EXTERNAL FACTORS INFLUENCING ENGLISH LEARNING ACHIEVEMENT

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Abstract

This research was descriptive. The purpose of this research was to describe the degree of external factors (social factors and economic status) which may influence English achievement of the Ninth Grade students of SMP Bumi Khatulistiwa Kubu Raya in Academic year 2017/2018. The participants of this research were 20 students taken purposively from Class A and B. This research used an indirect and documentary technique to collect the data. The data collecting tool was questionnaire. This research used Likert Scale to analyze the data. The research finding showed that (1) social factor is the most influencing external factor of English learning achievement. Classmate relationship is the main external factor of social factor. The percentage of social factor 57.79%. (2) The percentage of economic status is 42.21%. Home facilities is the main influencing external factor of economic status.

Keywords: External factors, English achievement, influence.

INTRODUCTION

English is one of the subjects examined in the National Examination of junior and high schools in Indonesia. As a foreign language, English is not easy for Indonesian's students to learn. There are students who get high achievement but there are also students who get low achievement. Those achievements caused by various factors, for examples teacher quality, teaching strategy, age, and class size.

There are factors which influence students learning achievement. The factors are divided into internal and external factors. Johnson (2006) claims that foreign language learning achievement can be determined by internal and external factors. Ellis (1986) claims that the internal factors are attitude, personal practice, and study habit. The external factors are factors that come from outside individual. In this research the external factors of students' learning achievement are social factors and economic status. Identifying internal and external factors for student is important because it will help the teacher to teach the students correctly. Carrote (1999:411) explains that identifying the external factors and internal factors that influence students' learning and thus achievement continues to be an important objective of educators at all levels.

Lira Risfayanti (2014), analyzed the external factors consist of social factors, input and interaction. Social factor includes student's learning environment. It can be home (family), school, and community. This research relates to the previous study by Lira Risfayanti (2014). But this research but this research focuses on different major factors. Unlike a study conducted by Lira Risfayanti (2014) which differentiated the factors into two main factors (social factor and interaction), this research analyzes two major factors, they are social factors and social economic factor. The finding of the research showed that the most influencing social factor of English learning achievement was social factor especially classmate relationship. Interaction between students and their classmate influences their English learning achievement. The most influencing economic factor of English learning achievement was home facilities.

This research is descriptive research. This research will describe the external factors influence English achievers. The data of this

research was collected by questionnaire in order to find out what factor is most influencing student' English learning achievement.

Learning English as a second language is an attempt to reach beyond the confines of first language into a new language, new culture, a new way of thinking, feeling and acting. Brown (2000, p.5) refers language to an arbitrary system of vocal, written, and symbol which is used for communication between one another. According to Scarino & Liddicoat (2009, p.16), language is something that people use to express, create, and interpret meanings and to establish social and interpersonal relationship.

Teaching has a purpose to make students understand about the lesson. Brown (2000, p.7) defined teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Guidance and instruction are playing important role in teaching and learning process. The way teacher guide and give instruction will influence students understanding.

Ellis (1986, p.100) states that social factor are external to the learner and concern the relationship between the learner and native speakers of the L2 and also between the learner and other speakers of his own language . The learners need help and support from people around them whether they are more capable person such as teacher, expert, and native speakers or from the other learners who have similar proficiency.

The social factors that may influence the process of language learning are home/ family and school. According to Rosenbusch (1987, p.3), parents can demonstrate their positive attitude toward the learning of a foreign language by actively participating in their children's learning both at home and at school. Consciously or unconsciously, learners influenced by their parents in learning. Parent's attitude toward the language and culture may effect the learners' success in learning the language. There are some ways for parents support their children in learning

English such as give positive view about English and culture, appreciate the children's progress in learning English, read stories, folktales, magazines or newspaper that use English, play active games in the foreign language, sing English songs, use English in daily conversation, etc.

Other social factor is school. School is the place where the students learn English as one of the subject of learning. Teacher and school environment and facilities are the factor that may influence students at school. A teacher has an important role in teaching and learning process. S/he is an instructor for the students. Teacher is not only teach the students but also develop the materials, techniques, and strategy for teaching learning process. Teacher need to have training to get knowledge of preparing good lesson plan, providing learning resources, and selecting appropriate teaching method to create a good learning condition. It is why the teacher may influence students' English learning achievement.

