

An Analysis of Factors Influencing the Students' Learning English Achievement

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ABSTRACT

The researcher conducted this study to reveal what factors were dominantly influencing the problem. The descriptive quantitative research used a total sampling technique which collects data through questionnaire. After collecting data from the questionnaire, the researchers identified the dominant factors that affect the English language skills of second grade students with a high average percentage. Based on the results of the study, it is shown that of the two factors that affect students' achievement in learning English, external factors are known with results (55.90%) and internal factors with results (54.40%). The dominant factor influencing the achievement of learning English in which the dominant is the external factor, namely the student's environmental factor, which was chosen by the respondents as much as 55.90%. Thus, it is concluded that external factors have a dominant influence on English learning achievement.

Keywords: Students' Achievement, Factors

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INTRODUCTION

The success of learning English activity is influenced by many factors. The factors may occur before or during the process of the activity. Some factors come from the students' surroundings, some others are from the students themselves such as motivation, interest, etc. The factors that take part in students' learning processes are caused by many factors that come from inside and outside the students. Those factors can be broadly categorized as internal and external factors (Chairunnisa, 2020). It means that learning English affecting internal factors are factors that come from inside the students. The external factors are factors that come from outside the student. According to (Mustamin, 2014), learning achievement is the result of learning after participating in a learning program which is stated by a score or value. Measurement of student achievement informal education has been determined in a quarterly period and is often referred to as mid-semester (UTS) and final semester exams (UAS), but in learning achievement, it is expected that improvements are made in the material being taught can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both or these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence. They are (Guerid,

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2015): Intrinsic motivation, Extrinsic motivation. An intrinsically motivated student is already eager and prepared to learn English; he does not need his teacher to tell him that English is important or a universal language. He is inertly ready for learning English. Intrinsic motivation refers to motivation concerned in activities for its own sake (Shcunk, 2012). Internal motivation involves motivation to do something for its own desire. This motivation is appeared from ourselves. (Dornyei, 1998) that teacher's skill in motivating students should be seen as the central in teaching and learning process. Teacher is the key instrument to handle and organize students in the classroom.

Besides, there are many reasons for factors influencing the Students' English Achievement. It can stem from students' reaction to their teacher's behavioral, from other factors inside the classroom, or outside factor, according to (Harmer, 2002) problem in learning as follows : 1) The family: students' in their families have a profound influence on their attitudes to learning and authority. 2) Education: previous learning experiences of all kinds affect students' behaviour. 3) Self-esteem: self-esteem may result partly from teacher approval (especially for students), from a student's peers (especially for adolescents). 4) Boredom: when students are engaged with a task or a topic they are unlikely to behave disruptively but if they lose that engagement they may misbehave. 5) External factors: some external factors may affect students' behavior too. If they are tired they are unable to concentrate. If the classroom is too hot or too cold this may result in students being too relaxed or too nervy.

Other expert Kumaravadivelu states that problem in learning refers to learner internal and learner external factors, the factors as follow: 1) Individual factors: age and anxiety. 2) Negotiation factors: interaction and interpretation. 3) Tactical factors: learning strategies and communication strategies. 4) Affective factors: attitudes and motivation. 5) Knowledge factors: language knowledge and metalanguage knowledge. 6) Environmental factors: social context and educational context. (Kumaravadivelu, 2006). Besides, (McMillan, 1996), "The sample is the group of elements, or a single element, from which data are obtained." So, it can be concluded that the sample is the part of the population that is going to be researched by the researcher in finding the data.

In supporting this research, these are several relevant studies conducted by some researchers as reviewed about factors influencing Students' English Achievement is a thesis entitled "Analysis of Some Causal Factors of Students' Problem Learning English" written by Yayah Kudsiyah. The method used in this research is descriptive with qualitative analysis. The writer describes the data that is taken through a questionnaire by using percentage formula. Then the writer analyzed the data qualitatively. The writer has researched SMP Al- Inayah, Kutamukti, Karawang, specified to the second-grade students, the year 2007- 2008. After doing the research, the writer concludes that the dominant causal factor of Students' English Achievement problem at second-grade students of SMP Al- Inayah comes from family. It means that the family has not maximized their role in supporting, motivating, paying attention, and monitoring the development of the Students' English Achievement. Therefore, the students are not aware and do not study it seriously.

