiences make me capable of completing examinations successfully during online learning.	Pengalaman belajar saya membuat saya mampu menyelesaikan ujian dengan baik selama pembelajaran daring.				
	A good reading skill contributes to a good learning achievement	I always read a lot at home, so that I can achieve very well in online learning.	Saya selalu membaca banyak di rumah, sehingga saya mampu berhasil dengan baik selama pembelajaran daring.				
	Early preparations contribute to a good learning achievement	Because I prepare for the examinations very well, I can finally complete my examination successfully during online learning.	Karena saya mempersiapkan ujian dengan sangat baik, maka saya akhirnya bisa menyelesaikan ujian dengan sempurna selama pembelajaran daring.				
	Early success contributes to a good learning achievement	I have previously been successful in learning, so I can be successful again in today's online learning.	Saya sudah berhasil di pembelajaran sebelumnya, maka saya akan berhasil juga di pembelajaran daring sekarang ini.				
Study habits and approaches	A mismatch between the student's preferred learning style and the teacher's	I don't like the teacher's teaching style during online learning because it doesn't match the way I learn.	Saya tidak suka cara mengajar guru selama pembelajaran daring karena tidak sesuai dengan gaya belajar saya.				

	preferred teaching style (Dihitungt erbalik)						
	Teacher's style of interactions does not support effective learning (dihitungt erbalik)	I don't like the way the teacher interacts with me because it makes me demotivated during online learning.	Sayatidak sukacara guru berinteraksidengansayakarenamembuatsayatidaktermotivasidalampembelajaran daring.				
	Collaborative learning contributes to a good achievement	I like learning collaboratively with my friends because this way can make me comprehend better during online learning.	Sayasukabelajarbersamadenganteman karenamembuatsayapahamlebihbanyak selampembelajaran daring.				
		Collaborative learning with my friends makes me well-prepared for examinations.	Belajarkelompokbersamatemanmembuatsayalebihsiapmenghadapiujian.				
Purpose/ Motivation for learning	External motivation	Because I expect that I will continue to the next class successfully, I learn very seriously during online learning.	Karenasayaberharapsayabisanaikke lasdengannilaimemuaskan, makasayabelajarsangatserius selama pembelajaran daring.				
		Because the teacher is strict to the learning rules, I finally learn very seriously during online learning.	Karena guru ketatdengaturan pembelajaran, sayaakhirnyabelajardengansangatserius selampembelajaran daring.				
		Because I am afraid of	Karenasayatakutgagal,				

		failure, I then learn hard until I get a good grade.	makasayabelajarkerassampaisayam endaptkannilaibagus.				
	Internal motivation	I feel that learning is part of my need, so I learn persistently every day.	Sayamerasabahwabelajaradalahbagi andarikebutuhan, sehinggasyabelajarsecarakonsisten setiaphari.				
		I am always enthusiastic about learning more and more.	Sayaselaluantusiasuntukbelajarerus -menerus.				
		Without anyone else's commands, I love learning already.	Tanpaperintahdarisiapun, sayasudahsukabelajar.				
Help-seeking and Use of Support Services	Achieving students are often more likely to seek help if they need it and to do so in an effective, efficient way.	I always ask for help from the teacher when I get stuck at certain pace during online learning.	Sayaselalumintabantuan guru ketikasatuwaktusayakebingungans aatpembelajaran daring.				
		I never hesitate to ask knowledgeable friends if I have a problem, so that I can learn better during online learning.	Sayatidakpernahsungkanbertanyake padateman yang lebihpahamjikasyamemilikimasalah, sehinggasyabisabelajarlebihbaiksel amapembelajaran daring.				
		I ask for help from the school administration if I have a technical problem during online learning, so I can learn better.	Syamemintabantuanpihakadministrasisekolahjikasyamemilikimasalah teknisselamapembelajaran daring, sehinggasyabisabelajardenganlebih baik.				

