



The Effect of Students' Adversity Quotient in the Pandemic Era on Their English Learning Achievement

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ABSTRACT

The obstacles and difficulties that students faced in the learning process during the pandemic era, which could have harmed their English learning achievement, inspired this study. This research sought to investigate the efficacy of Adversity Quotient training as a means of improving students' responses and capacities in dealing with issues during the pandemic era, which is likely to have a positive impact on their English learning outcomes. This study used an experimental design and a quantitative method. The cluster sampling technique was used to pick 78 students as participants. They are from the experimental class of XI MIPA 3 and the control class of XI MIPA 2. The experimental class received Adversity Quotient instruction, while the control group did not. Tests (pre-and post-tests), questionnaires, and documentation were utilized to collect data for this study. The hypothetical test was an independent sample t-test. According to the data obtained, the average post-test score in the experimental class was 79.69, while the control class was 76.21. The value of Sig. (2-tailed) in the hypothetical test was 0.022 (Sig. (2-tailed) 0.05). The null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted based on the interpretation. It means that Adversity Quotient training is highly successful in raising students' adversity quotients in order to improve learning outcomes during pandemics. This discovery is likely to assist teachers in improving students' answers and abilities when confronted with issues, which will have a positive impact on their English learning accomplishments during the epidemic period.

Keywords: Adversity Quotient, English Learning Achievement, Pandemic Era.

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INTRODUCTION

Learning English is now essential to most of people, and that is why it is taught from pre-school level to university level. There are several reasons why English is learned by many people. First, English has become an international language so it is widely used in various places and media. Second, because English has become an international language and is widely used in various places and media, good mastery of English is needed to support communication between individuals who have different nationalities. That is the reason why education curriculum in Indonesia includes English subjects ranging from pre-school level to university level. In implementing the

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curriculum and the learning process, the success or failure of students can be understood through the learning achievements that have been accomplished. Learning achievements is a measure to understand the level of student success in the learning process.

Normally, teaching and learning activities are conducted in face-to-face situations set in the classroom environment where teachers and students interact directly. However, the situation immediately changed when the World Health Organization (WHO) considered the COVID-19 virus outbreak to be categorized as pandemic due to its spread and harshness.ⁱ This condition really has a severe influence on every aspect of human life, starting from social, economic, and educational. Therefore, in the perspective of education, the Indonesian Ministry of Education and Culture released regulations to adjust the teaching and learning process in the middle of the pandemic era, which regulates every educational institution to change any offline activity becomes online activity through virtual platforms which means that teaching and learning process also transforms from face-to-face classroom to online classroom as known as Learning from Home.ⁱⁱ

Several problems and challenges are inseparably faced by students in the implementation of the learning process in the new situation. It forces the students to do learning activities by using unwell-prepared and low-specification devices they have. They face critical problems in the new learning situation, such as unstable internet connectivity, limited internet quota, limited space for interaction, and other technical problems.ⁱⁱⁱ Psychological and health issues are also faced by the students, such as demotivation, distraction to focus^{iv}, headache, sore eyes even, and even back pain once in a while.^v It can disturb their process to comprehend the learning material, which possibly affects their learning achievement.

However, the students with an excellent ability to face and respond to problems have a high possibility of conducting online learning well and then reaching their success in the learning process. This kind of ability owned by students is called Adversity Quotient (AQ), theorized by Paul G. Stoltz. According to Stoltz, someone's Adversity Quotient refers to his reaction to any kind of difficulty and determines how successfully someone achieves his goals in his life.^{vi} Therefore, it can be assumed that the Adversity Quotient of students will potentially have an influence on their results in the learning process in any subject during the pandemic era.