The second is the thesis entitled "*Factors Influencing Students' Interest In Learning English at the First Year Students of SMUN 3 Rumbai*", is written By Atia Rahmah. Based on the data analysis, it can be seen that the factor that influences students' interest is categorized into the middle (70.60%). Some factors influence students' interest in learning English. They are internal factors (come from the students themselves such as physical condition, intelligence, attainting and readiness) and external factors such us family teacher, school, and peer. The dominant factors that influence students' interest are school factors.

Based on a review of relevant studies and researches above, this research difference with relevant studies above, above focus factors problem English learning and the same

analysis factors in English. The researcher will conduct a researcher with the title "An analysis Factors on Influencing the Students' English Achievement at the Second Grade of SMK in Academic Year 2020/2021". the purposes of this research are: to find out dominant factors that influence Students' English Achievement at the Second Grade of SMK in Academic Year 2020/2021.

Based on the preliminary research that is done by the researcher with one of the English teacher at SMK Kesehatan Prima Nusantara Bukittinggi in the second grade on February 14, 2020. The researcher found that some of the students had problems in learning English. The first problem is based on the interview and data, it means students' learning english achievement scores in the last academic year, the English teacher said that some of the second-grade students still had difficulties in learning English. It can see on graphic students' scores, the mean of students' scores between each semester did not improve. The diagram below was the result of the data mean of the students' English learning achievement score.

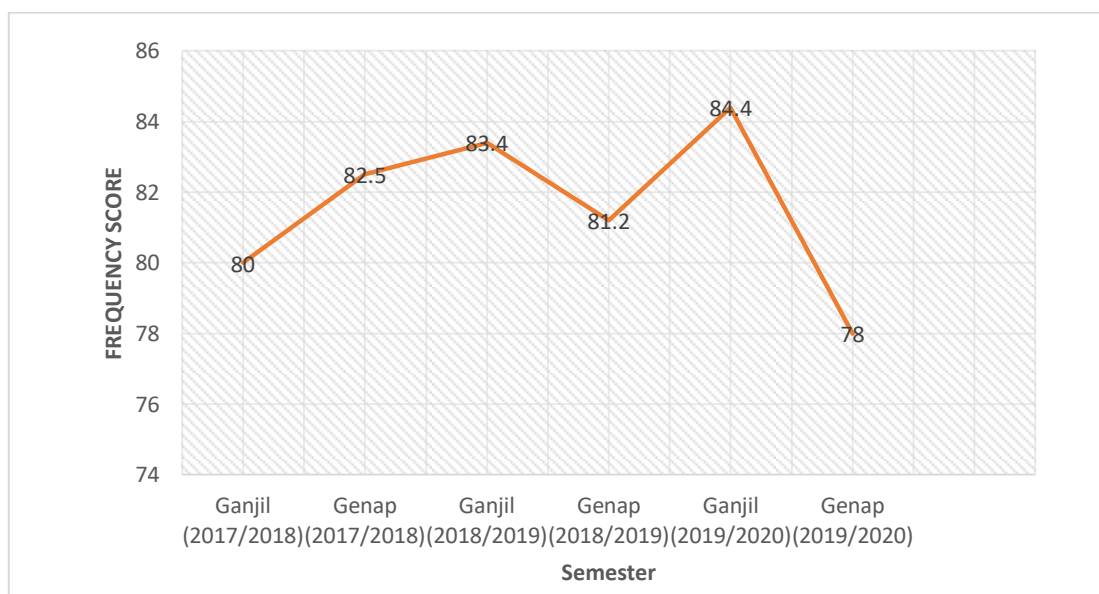


Figure 1. The Data mean of students' English Learning Achievement at The Second Graders of SMK Prima Bukittinggi

The second problems were some of the students cannot achieve the KKM. The minimum criteria of a passing grade for the second-grade students of SMK are 75. The writer found that only 22 students or 44% of 50 students in the second grade could reach the minimum criteria for a passing grade. It means that most of the students got a low score.

The last is the researcher also interviewed some students' SMK, especially the second grade. Based on the result of interviewing some students, they said that they wanted to have good English skills, but they lack the motivation to write and they considered the English subject is boring and difficult. Besides, not all students have a good desire and interest to learn English subjects.

Based on problem above, the students' English learning achievement still low such as students did not pass KKM, the mean students' score did not improve on academic year 2017/2018 – 2019/2020 each year and the students lacked motivation. The students' English learning achievement still low the researcher assumed that it was influencing some factors. the factors were internal factors such general physiological conditions, psychological conditions, the five senses condition, intelligence / intelligence, talent, motivation and factor external such environmental factors instrumental factors. It can be concluded that, the research will find out dominant factors that influence Students' English Achievement at the Second Grade of SMK in Academic Year 2020/2021. Based on the background above, this

research is considered to conduct on factors influencing the Students' English Achievement. For this reason, the researcher is interested in researching the title "An Analysis of Factors Influencing the Students' English learning achievement at the second grade of SMK Kesehatan Prima Nusantara Bukittinggi in academic year 2020/2021". Hopefully, this research will give a positive contribution to the learning process in the classroom.