Family, Social and Work Contest	Job commitment	My responsibilities for housework can be managed well, so that I can invest and achieve well during online learning.	Tanggungjawab saya atas pekerjaan di rumah bisa dikontrol dengan baik, sehingga saya bisa terlibat serius dan berhasil selama pembelajaran daring.				
	Family orientation	My family supports me all the way, so that I can learn and achieve well during online learning.	Keluarga saya mendukung saya secara maksimal, sehingga saya bisa belajar dan berhasil dengan baik selama pembelajaran daring.				
	Learning status viewed from familial perspectives	My family views learning as part of my primary need, so that I am well-supported and can learn very successfully during online learning.	Keluarga saya memandang belajar sebagai kebutuhan pokok saya, sehingga saya terdukung dengan baik dan mampu belajar dengan sangat baik selama pembelajaran daring.				
Self-perception and attitudes	Positive self-concept towards learning contributes to a good learning achievement	In my perspective, online learning is what I need nowadays, so I get myself engaged into online learning enthusiastically.	Dalam sudut pandang saya, pembelajaran daring adalah apa yang saya butuhkan saat ini, jadi saya melibatkan diri dalam belajar daring dengan sangat antusias.				
	Positive attitudes towards learning contribute to a good learning achievement	I like online learning because I get much from online learning.	Saya sukabelajar daring karena saya banyak mengerti dari pembelajaran daring.				
		I think online learning makes me more independent to digest the given materials.	Menurut saya, pembelajaran daring membuat saya lebih mandiri dalam hal mencerna materi ajar yang diberikan.				

		I will continuously get engaged actively into online learning.	Saya akan terus terlibat aktif dalam pembelajaran daring.				
Keterangan; SD (strongly disagree); D (disagree); A (agree); SA (strongly agree)							

Nama : Herli Gian Alfa Rezi
 Kelas : XIA1
 Sekolah : MAS OI DARUSSALAM

Blueprint of Questionnaire about factors contributing to students' achievements in online learning

*SD (strongly Disagree)=sangat tidak setuju, D (Disagree)=tidak setuju, A (agree)=setuju, SA (strongly agree)=sangat setuju

Indicators	Sub-indicators	English Items	Indonesian Items	Scale			
				SD	D	A	SA
Previous study experience	A good educational background contributes to good metacognitive skills	My previous learning experiences make me capable of controlling my learning pace in online learning.	Pengalaman belajar saya membuat saya mampu mengontrol proses belajar saya di pembelajaran daring.			✓	
		I am always diligent in learning at home, so I can learn very well during online learning.	Saya selalu rajin belajar di rumah, jadi saya mampu belajar dengan sangat baik selama pembelajaran daring.				✓
	A good educational background contributes to a good learning achievement	My previous learning experiences make me capable of completing examinations successfully during online learning.	Pengalaman belajar saya membuat saya mampu menyelesaikan ujian dengan baik selama pembelajaran daring.			✓	
	A good reading skill contributes to a good learning achievement	I always read a lot at home, so that I can achieve very well in online learning.	Saya selalu membaca banyak di rumah, sehingga saya mampu berhasil dengan baik selama pembelajaran daring.			✓	
	Early preparations contribute to a good learning achievement	Because I prepare for the examinations very well, I can finally complete my examination successfully during online learning.	Karena saya mempersiapkan ujian dengan sangat baik, maka saya akhirnya bisa menyelesaikan ujian dengan sempurna selama pembelajaran daring.			✓	
	Early success contributes to a good learning achievement	I have previously been successful in learning, so I can be successful again in today's online learning.	Saya sudah berhasil di pembelajaran sebelumnya, maka saya akan berhasil juga di pembelajaran daring sekarang ini.				✓

Study habits and approaches	A mismatch between the student's preferred learning style and the teacher's preferred teaching style (Dihitung terbalik)	I don't like the teacher's teaching style during online learning because it doesn't match the way I learn.	Saya tidak suka cara mengajar guru selama pembelajaran daring karena tidak sesuai dengan gaya belajar saya.				✓		
	Teacher's style of interactions does not support effective learning (dihitung terbalik)	I don't like the way the teacher interacts with me because it makes me demotivated during online learning.	Saya tidak suka cara guru berinteraksi dengan saya karena membuat saya tidak termotivasi dalam pembelajaran daring.				✓		
	Collaborative learning contributes to a good achievement	I like learning collaboratively with my friends because this way can make me comprehend better during online learning.	Saya suka belajar bersama dengan teman karena membuat saya paham lebih banyak selama pembelajaran daring.					✓	
		Collaborative learning with my friends makes me well-prepared for examinations.	Belajar kelompok bersama teman membuat saya lebih siap menghadapi ujian.						✓
Purpose/Motivation for learning	External motivation	Because I expect that I will continue to the next class successfully, I learn very seriously during online learning.	Karena saya berharap saya bisa naik kelas dengan nilai memuaskan, maka saya belajar sangat serius selama pembelajaran daring.				✓		
		Because the teacher is strict to the learning rules, I finally learn very seriously during online learning.	Karena guru ketat dengan aturan pembelajaran, saya akhirnya belajar dengan sangat serius selama pembelajaran daring.				✓		
		Because I am afraid of failure, I then learn hard until I get a good grade.	Karena saya takut gagal, maka saya belajar keras sampai saya mendapatkan nilai bagus.					✓	
	Internal motivation	I feel that learning is part of my need, so I learn persistently every day.	Saya merasa bahwa belajar adalah bagian dari kebutuhan, sehingga saya belajar secara konsisten setiap hari.					✓	