Research conducted by Diana Vivanti Sigit and others in 2019 about the effect of Adversity Quotient and gender on the learning outcome of high school students on Biodiversity subject revealed that Adversity Quotient could affect the students' learning outcome on Biodiversity subject.^{vii} Further research was completed by Mifta Hulaikah and others in 2020 about the effect of experiential learning and Adversity Quotient on students' problem-solving ability in vocational accounting college, which discovered that experiential learning made students' problem-solving ability better meant it had an effect on students' problem-solving ability, Adversity Quotient also had an effect on students' problem-solving ability.^{viii} Additionally, research conducted by Fiola Kuhon in 2020 focused on observing and comparing the college students' Adversity Quotient and academic performance in English subject. It aimed to inspect the hypotheses from several previous kinds of research, which showed that the Adversity Quotient significantly affected students' academic performance. The results showed that most students with a good Adversity Quotient have an excellent performance in English class.^{ix} However, most of those researches focused more on the effect of the Adversity Quotient on other variables, not on the way to improve

students' Adversity Quotient. Furthermore, those researches were neither conducted during the pandemic era nor had observed the situation in pandemic era which potentially can have a relation or effect to the variables. For that reason, this research aims to observe whether giving Adversity Quotient Training as the treatment which uses LEAD (Listen, Explore, Analyze, Do), has any effect on elevating Students' Adversity Quotient to improve their English learning achievement at the senior high school during the pandemic era.

METHOD

The method of this research is quantitative study because this research will calculate or quantify the number of measurements and research the variables being studied. Quantitative research works with statistics or numbers that allow researchers to quantify the world.^x Experimental research is applied as the type of quantitative research design applicable in conducting this research according to the condition in the field. It involves experimental and control groups and gives them the same pretest and post-test steps, but only the experimental group gets the particular treatment.^{xi}

The population of this research is the second-year students of MA Futuhiyyah 2, Mranggen, Demak. There are 264 students from 7 classes; 4 classes of Science study program, two classes of Social study program, and a class of Language study program in the second year that approximately consist of 31-40 students in each class. In this research, the Cluster sampling technique is applied to get the sample needed. This sampling technique is applied in this research because the population has been divided into several groups or clusters within an enormous population, which is too difficult to randomize the samples.^{xii} Moreover, the selected sample also required characteristics fixed before the research was conducted. 2 classes consisted of 78 students from eleventh grade MA Futuhiyyah 2 in Science study program that involved as the samples of this research. These samples are selected because they have characteristics that represent the most of the population; in this case, the samples have the same ability in English subject as the other study program classes except Language Study Program, which only have a class. Therefore, the samples are divided into two classes: the experimental class and another class as the control class.

Data Collection Technique

There are two techniques to collect the main data in this research, namely test, and Questionnaire. In addition, documentation is also used in this research to collect supporting data. The test is scientifically defined as the technique to measure a person or people's ability, performance, or knowledge.¹ The test is conducted in this research as the technique to collect the data of students' English learning achievement, which means that the test is used as the measurement of knowledge, skill, and ability acquired by the students in English subject after the learning process. The test in this research consists of Pre-test and Post-test for experimental and control classes. Especially for the experimental class, the pre-test is conducted before the treatment, and the post-test is conducted after the treatment.

The Questionnaire is used to obtain data related to students' adversity quotient or students' ability and attitude when facing problems or challenging situations in English Learning during the pandemic era. To ease in obtaining research data, the type of Questionnaire used is the Likert Scale. Participants' attitudes or opinions can be measured using a Likert scales Questionnaire designed to measure attitudes or opinions and use a fixed choice response format.^{xiii} The name of the Questionnaire which is used to measure Adversity Quotient (students' attitudes when facing problems or challenging situations) is ARP (Adversity Response Profile), the way of measuring Adversity Quotient developed by Paul G Stoltz. Measurement of ARP is based on the dimension of Adversity Quotient namely Control, Ownership, Reach, and Endurance and make acronym CORE. The result of this measurement determines how someone handles every obstacle and challenging situation in everyday life.^{xiv}

The last technique is documentation which is used to collect supporting data. Documentation is a record of events that have already passed.^{xv} Data from the results of the documentation can be in the form of writing, pictures, or one's monumental works. In this study, the use of documentation is to obtain English language scores in the first semester, and the scores will be obtained in written form.

