

CHAPTER I

INTRODUCTION

A. The Background of The Study

Learning is an activity in the transfer of knowledge so that someone who does not know become know. Therefore learning has a very long journey is called a process. So, in a process not always run matching with the expectation, it definitely has an obstacles that must be passed in order to get these aim.

According to C.T Morgan in his book *Introduction to Psychology*, learning is a relative permanent change in behavior as a result / outcome of past experience. In summary he says that learning is any relative permanent change in behavior that occurs as a result of training or experience the students undergo a learning process .¹

According to above learning is a “process” that will leave a result of those experiences, With the students' learning activities can have a room called a process to determine how much ability they have, but with the process students also can hone their abilities, so long as they learn that will produce results.And it is clear, in here that learning

¹ Morgan, C.T. & King R.A.; *Introduction to psychology*, TMH edition, New Delhi, 1975

is an students experience towards the changes that pass through certain processes.

According to Syaiful Bahri Djamarah in his book *Psychological Study* is a series of activities to learn the sense of body and soul to obtain a change in behavior as a result of individual experiences in interaction with the environment that involves cognitive, affective and psychomotor.²

According to above opinion that is learning activity. the students will interact with the environment, especially in the learning process that will involve cognitive, affective and psychomotor. And this is make students have a special experience during the learning process.

The framework for understanding the psychological basis of learning has gradually shifted from behaviorism to cognitivism since the 1960s (Anderson, Rēder, & Simon,1995; Bredo,1997)³.

Increasingly learners are perceived to have more responsibility for their own learning. Learners are no longer viewed as passively being ‘instilled’ with information and knowledge; they are actively

² Djamarah,syaiful bahri, *Psikologi Belajar*, Jakarta : Rineka Cipta, 2008

³ Anderson, JR., Reder.,L.M.& Simon,H.A (1995).”*Situated Learning and Education*”.

involved in reorganizing and reconstructing their existing knowledge with new knowledge (Perkins, 1992) .⁴

According to some opinions the above it is clear that learning is a process that has stages of journey. and each journey was to have an experience and the obstacles that may affect the results of student achievement. Therefore, learning also as a result of individual experiences in interaction with the environment about the cognitive, affective and psychomotor.

The general factors that affect the process of learning outcomes can be divided into two categories, is namely internal and external factors. These factors have the affect to each other in the individual processes that determine the quality of student learning outcomes. The purpose of the internal factors are factors that come from within the individual, while external factors that affect learning can be classified into two, that are: environmental factors social and non-social environmental factors.

The role of a teacher is giving lessons to students. This means that when teachers are teaching, it is expected that students are able to learn. But from here there are things that often happens as follows;

⁴ Perkins, D.N. (1992). *SMART SCHOOL*. New York: The free press

when a teacher has to teach well, appearing variety of responses from students, among others, there are students who study hard, there are students who pretend to study, students who learn with a half-hearted, and even some students who actually do not learn. In understanding of the concept it self regulation is important in the development of these achievement capabilities for the role teachers and students.

Based on My observation in SMP Nusa Plus Cipondoh – Tangerang City, the students are interest less in English learning achievement , because many factors that affect student interest, especially in English lessons, one of which is a less supportive environment awareness important role of language in this era of globalization and the minus motivation of family role and mindset of parents who thinks English lessons is the science of the ‘‘world’’ so not required to be mastered. Therefore there are several internal and external factors that can be affect the level or interest in student learning so that an effect also on student English learning achievement in class.

From description above, the writer conducted the study for his paper with the title **‘‘AN ANALYSIS ON EXTERNAL AND**

INTERNAL FACTORS INFLUENCING STUDENTS ENGLISH LEARNING ACHIEVEMENT”.

B. Identification of The problem

Based on the background of the study above, the researcher focused on the students English learning achievement (factors), because many factors (external and internal) that influence students English learning achievement.

C. The Limitation of The Study

This study is use case study, focusing on the description the external and internal factors that influence students English learning achievement. The researcher has identified about students achievement, therefore the researcher just choose simple the external and internal factors of students in this study is the first grade of SMP Nusa Plus Cipondoh-Tangerang City.

D. Statements of The Problem

The focus of the problem in this study, as follows:

1. What are the external and internal factors that influence students English learning achievement?
2. How do the external and internal factors influence student English achievement?

E. The objective of the research

The specific objectives to be achieved in this research, are:

1. To know the elements of the external and internal factors can be affective to students English learning achievement.
2. To know the manner and role of the external and internal factors that influence students English learning achievement.