		I am always enthusiastic about learning more and more.	Saya selalu antusias untuk belajar terus-menerus.				✓	
		Without anyone else's commands, I love learning already.	Tanpa perintah dari siapapun, saya sudah suka belajar.				✓	
Help-seeking and Use of Support Services	Achieving students are often more likely to seek help if they need it and to do so in an effective, efficient way.	I always ask for help from the teacher when I get stuck at certain pace during online learning.	Saya selalu minta bantuan guru ketika suatu waktu saya kebingungan saat pembelajaran daring.					✓
		I never hesitate to ask knowledgeable friends if I have a problem, so that I can learn better during online learning.	Saya tidak pernah sungkan bertanya kepada teman yang lebih paham jika saya memiliki masalah, sehingga saya bisa belajar lebih baik selama pembelajaran daring.					✓
		I ask for help from the school administration if I have a technical problem during online learning, so I can learn better.	Saya meminta bantuan pihak administrasi sekolah jika saya memiliki masalah teknis selama pembelajaran daring, sehingga saya bisa belajar dengan lebih baik.					✓
Family, Social and Work Contest	Job commitment	My responsibilities for housework can be managed well, so that I can invest and achieve well during online learning.	Tanggung jawab saya atas pekerjaan di rumah bisa dikontrol dengan baik, sehingga saya bisa terlibat serious dan berhasil selama pembelajaran daring.				✓	
	Family orientation	My family supports me all the way, so that I can learn and achieve well during online learning.	Keluarga saya mendukung saya secara maksimal, sehingga saya bisa belajar dan berhasil dengan baik selama pembelajaran daring.					✓
	Learning status viewed from familial perspectives	My family views learning as part of my primary need, so that I am well-supported and can learn very	Keluarga saya memandang belajar sebagai kebutuhan pokok saya, sehingga saya terdukung dengan					✓

		successfully during online learning.	baik dan mampu belajar dengan sangat baik selama pembelajaran daring.				✓
Self-perception and attitudes	Positive self-concept towards learning contributes to a good learning achievement	In my perspective, online learning is what I need nowadays, so I get myself engaged into online learning enthusiastically.	Dalam sudut pandang saya, pembelajaran daring adalah apa yang saya butuhkan saat ini, jadi saya melibatkan diri dalam belajar daring dengan sangat antusias.			✓	
	Positive attitudes towards learning contribute to a good learning achievement	I like online learning because I get much from online learning.	Saya suka belajar daring karena saya banyak mengerti dari pembelajaran daring.			✓	
		I think online learning makes me more independent to digest the given materials.	Menurut saya, pembelajaran daring membuat saya lebih mandiri dalam hal mencerna materi ajar yang diberikan.			✓	
		I will continuously get engaged actively into online learning.	Saya akan terus terlibat aktif dalam pembelajaran daring.				✓
Keterangan: SD (strongly disagree); D (disagree); A (agree); SA (strongly agree)							



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KEPUTUSAN DEKAN FAKULTAS TARBIIYAH

Nomor : 1043 Tahun 2021

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor B.11/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;
- Memperhatikan** :
- Surat Rekomendasi dari Ketua Prodi TBI nomor : 104/In.34/ET.2/PP.00.9/07/2021
 - Berita Acara Seminar Proposal pada Hari Kamis, 11 Juli 2021.

MEMUTUSKAN :

- Menetapkan**
- Pertama** :
- Jumatul Hidayah, M.Pd** 19780224 200212 2 002
 - Sarwo Edy, M.Pd** 20011038702

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Lidya Analiza

N I M : 15552008

JUDUL SKRIPSI : Students Achievement Result in English Online as Observed from Gender Differences

- Kedua** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 3 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi :
- Ketiga** :
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan :
- Keempat** :
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku :
- Kelima** :
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya :
- Keenam** :
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** :
- Apabila terdapat keketiruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 09 September 2021
Dekan,



Tembusan :

- Rektor
- Bendahara IAIN Curup;
- Kabag Akademik, kemahasiswaan dan kerja sama;
- Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website : [Http://www.kemenagkph.co.id](http://www.kemenagkph.co.id)