FINDING

The design of this research is a quantitative research design; consequently, the data needed are obtained in the form of numbers. The quantitative data in the form of number need to be analyzed statistically. In analyzing the data obtained, this research applies Independent sample t-Test as the appropriate analysis method. This method is applied to test the research hypotheses based on the means of two samples.^{xvi} It examines the samples by comparing whether the means of the two data samples are significantly different or not.^{xvii} Therefore, this analyzing method can be applied to measure how far the variable influences the other variables.

In order to conduct the hypothetical test, this research applied Independent Sample T-test to examine the difference in average (Mean) of the data between experimental and control classes after getting treatments. In addition, in this research, it examined data from post-test and the Questionnaire given together with post-test by using SPSS version 16.0.

After the results of this test were gained, then it was interpreted as follows:

- H0: There is no significant difference between experimental class and control class
- H1: There is a significant difference between experimental class and control class
- If the significance value (2-tailed) > 0.05, there is no significant difference in the data. H0 is accepted.
- If the significance value (2-tailed) < 0.05, there is a significant difference in the data. H0 is rejected.

1) Post-test

The following are the hypothetical test results (Independent Sample T-test) for Post-test between control and experimental classes after getting treatments.

Table 1: Summary table

Group Statistics					
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-test in Experimental Class	39	79.69	5.535	.886
	Post-test in Control Class	39	76.21	7.452	1.193

Table 2: The Results of Independent Sample T-test for Post-test
Independent Samples Test

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Low er	Upper	
Hasil Belajar Siswa	3.719	.058	2.346	76	.022	3.487	1.486	.527	6.448	
			2.346	70.145	.022	3.487	1.486	.523	6.452	

Based on table 1 (Summary table) showed that the average (Mean) post-test score in the Experimental class (XI MIPA 3) is 79.69, and Control class (XI MIPA 2) is 76.21. Those results indicate that there is a different average between the experimental and control class. Still, it needs to be proven whether the difference is statistically significant or caused by an error.

In order to prove the difference, it can be seen in table 2 (The Results of Independent Sample T-test for Post-test) that the value of Sig. (2-tailed) is 0.022. According to the interpretation of that value, it means that the value of Sig. (2-tailed) = 0.022 < 0.05, then H₀ is rejected, and H₁ is accepted, so it can be concluded that the difference between the experimental and control class is statistically significant.

2) Questionnaire

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Here are the hypothetical test results (Independent Sample T-test) for the Questionnaire in post-test between control and experimental class after getting treatments.

Table 3: Summary table

Group Statistics					
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil Kuesioner ARP (in Post-test)	Post-test in Experimental Class	39	159.03	20.219	3.238
	Post-test in Control Class	39	144.41	17.172	2.750

Table 4: The Results of Independent Sample T-test for Questionnaire in Post-test

Table 4.20 shows that the Mean Questionnaire score in the Experimental class (XI MIPA 3) is 159.03, and the Control class (XI MIPA 2) is 144.41. Same as the result of the Post-test, these results show that there is a different Mean, but it needs to be verified whether the difference is statistically significant or caused by an error.

To verify the difference, table 4.21 shows the value of Sig. (2-tailed) is 0.001 which means that is less than 0.05 (Sig. (2-tailed) = 0.001 < 0.05). Based on the interpretation of the value, it is considered that H0 is rejected and H1 is accepted, so it can be concluded that the different Mean of Questionnaire scores between experimental and control class is statistically significant.