F. The significance of the study

Results of the study will be of great benefit to the following:

1. Students

The results will provide the students with some knowledge on the external and internal factors, and how can be handle it. It will give the students a realization that factors useful to both the student and the process of study him. At the end of this study students would finally know why the external and internal factors have been a major problem to him.

2. Teachers

The given data would guide the teachers on what to do with the students. The teachers would be able to understand on why some students speechless and less motivation and less enthusiastic for English learning.

3. Headmaster

Like the teachers, the headmaster too will understand why their students need facilities to support in learning English, so that students are excited and motivated to continue learning. The given data would help them formulate measures to help their students in learning process. The findings would also help them learn the actions of their students.

4. Writer

Through this study, the writer is able to know the students' achievement in learning English and try to find the way to solve it. Besides, the teachers can adapt the good strategy and technique in teaching and to know the daily students use interview.

G. Methodology of The research

1. The Objective of The Research

The objective of the research is to collect information and to find the problem of student learning English achievement.

2. The Time and place of The Research

The writer started conducting the research when she was.

3. The Method of The Research

To answer the statements of the study above, the writer uses two kinds of ways, the library study and field research. In the library study the writer reads some books, papers, internet and other references concerning to the topic she discussed. She also visited some libraries such as Main Library IAIN SMH Banten, library of Faculty of Education and Teachers Training, and Syarif Hidayatullah state Islamic university, and etc.

In the field research, the writer takes the observation, gives the test and does the interview to the English teacher and to the first year students of SMP NUSA plus Cipondoh -Tangerang City.

H. The Organization of Writing

This paper consists of five chapters. The first chapter is introduction and it consists of eight points. The first point is background of the study. The second is identification of the problem. The three is seven of limitation the problem then, statement of the problem. The next point is the objectives of the study. Another point is significance of the study, methodology of the research and the last is organization of th paper.

The second chapter is theoretical framework. It consists of three points. The first point is about the meaning of external and internal factors that discuss about definition and elements of external and internal factors. Second point is about learning, which discusses about it is definition of learning from the mastery . The last point is about learning achievement, it discusses definition.

The third chapter of this paper is the methodology of research, which consists of the method of the research, research instrument, the data resources, the technique of data collection, and the technique of data analysis.

The next chapter is research finding and discussion. Research finding describes that include of the result from the interview and the data result from observation.

The last chapter is conclusion and suggestion. The write analyzes figurative language in the short story, and concluded the result in this chapter. In addition, the writer wrote the suggestion to students and teachers and future researchers in this last chapter.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Meaning of External and Internal Factors

External factors that are things a beyond the individual whose existence affects the dynamics of development. Namely the development of the students' learning process. Which include external factors, is others: social factors, cultural factors, environmental factors of physical and non-physical environmental factors.

According Muhibbin Shah (2006: 144) that student achievement is influenced by at least two factors namely: external factors and internal factors⁵.

According to the above opinion that external and internal factors is one that can be affect the level of learning and development of students in general. So that I will discuss here is only the problem of external factors that influencing students in English learning achievement”

⁵ Muhibbin syah “*psikologi belajar*” Jakarta: PT. Raja Grafindo Persada. 2003

B. Elements of the External Factors

External factors can be divided into three, there is: family factors, school factors, and community factors.

1. Family

In educational psychology book explained that: "situation of family (father, mother, brother, sister, brother) very influential to children of the success in family. Parental education, economic status, home, the relationship of parents, words and guidance of parents can be affect the learning achievement of children⁶". (H. djaali, 2008: 99)

According to the above opinion that family factors is affect learning include how parents educate, relations between members of the family, the house, the family's economic situation, understanding parents, and cultural background.

2. School

School is a place where direct students learn in classrooms alongside the existing facility to the school building. According to the experts say: "the place, school buildings, teacher quality, educational instrument, the school environment, and the pupil teacher ratio and

⁶ H.Djaali, *Psikologi Pendidikan*, Jakarta: Bumi Aksara, 2008

class size (40-50 students) can be affect of learning⁷. (H.djaali, 2008: 99)

That argument is the point out the existence of considerable in influence among state school environment with the learning achievement of children. Among others, school factors include teaching methods, curriculum, student relationships with students, school discipline, lessons and school time, lessons and school time, learning standards, state building, learning method and assignment.

3. Community

Communities are external factors that also affect student learning. It happened because of the influence of the student presence in the community. Community factors discuss about students activity in society, mass media, friends hang out, and shape people's lives, all of which affect learning.