Nomor : B-1009/Kk.07.08.1/TL.00/03/2022
Sifat : Biasa
Lampiran : -
Hal : IZIN PENELITIAN

07 Maret 2022

Yth,
REKTOR IAIN CURUP
Kabupaten Rejang Lebong
Jalan DR.A.K.Gani No.1 Kotak pos 108 Curup- Bengkulu

Menindaklanjuti surat dari Dekan Fakultas Tabiyah, IAIN Curup nomor:129/ln.34/FT/PP.00.9/02/2022, tanggal 16 Februari 2022, perihal sebagaimana pokok surat diatas, maka pada prinsipnya kami memberi izin penelitian kepada:

Nama/ NIM : Lidya Analiza /1555208
Fakultas/Program Studi : Tarbiyah / TBI
Judul Skripsi : Student Achievemnt Result In English Online as Observed From Gender Differences
Tempat Penelitian : MAS 01 Darussalam Kab.Kepahiang

Dengan ketentuan sebagai berikut:

1. Penelitian dilaksanakan mulai 16 Februari s/d 16 Mei 2022
2. Apabila telah selesai melaksanakan penelitian, agar yang bersangkutan Dapat menyampaikan hasil akhir kepada Kepala Kantor Kementerian Agama Kab.Kepahiang

Surat izin penelitian ini diberikan untuk dapat di pergunakan sebagaimana mestinya.



Tembusan:
1. Kepala Kanwil Kemenag Propinsi Bengkulu
2. Ka.MAS 01 Darussalam Kab.Kepahiang
3. Yang bersangkutan

No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	15/2020	Gocek judul karena kurang mengerti materinya		
2.	14/2020	Tambahkan Teori di Bab II		
3.	5/2021	dengan terdapat bahasa jurnal, kurang sumber atau footnote.		
4.				
5.				
6.				
7.				
8.				

No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	01/2020	Susunan kata-kata pada judul kurang pas		
2.	14/2020	Dalami lagi materi dan tambahkan Teori		
3.	20/21	Beck growth tidak pas fokuskan pada english learning		
4.	5/2021	Lanjutkan Bab/Bagian II		
5.				
6.				
7.				
8.				

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA: LIOVA ANALIZA
 MAHASISWA: TARBIYAH / TADULU BAHASA INGGRIS
 NIM: 15552008
 PEMBIMBING I: JUMATUL HIDAYAH M.Pd
 PEMBIMBING II: SARWO EDY M.Pd
 JUDUL SKRIPSI: Students Achievement Result in English as observed from Gender Differences

• Kartu konsultasi ini harap di bawa pada setiap konsultasi dengan pembimbing 1 dan pembimbing 2.
 • Diarjukan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolose yang disediakan.
 • Agar ada waktu cukup untuk memperbaiki Skripsi sebelum di ujikan di hadapan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA: LIOVA ANALIZA
 MAHASISWA: TARBIYAH / TADULU BAHASA INGGRIS
 NIM: 15552008
 PEMBIMBING I: JUMATUL HIDAYAH M.Pd
 PEMBIMBING II: SARWO EDY M.Pd
 JUDUL SKRIPSI: as observed from Gender Differences

Kami berpendapat bahwa skripsi ini sudah dapat dijadikan untuk ujian skripsi IAIN Cemp.

Pembimbing I: JUMATUL HIDAYAH
 NIP. 19780724200212002

Pembimbing II: SARWO EDY M.Pd
 NIP. 2007060102



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **An analysis of students' online learning achievement results as observed from gender differences**

Penulis : **Lidya Analiza**

NIM : **15552008**

Dengan tingkat kesamaan sebesar 25%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 20 Juli 2022

Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris



Sarwo Edy, M.Pd

BIOGRAPHY



Lidya Analiza is a Writer of this thesis. She was born on Kepahiang, 13th of Febuary 1997. Her parent are Mr. Zainudin and Mrs. Linda Susanti. When she was child, she took her education in SD N 07 Kepahiang (graduated 2008) and continued to SMP N 01 Kepahiang (graduated 2011). She continued to SMKN 02 Kepahiang (graduated 2014) and finally continued to Institute Collage for Islamic Studies especially English Language Teaching or English Study Program.

She has passed all the process in English Language Teaching and she was highly motivated in order to finish her thesis. Hopefully this thesis will give big contribution in education.

Finally, the writer thanks for finishing the thesis entitled **“Student’s Achievement in Online English Learning View From Gender Differences Perspective.”**

