

FACTORS INFLUENCING STUDENT'S ACHIEVEMENT IN LEARNING ENGLISH OF INDONESIAN DEPARTMENT AT STKIP YAYASAN ABDI PENDIDIKAN PAYAKUMBUH

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi prestasi siswa dalam belajar bahasa Inggris jurusan bahasa Indonesia di STKIP Yayasan Abdi Pendidikan Payakumbuh. Penelitian ini dilakukan dari penelitian kualitatif deskriptif dengan menggunakan kuesioner dan tanya jawab sejawat untuk memeriksa kepercayaan data. Itu diberikan kepada 25 siswa dari departemen Indonesia yang dipilih dengan menggunakan teknik purposive sampling. Temuan penelitian ini menunjukkan bahwa skor tertinggi dari faktor-faktor yang mempengaruhi prestasi belajar siswa adalah faktor Internal yaitu faktor Psikologi dengan skor 815. Dapat disimpulkan bahwa faktor psikologis sebagai atmosfer positif yang secara ekstrinsik memotivasi mereka dalam belajar terutama dalam bahasa Inggris.

Kata kunci: Belajar Bahasa Inggris, faktor-faktor yang mempengaruhi dalam belajar Bahasa Inggris, prestasi siswa

Abstract: The purpose of this study was to find out the factors influencing student's achievement in learning English of Indonesian department at STKIP Yayasan Abdi Pendidikan Payakumbuh. This study was carried out of descriptive qualitative research by employing questionnaire and peer-debriefs to check the trustworthiness of the data. It was given to 25 students from Indonesian department selected by using purposive sampling technique. The findings of this study show that the highest score of the factors that influence the learning achievement of the students is the Internal factor that is Psychology factors with the score 815. It can be concluded that the psychology factors as positively atmosphere which extrinsically motivated them in learning especially in English.

Keywords: Learning English, factors influencing in learning English, student's achievement

A. Background

As an international language, English is very important to learn for students. As we know, any source books written in English and students need English to support their study. By having good communication in English, students can get the bright future or continue their study to abroad. These become the reason why parents care to educate their students to be able in English. English subject given to students start from junior high school, senior high school and university. Students from all departments of university are given English subject as the compulsory subject. In learning English, there are four skills that have to be learned by students. They are reading, writing, speaking, and listening. Students learn English with the materials and activities to achieve the target. English learning Achievement is the measurement of students' success of their study in learning English subject. As we know, differences in students' learning achievement are always happening. But, there are some factors influence their

achievement in learning English. Moreover, for students from non-English department have different target and different feeling of English.

In STKIP Yayasan Abdi Pendidikan Payakumbuh, English subject given to all department students and every department has their own target in learning English, Especially for Indonesian department student, they learn English in the first semester of academic year. As non English department student, Indonesian department's student also need to learn English. They learn it for some reasons. One of them is to support their study or to have communication for international field. Students may get higher in learning achievement and some may not. In learning process, learning achievement can be seen generally by the result of students' final examination and mid test which is described in "KHS". If the result is good, it means that students have already mastered the materials that taught by the teacher. However, if the result of the test does not fulfill the learning achievement target, it means that there is something less in the process of learning therefore the successful of the students in learning foreign language can be affected by some factors. As Ballard and Bates (2008: 536) reported on their journal, they concluded that the factors influence students learning achievement are the motivation, responsibility of the students, teacher, socioeconomic status, and home/family. Then, Ellis (2003:24) in his book, explain there are three factors that can influence learning achievement; they are external factors come from outside of the students; it may be in the form of social factors, input and interaction. Internal factors are the factors which come from students' individuality. Individual differences are individual learner differences and learning strategies.

Internal factor, also called Physiological aspect is the study of human behavior through physiological impact. It is one of determining factors for students in learning English achievement. Beside of that factor influencing students achievement in learning English is external factors. One of the external factor is family, parents education, relationship between parent and children, economic condition and home condition. There are factor influencing student achievement in learning English. Students achievement is impacted on numerous levels including students' personal factors, their interactions with others such as parents, teachers, and administrators and lastly the larger systems that multicultural relations.