The experts say "if around the residence state of society consists of people who are educated, especially the children the average high school and the moral good, then it will encourage children to study hard"⁸. (H.djaali, 2008: 100)

⁷ Ibid

⁸ Ibid

According to the above opinion that the community is one of the external factors that can be affect the level of learning / student achievement, especially in this English language learning.

C. Elements of the Internal Factors

Internal factors consist of two general groups these are physiological factors and psychological factors:

a. Physiological factors

There are two kinds of physiological condition. The first is general physiology condition. This condition influences students learning process. Students who have good health condition will increase their learning capacity. While students who are sick or have bad health condition has weak physic, so their sensory and motorist nerve become weak. As the result, students who are in poor health will find it difficult to learn because they become tired soon, dizzy, sleepy, less of concentration, and lazy to study. Wasti Sumanto said that learning needs healthy condition. People who sick because of certain disease and exhaustion will not learn effectively. (Soemanto, 1990:121) \

The second is particular physiology condition that related to the function of five senses in learning process especially sight and

hearing, and also another physical defect will disturb students concentration in learning process.

b. Psychological Factors

Saifuddin Azwar (2002) divides psychological factor into two types, these are cognitive and non-cognitive variable. Cognitive variable consist of talent and intelligence. While non-cognitive variable consist of interest, motivation and students maturity.

1. Intelligence

According to David Wechsler, intelligence is people ability to think and act in order and also handle and master the environment effectively. Intelligence factor is related to IQ. Every people have different IQ level. Someone who has IQ 110-140 is categorized as smart people, and people who have IQ over 140 are categorized as genius people. This category has potency to finish under graduated. Someone who has IQ less than 90 is categorized as dullard and has many difficulties in learning .

This factor has big influence for students learning achievement. If someone intelligence is low and he/she doesn't

get help from teacher and parents, his/her effort in learning will get a bad result or even fail.

2. Talent

Talent is a potency or basic skill which is brought since we bore (Ahmadi, 1991:78) . Every people have different talent and someone will learn something that appropriate with his/her talent. Someone will easier to learn something based on his/her talent. If someone learn about a subject that contrary with his/her talent, he will be bore and desperate soon. It is shown by students who always disturb learning process, make something crowded, and don't pay attention to the subject so they get low grade.

3. Interest

Interest is trend to choose something that appear from us to pay attention, accept and do something without compulsion and it is thought important or useful for ourselves.

Students who don't have interest to a subject will appear difficulties in learning. Interest occurs from students learning needed become support for them to do learning process.

If students don't have interest about the subject, maybe it doesn't appropriate with their talent, their needed or their skill. It and will occur a problem to student. Students' interest can be observed from students' way in follow learning process, their note, and activity in the class.

4. Motivation

Motivation means that "everything that pushes someone to do something" (Purwanto, 2007:69) there is motivation that comes from ourselves and from outside. Motivation pushes someone to get good achievement and reaches the success or gets something that becomes his/her goal and someone's participation in a project.

Motivation as internal factor has function to occur, becomes a basic and directs learning process. Motivation can determine the way to reach the goal so learning success is as big as motivation. Someone who has big motivation will study hard, doesn't give up, and always read books to increase his/her achievement. In contrary, students who have low motivation don't care with the lesson, give up immediately and always disturb learning process. So, they get many difficulties.

5. Student maturity

Maturity factor has important role for students' development either physical or spiritual to reach a good cognitive, affective and psychomotor development.

D. Definition of Learning

Learning is the development of knowledge, skills and new attitudes as the interaction of individuals with the information and the environment. Furthermore Driscoll (2000) examine the definition of two assumptions; The first, learning is seen as a change in human performance and The second, the change occurred as a result of the student experience and interaction with the environment.

As quoted by Barlow (1985) in his book Educational Psychology: The Teaching-Learning Process, that opinion learning is a process of adaptation (adjustment behavior) which takes place progressively. This opinion was expressed in a summary statement, that learn is; "a adaption process of progressive behavior ". Based on experiments, B.F. Skinner believes that the adaptation process proficiency level will bring optimal results if he was given a booster (reinforcement).

Chaplin (1972) in the Dictionary of Psychology learning limit with two kinds of formula. The first of formula is: "acquisition of any Relatively permanent change in behavior as a result of practice and experience ". The second of formula is "the process of acquiring both responses as a result of special practice".

Learning is often defined as a relatively lasting change in behavior that is the result of experience. Learning became a major focus of study in psychology during the early part of the twentieth century as behaviorism rose to become a major school of thought. Today, learning remains an important concept in numerous areas of psychology, including cognitive, educational, social and developmental psychology⁹.