METHOD

Based on the problem that is stated in the previous chapter, the researcher uses descriptive quantitative. Descriptive quantitative is a numeral that is related to statistic descriptive such as measuring scale, portrays graphic, and variability. The population of this research is the second-grade students of SMK Kesehatan Prima Nusantara Bukittinggi in the 2020/2021 period. There are two classes. Then, the sample in this research is the students of XI Farmasi & XI Perawat because the technique is applied in these classes. A sample consisted of 50 students. In this research, the researcher uses two instruments; they document' test and the questionnaire. The data in this research be collected through questionnaires. In analyzing the data, the researcher used descriptive analysis. The researcher uses validity to test the list of questionnaire items. The purposes of the validity focus on the content and instrument function. This questionnaire is analyzed by using judgment experts (Gay, 1990). According to (Sudijono, 1987) The research uses a description of quantitative which has a goal to analyze the factors that influence students in learning English. Therefore, all data will be calculated for the percentage of the data. The technique of analyzing the data in this research is the percentage technique by using the formula that suggested by Sudijono as follow.

$$p = \frac{f}{n} \times 100\%$$

p= Percentage

f= Frequency of total score

n= Amount of response

FINDINGS AND DISCUSSION

This research used descriptive quantitative. The data was collected from the second grade semester of SMK Kesehatan Prima Nusantara. There were 50 students as population and all of students of the second grades as the sample. The data was in form of questionnaire and supported by students' document test. In distributing the questionnaire and students' document test, the researcher gave explanation and time to answer the questions honestly. It is about what are the dominant factors that influence Students' English Achievement at the Second Grade of SMK in Academic Year 2020/2021. In conclusion, the data from questionnaire and students' documents test was analyzed to answer research question.

As stated in the technique of data analysis in chapter III, the procedures that were used by the researcher after collecting the data through questionnaires was calculated percentage of the data and finding mean of percentage, then made explanation and conclusion. After collecting the data from questionnaire. The researcher identified and classified the dominant factors influence students' English at the Second Grade of SMK in Academic Year 2020/2021 with high mean percentage.

Based on the description and analysis of the data above, the researcher found that the average percentage of the questionnaire was 69% with a strong category. It is stated that most of the students sometimes choose as their answer from the questionnaire statement. Comparison between two factors that influence students' English learning achievement, namely internal factors with an average percentage of 54.40% in the moderate category and external factors with an average percentage of 55.90% in the strong category. From the results of this study, it can be distinguished that the percentage of results from external factors is higher than the percentage results from internal factors. Based on the

interpretation table of the highest percentage, the dominant factor affecting the English Learning Achievement in Second Grade SMK in Academic 2020/2021 is external factors (55.90%) between 41% - 60% in the sufficient category.

As can be seen in the previous chapter that stated by Chairunnisa The success of learning English activity is influenced by many factors. The factors may occur before or during the process of the activity. Some factors come from the students' surroundings, some others are from the students themselves such as motivation, interest, etc. The factors that take part in students' learning processes are caused by many factors that come from inside and outside the students. Those factors can be broadly categorized as internal and external factors. It means that learning English affecting internal factors are factors that come from inside the students. The external factors are factors that come from outside the student.

Finally, the findings had supported the theories and findings suggested by some experts and the researchers that was helped by comparing the questionnaire results with students' achievement score results. It was implied in the findings that dominant factors that influence students' English Achievement at the Second Grade of SMK in Academic Year 2020/2021 was external factor (55.90%) between 41% - 60% with enough category.

CONCLUSIONS

From the results of research conducted by researchers, it can be concluded that the dominant factor is external factors. External factors are factors that come from outside the individual concerned. In the 25 statements, it can be concluded that the average percentage of the questionnaire is internal factors with an average percentage of 54.40% in the sufficient category and external factors with an average percentage of 55.90% in the strong category. The average percentage of factors that affect the highest student's English learning achievement is external factors, which come from school environment factors with an average percentage of external factors (55.90%) between 41% - 60% in the sufficient category. In conclusion, the dominant factor affecting the English Learning Achievement of Class II Vocational High School students for the 2020/2021 academic year is external factors (55.90%) between 41% - 60% in the sufficient category.

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