DISCUSSION

After a sequence of research stages was conducted, the research data collected were analyzed to obtain the research finding. The data analysis showed a different result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Kuesioner ARP (in Post-test)	Equal variances assumed	.911	.343	3.441	76	.001	14.615	4.248	6.155	23.076
	Equal variances not assumed			3.441	74.059	.001	14.615	4.248	6.152	23.079

after the treatment was given in the experimental and control classes. The average score from the pre-test in the experimental class was 71.49, and in the control class was 70.67; these scores were almost the same, which meant that both classes had the same ability. Then, the average score from the post-test in the experimental class after getting treatment was 79.69, and in the control class was 76.21. Those results exposed that an average increase occurred in both classes, but the average increase in the experimental class was higher than in the control class.

Similarly, a different result was also found in the data from the Questionnaire (Adversity Response Profile) which was used to identify and measure the students' Adversity Quotient. The average score from the first Questionnaire (together with the pre-test) in the experimental class was 143.95, and in the control class was 142.28; these scores explained that both classes were at the same AQ level, namely at the medium level (78-149). Then, the average score from the second Questionnaire (given together with post-test) in the experimental class after getting treatment was 159.03, and in the control class was 144.41. Those results also showed that the increasing average scores occurred in both classes, but it was numerously higher in the experimental class than in the control class. After getting treatment, the experimental class was able to elevate the AQ level from medium level to high level; meanwhile, the control class was still at medium level, although an increasing average slightly occurred. However, the average differences between the post-test and second Questionnaire need to be proven whether the differences are statistically significant or caused by an error. In order to verify the different average scores between experimental and control classes, Independent Sample T-test was conducted as the hypothetical test in this research.

Independent sample t-test calculation for post-test data showed that the value of Sig. (2-tailed) is 0.022 (Sig. (2-tailed) < 0.05). According to the interpretation of that value, then H_0 is rejected, and H_1 is accepted, meaning that the difference between the experimental and control classes is statistically significant. Therefore, it can be concluded that Adversity Quotient training significantly affects students' English learning achievement.

Moreover, the t-test calculation for the second Questionnaire showed that the value of Sig. (2-tailed) is 0.001 which means that is less than 0.05 (Sig. (2-tailed) < 0.05). Based on the interpretation of the value, H_0 is rejected, and H_1 is accepted, which means that the different average questionnaire scores between the experimental and control class are statistically significant. So, it can be concluded that Adversity Quotient training significantly affects students' Adversity Quotient.

Based on the t-test results, it can be seen that a significant increase occurred in the experimental class, both students' English learning achievement and their Adversity Quotient. However, when comparing the results of the t-test between both data, a more significant improvement occurred in students' AQ than their English learning achievement. It means that AQ training influences students' English learning achievement and their AQ, but the effect was more significant on students' AQ.

The different treatment given to both classes was the different treatment that affected the better English achievements and Adversity Quotient scores between experimental and control classes. The experimental class was given Adversity Quotient training. In this treatment, the students were given insight into the Adversity Quotient and ways to help students improve and elevate their AQ by applying LEAD (Listen, Explore, Analyze, and Do), a method applied and stated by Stoltz in his book. Their improved Adversity Quotient made them respond better to the difficulties they faced during

learning and made them able to get through the difficulties. Their better AQ also made them not give up easily when facing many difficulties in learning, especially during the pandemic, which disrupted the learning process. Therefore, the students who had better AQ could maximize their learning process, and as a results, they could get better learning achievement.

CONCLUSION

According to the findings from data analysis of this research conducted, it can be concluded that Adversity Quotient training as the treatment has a significant effect on students' English learning achievement and their Adversity Quotient.

Giving Adversity Quotient training to students made them have a better response whenever facing difficulties and able to pass through them in their learning process. The students also did not easily give up when they faced any difficulty in learning, especially during the pandemic era; as a result, it made they were able to optimize their learning activity to get better achievement in English learning. It is also expected to make them resilient in the learning process and their daily lives. So, in general, Adversity Quotient training has a significant effect on students' English learning achievement during the pandemic.

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