In the opinion above that learning is a viable process that reasonable at each stage in mastering the lesson, with the existence of a process the students have their own experience in learning. So, students can understand in the presence of a process that is so meaningful.

E. Definition of Learning Achievement

The learning achievement of commonly defined as the extent to which results have been achieved by students in mastering assignments

⁹ <http://psychology.about.com/od/index/g/learning.htm>

or subject matter that is received within a certain period. The learning achievement is generally expressed in numbers or letters that can be compared with the criteria (Prakoso, 1991)

As for the learning achievement is the results obtained from the learning process. The learning achievement of maximum achievement of the results according to the child's ability on a given time the something that worked, studied, understood and applied. All educational actors (students, parents and teachers) would want to reach of a high academic achievement.

Because, it is one indicator of the success in learning process. However, the fact that not all students have high academic achievement and there are also students who had lower educational achievement. The higher and lower the academic achievement on students affected is many factors

The process is a originated word from the Latin " processus " which means " go forward ". This word have order connotation of steps or progress that leads to a goal or purpose. According to Chaplin (1972), the process is: Any change in any object or organism, Particularly a behavioral or psychological change.

So, according to above that the results of learning (learning achievement) that occurred the existence of a stage called a process that will affect the level of achievement or student learning outcomes. In the course of the learning process is also the stage for behavioral changes cognitive, affective, and psychomotor will occur in students.

a) The Characteristics of The Change in Learning Achievement

Among the characteristics of the typical changes that characterize the behavior of the most important learning is:

I. Intentional Change

Changes in the learning process is due to experience or practice of deliberate and conscious, or in other words, is not a coincidence. This characteristic connotes that the students aware of the changes experienced or at least he sensed a change in him, like expansion of knowledge, habits, attitudes and a particular view, skills and so on.

Besides the learning behavior change is to be realized, it is also directed at achieving changes yan realized, he also directed at achieving these changes. So, if a student learning the English language, then before he had set the level of proficiency that are tailored to their intended use. For example, if the foreign language will he use for study abroad or to just be able to read the texts or literature in English.

However, deliberate learn that, according to Anderson (1990) is not important, the important way of managing information received by students during the learning event occurs. In addition, the daily reality also shows that not all the skills we have gained is the result of intentional learning we realize.

II. Positive Change-Active

Changes that occur because the learning process is positive and active. Positive means good, useful, and in line with expectations. It is also significant that the change is always an increase, namely obtaining something new (like understanding and skills) better than what was there before. The meaning active change does not happen by itself such as process maturity. But, because of the efforts of students themselves.

III. Effective Changes - Functional

Changes arising Study abroad is an effective process, namely effective means takes the effect of such changes, meaning, and certain benefits for students. In addition, changes in the learning process is functional in the sense that it is relatively settled and any time, if necessary, functional changes can be expected to provide broad benefits.

In addition, an effective and functional changes usually are dynamic and encourage the emergence of other positive changes. For example, if a student learn to write, then the next will be able to weave words and sentences in written form, it will also acquire other skills such as taking notes, making up stories, and even compose literary or scientific work.

b) Behavioral Manifestations of Learning

Manifestation or embodiment of the learned behavior is usually more often seen in the changes as follows:

i. Manifestation of the Habit

Habits such as, students learn the language many times to avoid the trend of using the wrong word or structure, eventually will be familiar with the use of English is good and right. So, speaking in a way that is good and right that is the embodiment of student learning behavior earlier.

ii. Skills such as writing, although it is motoric skills it requires meticulous motor coordination and patience.

iii. Observation, namely the process of receiving, interpreting and giving meaning incoming stimuli through the senses objectively so that students are able to achieve a true sense of understanding.

- iv. Associative thinking, ie thinking by associating anything with each other by using a memory.
- v. Rational and critical thinking, namely used the principles and fundamentals of understanding in answering critical questions such as " how " and " why ".
- vi. Attitude, the tendency for a relatively settled to react in a way good or bad of a person or a particular item in accordance with the knowledge and confidence.
- vii. Inhibition (avoid excessive)
- viii. Appreciation, appreciate the great work that.
- ix. Affective behavior, the behavior in question dengan feeling scared, angry, sad, happy, frustrated, happy, hate, worried, and so on in accordance with the knowledge and confidence.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher describes the objective of the research, the research method. It consist of method of the research instrument, the data sources, the technique of data collection, and the technique of data analysis.

A. The Objective of the Research

The objective of the study is to know the quality of the English summative test for the first grade of students SMP Nusa Plus Cipondoh -Kota Tangerang based on the quality of the items and to indentify the test items which need to be accepted, revised, and rejected.