According to Olson & Kellum (2003, p.12), school environment influences students' performance in learning. Students need to have learning environment which can support their learning process or activities. Sustainable schools and good qualities of lighting, site planning, indoor air quality, acoustics, healthy building materials, and use of renewable energy benefited student achievement. Bullock (2007, p.82) found that students performed better in schools that were new or renovated recently than in the older one. The overall building condition, the age of the building, and the windows in the instructional areas were positively related to student achievement.

Earthman (2002) state that school facilities had an impact on teacher effectiveness and student performance. Older facilities had problems with noise level and thermal environment. Therefore, the age of school buildings played an important part in students' performance. Caine & Caine (1991) state that the learning environment should be safe, challenging, comfortable, social, and enriched. Learning opportunities did not

necessarily take place in the classroom setting. Learning opportunities could take place in the hallways, outdoors, or during lunchtime.

METHOD OF RESEARCH

In carrying out this research, the writer applies descriptive quantitative research method. Best and Khan (2006:24) stated that descriptive research (quantitative) uses quantitative methods to describe what is, describing, analyzing, and interpreting conditions that exist. It involves some types of comparison or contrast and attempts to discover relationships between existing non manipulated variables. Statistical analysis is used to describe the results of the study.

Moreover, Best and Khan (2006:118) a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

A descriptive method is describing and interpreting a current event, condition and situation of the present. This research employs the descriptive method because the writer intends to find and describe the present condition of the sample about external factors of english learning achievement based on the factual data.

Table 1. Participants of The Research

Class	Students
IX A	17
IX B	17
Total	34

Best and Khan (2006:13) A sample is a small proportion of the population that is selected for observation and analysis. There are 20 participants in this research consisting of 10 high achievers and 10 low achievers. This research applies purposeful sampling to have students with high and low achievement. Purposeful sampling is mostly used in qualitative research of which the goal is to select persons, places, and things that can provide the richest and most detailed information to help the researcher answer the research questions (Lodico et al, 2010). The participants will purposively taken from Class A and B. They are the students with high and low achievement.

This research used indirect and documentary technique to collect the data. The indirect technique was intended to collect the data about the external factors of English learning achievement that influence the Ninth grade students of SMP Bumi Khatulistiwa in academic year 2017/2018.The documentary

technique was selected to have the data about students' English learning achievement. It was obtained from the English teacher of Ninth grade students. The students' score was from the report book at the end of the semester. The data in this research were collected by using closed-ended questionnaire. Creswell (2012:386) stated that in closed-ended questionnaire, the researcher provides response options for the participants.

In this research, the writer used likert scale in providing response options for the participants. Likert scale is one of methods mentioned by Best and Khan (2006) to measure the opinion or attitude of the participants and it takes much less time to construct, it offers an interesting possibility for the student of opinion research. It contains five statements and each statement has a scale value ranging from 1 to 5.

In this research, the writer used likert type questionnaire and interview as the tool of

data collecting. The likert type questionnaire divided under two major factors, and economic status. The questionnaires distributed to the grade eighth students' class IX A and IX B of SMP Bumi Khatulistiwa Kubu Raya to find out the factor that most influencing students' learning achievement. The likert type questionnaire consists of 20 statements. It was made based on indicators of factors that considered as potential factors that influencing students learning achievement.

The procedures of data collecting in conducting the research are as follows: (1) Designing questionnaire that will be use to collect the data, (2) Questionnaire distribution. Questionnaire will distribute to the samples that have been selected. (3) Analyzing the data that has been collected to answer the research question.

After collecting the data from the whole respondents, the writer will interview the students who have high score on the questionnaire. Then the writer analyzed the data by counting the percentage of each individual answer of the questionnaire. Best and Khan (2006:330) believe that the attitude or opinion scale may be analyzed in several ways and simplest way to describe opinion is to indicate percentage responses for each individual statement.

Each statement on the questionnaire had a scale value ranging from 1 to 5. The scale indicates of positive sense of strongly agree has a score 5, the scale indicates of positive sense of agree has a score 4, the scale indicates sense of undecided has a score 3, the scale indicates of negative sense of disagree has a score 2, and the scale indicates of

groups: sociall negative sense of strongly disagree has a score 1.