Richards and Schmid (2000:298) learning is a process by which change in behavior, knowledge, skills, etc. it comes about practice, instruction or experience and the result of such a process. So, learning comes from practice or experienced that is can changes behavior, knowledge and others. Slameto in Rane (2003:2) said that learning is an effort process that is done by someone to get a change of fully new behavior as a result of own experience in interaction with the environment. According to Djamarah in Kusriani and Prihartanti (2014:132) achievement is output from an activity that has been done or created as individual or group. It show students' mastery about learning material that has been given by the teachers. It can be said that English learning achievement is output from activity about English learning that shows students' comprehension about English learning material.

In addition, Good in Phye (1997:4) also states that achievement is defined as accomplishment or proficiency of performance in a given skill or body of knowledge; progress in school. It can be concluded that English learning achievement is proficiency or result from progress in school that is got from learning about English. According to Suryabrata in Kusriani and Prihartini (2014:133) factors that influence English learning achievement can be classified into two, they are: 1) Internal Factor. It is factor that comes from individual self such as physiological factor and psychological

factor. Physiological factor comes from condition of individual's body. It usually relates with physical functions like health, the five senses, etc. whereas, psychological factor relates with something psychologically like motivation, interest, talent, and cognitive ability; and 2) External factor, It is factor that comes from out individual self such as social factor and non social factor. The meaning of social is human (fellow being), it can be the human is present or not. Whereas, non social factor can be said as uncountable. For examples: weather condition, atmosphere, location for learning and tools or facilities for learning. Based on above explanation, the researcher was interested in doing analysis research to find out the factors influence the students' achievement at Indonesian department of STKIP Yayasan Abdi Pendidikan Payakumbuh.

B. Research Methodology

This research was descriptive qualitative research. According to Gay et.al (2011:7) state of qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual (i.e. nonnumerical) data to gain insights into a particular phenomenon of interest. The participant was a person who provided data for a research study. The participants of this research were the students at Indonesian department in 2017/2018 academic year of STKIP Yayasan Abdi Pendidikan Payakumbuh. There were choosing 25 students for the participant. The participant were taken by purposive sampling. To get the data the researcher used questionnaire. The research uses peer debriefing technique to check the trustworthiness of the data. Based on Gay et.al (2011:157) likert scale requires an individual to respond to a series of statement. Each responses is assigned a point value, and individual score is determined by adding the point values of all the statements. It can be said that likert scale is the way to analyze the data by giving score to the statement which is exist in a questionnaire. As follow: always = 5 point, often = 4 point, sometimes = 3 point, seldom = 2 point, never = 1 point.

C. Results and Discussion

There were two factors students achievement in learning English, they were Internal factor and External factor. **Internal factor** they were: Bodily Factor/physiology and Psychology Factors and **External Factor** they were: Social factor, Cultural factor, Circle physical factor and Circle spiritual factor. Students achievement is impacted on numerous levels including students' personal factors, their interaction with others such as parents, teacher, and administrators and lastly the larger systems that multicultural relations. The location can make the students study hard and can found new idea in the study. The situation of this school is not too noisy. It makes students learn in a quiet condition. So students achievement in learning English, the students can be to concentration to learn and can get good achievement.

Factor influencing students achievement in learning English of Indonesian department was Internal factor. Internal factors consist of intelligence or intelligence, attention, talent, interest, motivation, maturity, preparedness and fatigue. Motivation as a factor in (inner) the functions to generate, underlie and direct the action of learning. Motivation can determine whether or not to achieve goals, so the greater the motivation will be the greater success of learning. Students get ready to prepare themselves to start the lesson and students' achievement can be good from themselves too. The most dominant factor to influence student achievement in learning English was psychology factors there were Motivation.

The students may be motivated because they have good self-concept, values, needs, and goals to be achieved, Many students motivated to learn English, that motivation comes from within themselves. Is stated by Muliani et.al (2015:191) there are factors that influence students' learning achievement, such as: Motivation, motivation has important role in education, especially if it is related with daily activities. Through motivation, someone can developed initiative power and it will direct someone's diligence in learning.