B. The Method of the Research

The method used in this study is descriptive analysis. It concerns with a qualitative analysis. This is also used in analyzing the data of the students English learning achievement, by calculating the total of errors made by the students in order to know the highest percentage factors of students. In this case, the writer did an observation in one class in order to know the problems and the writer

gave a test, interview and questionnaire. Finally, the writer will know the kinds of the factors that influence students English learning achievement.

C. Time and location of the Research

The students in SMP NUSA Plus chosen as place of the research. The address is located on Jl.Irigasi Kp.Gunung Cipondoh-Kota Tangerang. The reason for choosing this place because are researcher's alumnus of this yayasan, easy for researching, and the condition of the students in junior high school on this aspect needs to increase. But , when conducting the research, the researcher doesn't take place exactly in each class being researched.

D. The Population and Sample

The writer took the third grade students at SMP Nusa Plus Cipondoh- Kota Tangerang. The populations of the third grade students at SMP Nusa Plus Cipondoh- Kota Tangerang consist of 20 students.

E. The Instrument of the Research

The instrument used in conducting this research is the researcher itself through interview list and observation sheet as the primary instrument of qualitative research.

F. Techniques of Data Collection

The writer does observation by finding the user of the external and internal factors of the students of junior high school in SMP Nusa Plus Cipondoh- Kota Tangerang. the following techniques of data collecting will be explained detail:

- a. Come to school for permission and observation in this school.
- b. Observation
- c. Interview and give a questioner
- d. Explaining to those respondents about the technique of research in order that they can respond the researcher's questions.
- e. Asking the opinion of English Education or English Learning.
- f. Collecting and printing the English students from their test.

G. Technique of Data Analysis

In this research, the researcher uses a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process where by researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Moleong (2010)

states that “data analysis is the the process of managing the data, organizing it into a good pattern, category and basic unit”.

The researcher reads the data thoroughly to ensure that the data had errors. Here the researcher will do interview. Then, the researcher analyzes the external and internal factors influencing students English learning achievement based on surface. The following techniques of data analyzing will be explained detail.:

- a. The researcher makes the questioner (angket).
- b. The researcher analyzes the influencing students in English learning achievement.
- c. The researcher makes the recapitulation for each types into the table and makes the chart for each types.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The findings are explained as follow: this part includes the data presentation and the finding of the research its self. It presents about the factors that influencing students English learning achievement.

A. DATA DESCRIPTION

As explained previously, the main objective of this study is to analysis students' motivations in learning English achievement (speaking test). This research employed case study method because the research want to investigate some problems which encounter by the seven grade students of SMP Nusa Plus Cipondoh – Kota Tangerang in English learning achievement deeply and comprehensively. Before writing this study, the researcher conducted preliminary research for two weeks. During preliminary research, the researchers observe and monitor the teaching learning processes. From this observation, the researcher found initial view about internal and external factors that influence learning achievement some students difficulties in daily speaking English.

Furthermore, after conducting preliminary research, the researcher interviewed the English teacher and some representative students of the seven grade of SMP Nusa Plus Cipondoh - Kota Tangerang in order to know the main problems of the factors that influencing students in English learning achievement (daily speaking English). From this interview, the researcher also obtained data about factors can be effect and this way to overcome students factors in English learning achievement.

In addition, the researcher distributed questionnaire to 20 students. Before distributing questionnaire the research made the some questions of questionnaire. In this questionnaire the researcher classified the factors of students that influence in English learning achievement in daily speaking English.

1. Data Descriptions of Observation

The observation data ware obtained from preliminary research. The researcher entered and joined teaching processes as long as two weeks. From observation, the researcher got valuable data about what the factors can be influence students in learning English achievement especially in daily speaking English. On one hand, based on researcher's observation, there are many factors from internal and

external students that influence English learning achievement. Some weaknesses are as follows: The first, teacher too dominant during learning process, it reflects when he delivered material he never gives opportunity to students to ask questions. The second, teacher's teaching styles was not creative and tend to bored, it reflects while learning process he never use teaching aid and only used students work sheet (LKS). The third, teacher never tried to get used adapt using English in the class, So that students are do not usually hear it and wanted to tried daily speaking English.

One the other hand, while conducting preliminary research the researcher also obtained data about the factors that influence students learning achievement. Based on researcher's observation, the external and internal factors are as follows: Firstly, some students like in learning English, but the they interest to more learning it is very low. Secondly, some students not ordinary to used it (daily speaking English) . Thirdly, some students did not understand well to spell it, cause rarely to tried it and lack of facilities in this school, for example language laboratory. Fourthly, some students think learn English was only bored activity, because motivation less and the teacher's teaching styles (method) was not creative.