In order to determine In order to determine the most influencing factor of English learning achievement, the writer analyzed the data from the questionnaires by calculating the percentage of each factor. The factor that has the highest percentage determines as the most influencing factor of English learning achievement. The writer used the following formula to determine the percentage of each factor.

$$Percentage = \frac{Mean\ of\ factors}{Sum\ of\ mean} \times 100\%$$

FINDING AND DISCUSSION
Finding Research

After the questionnaires were collected, the data were tabulated (see appendix 3). The score of students' answer of the questionnaire were analyzed in order to determine the most influencing factor of English learning achievement in SMP Bumi Khatulistiwa Kubu Raya. The data was analyzed by counting the percentage of each factor by using the formula as mentioned in the Chapter III.

The questionnaire consists of 20 question items, each item contains five statements and each statement has a scale value ranging from 1 to 5. Strongly agree has a score 5, agree has a score 4, neutral has a score 3, disagree has a score 2, and strongly disagree has a score 1. Factor that has the highest percentage determines as the most causing factor of students' difficulties in writing thesis. The detail result can be seen from the table below.

Table 2. The Score of Item

The Students' Respond Options					Score of Each Item
1.	0	0	6	8	6	69
2.	0	0	5	10	5	68
3.	0	0	3	14	3	67

4.	0	0	5	11	4	82
5.	0	3	7	10	0	60
6.	0	2	9	6	3	74
7.	0	1	2	14	3	66
8.	3	2	6	8	1	79
9.	0	8	0	12	0	65
10.	0	0	8	10	2	88
11.	1	1	13	3	2	84
12.	0	1	12	5	2	72
13.	1	4	9	5	1	49
14.	1	2	8	3	6	63
15.	0	1	6	9	4	75
16.	0	2	7	6	5	86
17.	2	10	2	5	1	76
18.	4	5	4	7	0	54
19.	1	3	4	11	1	54
20.	3	1	12	4	0	57
Total						**1388**

The total score of social factor is 802 with the mean is **72.9** and the percentage is **57.79%**. Social factor consists of 11 items, the description below is the detail description of each item in the social factor ranging from the highest score to the lowest score. Item that has the highest score of this factor is the item number 10 (Having good relationship with your classmate may influence your English learning achievement). There was no student who answered strongly disagree and disagree, 8 students answered neutral, 10 students answered agree, and 2 students answered strongly agree, the score of this item is 88. Item number 11 (Practicing your English with your classmate may influence your English learning achievement) has the score 84. In this item, there was 1 student who answered strongly disagree, 1 student answered disagree, 13 students answered neutral, 3 students answered agree, and 2 students answered strongly agree.

In the item number 4 (Being motivated by your parents may influence your English learning achievement), there was no student who answered strongly disagree and disagree, 5 students answered neutral, 11 students answered agree, and 4 students answered strongly agree. The score of item number 4 is 82. Item number 8 (Being motivated by your English teacher may influence your English learning achievement) has the score 79. In this

item, there were 3 students who answered strongly disagree, 2 students answered disagree, 6 students answered neutral, 8 students answered agree, and 1 student answered strongly agree. Item number 6 (Having good facilities at school (computer, library, internet, etc,) may influence your English learning achievement) has the score 74. In this item, there was no student answered strongly disagree, 2 students answered disagree, 9 students answered neutral, 6 students answered agree, and 3 students answered strongly agree. Item number 1 (Having educated parents may influence your English learning achievement) has the score 69. In this item, there was no student who answered strongly disagree and disagree, 6 students answered neutral, 8 students answered agree, and 6 students answered strongly agree.

Item number 2 (studying with your parents may influence your English learning achievement) has the score 68. In this item, there was no student who answered strongly disagree and disagree, 5 students answered neutral, 10 students answered agree, and 5 students answered strongly agree. Item number 3 (Practicing your English with your parents may influence your English learning achievement) has the score 67. In this item, there was no students who answered strongly disagree and disagree, 3 students answered neutral, 14 students answered agree, and 3 students answered strongly agree. Item number 7 (Having good school building may influence your English learning achievement) has the score 66. In this item, there was no student who answered strongly disagree, 1 student answered disagree, 2 students answered neutral, 14 students answered agree, and 3 students answered strongly agree. Item number 9 (Getting a reward from your teacher in learning may influence your English learning achievement) has the score 65. In this item, there was no student who answered strongly disagree, 8 students answered disagree, no student answered neutral, 12 students answered agree, and no student answered strongly agree. Item number 5 (Getting a reward from your parents in learning may influence your English learning achievement) has the score 60. In this item, there was no student who answered strongly disagree, 3 students answered disagree, 7 students answered neutral, 10 students answered agree, and no student answered strongly agree.