From data analysis, it can be describe as follow:

1. Internal factor

Bodily factors

In bodily factor, the students' answer of statement in questionnaire most result high score with the total score 663. It is because the students had set their body and have a good spirit in learning English, and then they also use their strategies in learning to achieve, their a good fresh brain in learning English. In learning English, the students were never sick, and have a good condition, and have a good mood. Mental health and emotional calm will lead to good learning outcomes as well as ever-successful learning will bring one's self-esteem.

Psychology factors

In Psychology factors, the researcher found the result of factor influencing students achievement with the score 815. This factor is influence the result of accomplishment of students in learning English to get the highest score. They can get a good achievement with a good psychology from themselves. Psychology factor is multi discipline academic always focuses about unique topic and interest psychology for example: intellectual factor (potential and aptitude) and non intellectual (interest and motivation). The family is the center of education first and foremost. Their parents support them to study, because the parents attention is the center of education first and foremost. These factors include the family environment each individual or student needs the attention of parents in achieving learning achievement. Because the attention of these parents will determine a student can achieve high learning achievement. Parental concern is manifested in love, giving advice and so on.

2. External Factor

Social factors

In this factor, the researcher found the result of students answer of questionnaire with the score 766. It can be seen, the students able to motivate from themselves outside to influence achievement in learning English. A few of them do not influenced the other people to make spirit for themselves in learning, but also many of them like make a group or society to learning English together, because it can be make them to be more active in learning English. Friends get along very influential for children. So the obligation of parents is to supervise and give understanding to reduce the association that can give negative impact for the child. Activities in society can also be influential in children's learning. The role of parents here is to provide direction to the child so that activities outside of learning can be followed without forgetting the task of learning.

Cultural factors

In cultural factor, the researcher got the score of students answer is filmy with social factor, because the total score 786. In learning English, the students that to knew always try to communicate to another people or their teacher to speak English, to a

good English achievement. Everyday, They always use the native Language with their friend and their teacher and when they study English in the classroom, they also use the native Language when learning English its happen to get a good cahievement in English.

Circle physical factors

Furthermore, the next factor influencing students achievement in Learning English is Circle physical. The researcher found the result of students answer of questionnaire with the score 521. It can be seen a few of them to motivate in learning English and can a good of the result in their achievement was learning facilities. It can be happen because probably they feel embarrassed to ask from their society. The presence of events or impressions that get education or knowledgesuch as intelligent meticulous, news and so forth.As a learning resource for students in completing the task given by the teacher.

Circle spiritual

It is the low score that the researcher got from questionnaire with the score 223. It can be happen because in learning the students do not have optimism to study and they also can not pray to God after the study finished. Spiritual intelligence is the ability to give meaning to the worship of every behavior and activity, for it will give man the ability to distinguish good from bad, give man a moral sense and give man the ability to adapt himself to new rules. Relates to the importance of students' spiritual intelligence and learning achievement.

Based on the explanation above, the researcher concluded that the factor influencing students'achievement in learning English of Indonesian department at STKIP Yayasan Abdi Pendidikan Payakumbuh is Internal and External factor. It was found that most factors influence students achievement is Internal Factor with he most dominant Psychology factor with the total 815.

D. Conclusion

From the research findings, the highest of total score of factor influence students achievement in learning English was Internal Factor with dominant indicators is Psychology factor (815). So, it can be concluded that factor's influence English achievement of students is Internal Factor. This factor comes from individual self such as psychological factor. That's relates with something psychologically like motivation, interest, talent, and cognitive ability. Meanwhile, the least factor English achievement is circle spiritual factor. It can be seen a few of student who had low optimism and spiritual in learning. They still can not initiative in learning English. Based on the conclusion above, the researcher suggested for: The researcher suggest the teacher to give explanation or specific information about what kind of dominant factors to learning English to improve students achievement.It is suggest to the students to get a good achievement in learning English for the step one to using about that's factors. The researcher suggest that this research can be inspiring for other researcher and it can useful to give the information to the next researcher to do the research in analyzing the factor influencing students achievement in learning English.

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