In short, from the data above, the researcher draws a conclusion that the some external and internal factors that influence students learning English achievement could be caused by students' factors and teachers teaching style.

2. Data Description of Interview

After conducting preliminary research, the researcher interviewed the English teacher and some representative students of the seven grade of SMP Nusa Plus Cipondoh kota Tangerang. The first, the researcher interviewed the English teacher in order to obtain information about students ability in speaking comprehension especially on daily speaking English in the class. The interview transcripts with English teacher are as follows:

Question 1 :

How long have you been teaching English Subject? (Sudah berapa lama bapak mengajar mata pelajaran B.inggris)

Answer :

Kurang lebih baru 3 tahun saya mengajar pelajaran B.Ingggris di sekolah ini.(Almost 3 years ago I taught English lessons at this school).

From the first question, actually the researcher can draw inference that the English teacher is one of junior teacher. In other

word, the researchers can see that teacher's are still less experiences and still in the improvement stage in teaching.

Question 2 :

Do you often get used to a conversation with English language preteaching or when teaching?(Apakah bapak sering membiasakan percakapan menggunakan B.inggris sebelum mengajar atau ketika sedang mengajar berlangsung)

Answer :

Jarang, biasanya sebelum pelajaran dimulai saya memberikan beberapa kosakata terlebih dahulu untuk di hafalkan. (Rarely, usually before the lesson starts (preteaching) I give some vocabulary first to be memorized).

From the second question, the researcher got information about students ability in the class. Based on data from interview. It can be concluded that students ability in English achievement, less supportive of learning activities in the classroom.

Question 3 :

How is your students English ability especially to mastery of vocabulary? (Bagaimana kemampuan B.inggris siswa/siswi bapak terutama dalam menguasai kosakata)

Answer :

Cukup baik, beberapa siswa/i dapat menghafal dengan baik dan cepat. Meskipun ada beberapa juga yang belum baik dalam menghafal kosakata. (Good enough, some students can memorize it well and quickly. Although, there are some students also not good or less in memorizing vocabulary).

From the third question, the researcher from above statement may state that in a class not all students can memorize well and quickly. so from here researchers can illustrate that each students has a different level of intelligence.

Question 4 :

What do you do while teaching in the class?

(Apa yang bapak lakukan ketika mengajar di kelas)

Answer :

Saya menjelaskan sesuai dengan materi yang ada di buku, kemudian saya memberikannya tugas untuk dikerjakan secara individu atau kelompok. (I explain in accordance with the material in the book, then I give it a task to be done individually or in groups).

From the fourth question, the researcher summed up that the English teacher still used old fashion teaching style. It reflect on their

teaching style which too dominant, less of interaction with student in the class used English language. So, students not yet wanted to it.

Question 5 :

What do you usually to improve students achievement in English learning?(apa yang biasa bapak lakukan untuk meningkatkan prestasi anak/siswa dalam belajar B.inggris)

Answer :

Saya membiasakan siswa/i menghafal kosakata sebelum membahas materi. Karena semakin banyak kosakata yang siswa/I miliki maka akan mempermudah mereka membuat kalimat untuk perakapan. Adapun untuk mengasah kemampuan berbicara Bahasa Inggris biasanya saya menggunakannya sebagai selingan setelah materi sudah selesai/disampaikan. (I get used the students memorizing vocabulary before discussing the material. Because the more vocabulary that students have then it will make it easier for them to make sentences in the conversation As for to hone the ability to speak English I usually use it for intermezzo after the material has been completed / delivered).

From the fifth question , the researcher obtained information about teacher's effort to influence students in English learning achievement. And his efforts are given a some vocabulary before

material delivered and after lessons are taught the teacher sometimes tries to the students to make conversation.

In addition, after getting information from the English teacher, the researcher also interviewed students. Three students were selected as representative from this class. The short profiles of respondents are as follows: students #1 is female student; she is 13 years old and live in komplek poris indah. Students #2 is male student, he is 14 years old and live in gondrong sebrang. Students #3 is female student, she is 13 years old and live in kp.gunung (near from this school).

The interview transcripts with students are as follows:

Question:

Apakah kamu suka pelajaran Bahasa Inggris? mengapa?

(what do you like English subject? why?)

Answer :

Student #1: Iyah saya sangat suka.. karna selain mudah di pahami saya juga bisa berbicara Bahasa inggris dengan orang asing. Dan syukur-syukur saya bisa keliling dunia dengan modal menguasai B.Inggris. saya pengen banget lebih mendalaminya tapi orang tua saya kurang dukung klo saya ikut ngambil jam tambahan diluar.