Economic status have the lowest mean score and percentage among the two factors. The total score of the economic factor is 586 with the mean is **65.1** and the percentage is **42.21%**. Economic factor consists of 9 items, the description below is the detail description of each item in the economic status factor ranging from the highest score to the lowest score. Item that has the highest score of this factor is item number 16 (Having good facilities at your home (computer, internet, etc) may influence your English learning achievement), the score is 86. In this item,

there was no student answered strongly disagree, 2 students answered disagree, 7 students answered neutral, 6 students answered agree and 5 students answered strongly agree. Item number 17 (Having a lot of English books at your home may influence your English learning achievement) has the score 76. In this item, there were 2 students answered strongly disagree, 10 students answered disagree, 2 students answered neutral, 5 students answered agree, and 1 student answered strongly agree.

Item number 15 (Having a well-provided home environment is helpful an may influence your English learning achievement) has the score 75. In this item, there was no student answered strongly disagree, 1 student answered disagree, 6 students answered neutral, 9 students answered agree, and 4 students who answered strongly agree. Item number 12 (Having parents who can fulfil your needed in learning may influence your English learning achievement) has the score 72. In this item, there was no student answered strongly disagree, 1 student answered disagree, 12 students answered neutral, 5 students answered agree, 2 students answered strongly disagree. Item number 14 (Having one or both of your parents who employed in decent job may influence your English learning achievement) has the score 63. In this item, there were 1 student answered strongly disagree, 2 students answered disagree, 8 students answered neutral, 3 students answered agree, and 6 students who answered strongly agree. Item number 20 (Coming from wealthy family may help you in learning English) has the score 57. In this item, there were 3 students answered strongly disagree, 1 student answered disagree, 12 students answered neutral, 4 students answered agree, and there was no student who answered strongly agree. Item number 18 (Coming from wealthy family may influence your English learning achievement) has the score 54. In this item, there were 4 students answered strongly disagree, 5 student answered disagree, 4 students answered neutral, 7 students answered agree,

and there was no student who answered strongly agree. Item number 19 (Coming from wealthy family may give you self confidence in learning English) has the score 54. In this item, there were 1 student answered strongly disagree, 3 student answered disagree, 4 students answered neutral, 11 students answered agree, and 1 student who answered strongly agree. Item number 13 (the nature of your parents' occupation may influence your English learning achievement) has the score 49. In this item, there were 1 student answered strongly disagree, 4 students answered disagree, 9 students answered neutral, 5 students answered agree, and 1 student who answered strongly agree.

Discussion

The research finding shows that the most influencing factor of students' English learning achievement is social factor, which has the highest mean score and percentage. In social factors there are family factor and school factor. Among 11 items of the questionnaire school factor especially classmate relationship got the highest score in the research. It shows that students' achievement may influence by their classmate. On the questionnaire most of the students agree that studying and practice with their classmate may influence their English learning achievement. Two studies in the 70s by Summers and Wolf (1977), and Henderson, Mieszkowski and Sauvageau (1978), have shown that students achieve higher if they are placed with high performing peers. This result showed that students achievement affected by classmate relationship. (Hill and Flynn 2006) State that peer group might help to make students feel more comfortable and relaxed and possibly reduce the anxiety related to attempting the target language. According to those researches, it proves that students will get high achievement when they work together with their classmate.

The next external factor that influences students' English learning achievement is economic status. Among 9 items of the questionnaire home facilities got the highest score in the research. They agreed if they have good home facilities such computer, internet, etc, may influence their English learning achievement. Dubey (1972) states that the most important predictor of achievement in school associated with the family is socioeconomic status. Good home facilities can make the students easier to get their needed in learning English. Students from low socioeconomic backgrounds who attend poorly funded schools do not perform as well as students from higher social classes (Eamon 2005).

CONCLUSION AND SUGGESTION
Conclusion

Based in the research finding it can be concluded the most influencing external factor of English learning achievement is social factor. Classmate relationship is main influencing external factor of English learning achievement.

Suggestion

Based on the research, so the sugestion are; (1) The students should be more selective to choose their classmate in order to increase students English achievement, (2) The teacher should give the student tasks in groups in order to increase students English achievement, (3) It would be better if there is a research study about how to increase the positive factors and decrease the negative factors of external factors.

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