Yes I really like it.. because in addition to easy to understand, I can also speak English with foreigners. And thank God I can travel around the world with the asset of mastery English lesson. And I would love to deepen it but my parents are less support to take extra hours outside.

Student #2: klo saya kurang suka, karena bagi saya pelajarannya sulit di pahami, apalagi dengan menghafal tenses, kosakata atau ngomong menggunakan B.Ingggris.

I don't like it, because for Me the lesson is difficult to understand, especially with memorizing tenses, vocabulary or talking using English language.

Student #3: saya tidak suka, saya lebih tertarik dengan pelajaran lain. Saya kesulitan untuk mengucapkannya dan memang saya tidak suka dengan pelajaran itu karena kurang adanya minat dari saya sendiri. Meskipun orang tua saya mendukung buat les.

I don't like it, I am more interested in other lessons. I find it difficult to say it and I do not like the lesson because of my lack of interest. Although My parents support for tutorial lesson (les).

From the first question, the researcher got information that among students have different interest and perspective about English. Student #1 said that she was very interested in English lesson because it

very helpful himself talking with foreigners and she has a dream go to around the world, but his parents less support about it. Student #2 said he don't like it much because difficulties in understanding it, and he thought that learning English just made him confuse and dizzy. Student #3 said she disliked English lesson, she is dislikes it because more interested with other lesson, even though his parents support him.

According to the above interviews researchers can see that every child has their interests, many factors that can influence it, such as about the interest but motivation less or support from the family or parents. There is also a factor of itself, lazy and unwilling to try. And other factors is also, such as the support of parents but from himself is very less.

3. Data description of Questionnaire

After conducting preliminary research and interviewing English teacher of SMP Nusa Plus Cipondoh – Kota Tangerang, the researcher distributed questionnaire to 20 students who were selected randomly from seven classes. Before distributing questionnaire, the researcher tried and test some conversation to ability students speak in English through simple conversation or daily speaking. As follow:

Borrowing A Dictionary

A : Do you bring English dictionary, va?

B : Yes, what's the matter?

A : May I borrow it, please? I have English lesson but I forgot bringing it.

B : No problem.

A : Thank you Eva, you are my best friend.

B : But you have to promise me. You have to give it back after school because tomorrow I have English lesson.

A : Ok, I promise you.

Buying Ballpoint and Ruler

[*Membeli Pulpen dan Penggaris*]

A : Yesterday I went to Stationary. It's **Goceng Shop**. [*Kemarin aku pergi ke toko alat tulis. Namanya **Toko Goceng**.*]

B : Goceng Shop? What is it? [*Toko Goceng? Apa itu?*]

A : Goceng Shop is a shop which most of the items sold for only 5000 thousand rupiahs. [*Toko Goceng adalah sebuah toko yang mana menjual sebagian besar produknya hanya dengan harga lima ribu rupiah saja.*]

B : Are you sure? I just know. Where is the location, Ka? [*Apakah kamu serius? Aku baru tahu. Dimana lokasinya, Ka?*]

A : It is on Kartini street, not far from MoKa (Kartini Mall). [*Alamatnya di Jalan Kartini, tidak jauh dari Mal Kartini.*]

B : By the way, what items are available there? [*Ngomong-omong, barang apa saja yang tersedia disana?*]

A : It's vary. Starting from school needs, such as; books, ruler, eraser, ballpoint, and many more, Pan. [*Banyak macamnya. Mulai dari peralatan sekolah, seperti; buku, penggaris, penghapus, pulpen, dan masih banyak lagi.*]

B : What did you buy yesterday? [*Apa yang kamu beli kemarin?*]

A : I just bought a standar of pen and a ruler. [*Aku hanya membeli sebuah pena merk Standard dan sebuah penggaris.*]

B : How much all? [*Berapa total semuanya?*]

A : Ya, it's only 5 thounsad rupiahs. As the name Goceng Shop. [*Ya, hanya lima ribu rupiah saja. Sesuai dengan nama tokonya; **Toko Goceng.***]

B : Is the quality good? [*Apakah kualitasnya bagus?*]

A : Of course. I bought two sets, for my brother too. [*Tentu saja. Aku membeli dua set, untuk adikku juga.*]

B : Wow! This afternoon I go there... [*Wow! Sore ini aku akan kesana...*]

A : Okay. [*Oke.*]

And then, after testing the conversation then the researcher distributed the questionnaire to the content from students. As follow:

Table. 1
The blue print of Questionnaire

No	Dimension	Indicators	Statements	Total
1	Internal Factors	Physiological factors (tired soon, dizzy, less of concentration, and lazy to study)	6, 7, 8, 9, 11, 13, 14	7
		Psychological factors : 1. intelligence 2. talent 3. interest 4. motivation 5. Student maturity	1, 2, 3, 4, 5, 10, 12, 15, 21, 22	10
2	External Factors	Family (parental education, economi status, the	18, 19, 20	3

		relationship of parents)		
		School (teaching methods, curriculum, school discipline, lessons and school time, material outfit, learning method and assignment)	17, 25	2
		Community (students activity in society, mass media, friends hang out, and shapes people's lives, all of which affect learning)	16, 23, 24	3
	Total			25 Questions

Table .2
The result of students Questionnaire
ANGKET SISWA

Nama :

Kelas :

Aturan menjawab angket:

1. Pada angket ini terdapat 25 butir pertanyaan. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
2. Jawabanmu jangan dipengaruhi oleh jawaban pertanyaan lain maupun teman lain.
3. Catat tanggapan kamu pada lembar jawaban yang tersedia dengan memberikan tanda check (√) sesuai keterangan pilihan jawaban.

No	Pertanyaan	Pilihan Jawaban	
		Y	T
1	Saya sangat menyukai pelajaran B.inggris		
2	Saya sangat berminat untuk mengikuti jam tambahan pelajaran B.inggris		
3	Pelajaran B.inggris sangat mudah dan menyenangkan Karena saya menyukai pelajaran ini		
4	Dengan belajar B.inggris, terutama English speaking dapat membantu saya dalam memahami berbagai hal (terutama ketika berbicara dengan orang asing ketika berada diluar daerah)		

5	B.inggris sangat saya butuhkan untuk masa depan saya nanti. (untuk pekerjaan, dll)		
6	Saya mengerjakan tugas B.inggris dengan sungguh-sungguh		
7	Saya slalu menyelesaikan tugas B.inggris dengan tepat waktu		
8	Bagi saya yang terpenting adalah mengerjakan soal atau tugas tepat waktu, tanpa peduli dengan hasil yang akan saya peroleh		
9	Setiap ada tugas B.inggris saya langsung mengerjakan		
10	Saya akan merasa puas apabila saya dapat mengerjakan soal B.inggris dengan memperoleh nilai baik.		
11	Jika ada soal yang sulit saya tidak akan mengerjakannya		
12	Jika nilai B.inggris saya jelek, saya akan terus rajin belajar agar nilai saya menjadi baik.		
13	Saya tidak serius dalam mengerjakan soal maupun tugas yang diberikan oleh guru		
14	Saya selalu mendengarkan penjelasan guru dengan baik, sehingga saya terbiasa untuk mendengar percakapan menggunakan B.inggris		
15	Saya selalu bertanya kepada guru mengenai materi yang belum saya pahami		
16	Saya mencoba melakukan percakapan B.inggris di		

	kelas dengan teman saya disetiap jam pelajaran ini.		
17	Saya senang belajar B.inggris karena guru mengajar dengan menggunakan berbagai cara (metode).		
18	Orang tua sangat mendukung jika saya memperdalam speaking english dengan cara mengikuti kursus B.inggris diluar sekolah		
19	Orang tua mendukung saya memperdalam B.inggris tanpa harus kursus di luar sekolah.		
20	Orang tua selalu memberikan motivasi/dukungan kepada saya untuk menggunakan daily speaking menggunakan B.inggris		
21	Saya selalu mengerjakan sendiri tugas yang diberikan oleh guru		
22	Saya selalu mengerjakan tugas B.inggris sendiri		
23	Saya suka mengadakan belajar tambahan B.inggris bersama teman di luar jam sekolah		
24	Lingkungan dalam sekolah maupun di rumah, sangat mendukung saya untuk menguasai berbicara dalam B.inggris (speaking)		
25	Fasilitas lab.bahasa di sekolah sangat mendukung.		

After distributing questionnaire, the researcher counted percentage of students' questionnaire and insert every item of students

questionnaire into likert scale table. The result of students questionnaire percentage can be table below:

Table . 3
The result of students Questionnaire

No	Pertanyaan	Pilihan Jawaban	
		ya	Tidak
1	Saya sangat menyukai pelajaran B.inggris	13	7
2	Saya sangat berminat untuk mengikuti jam tambahan pelajaran B.inggris	5	14
3	Pelajaran B.inggris sangat mudah dan menyenangkan Karena saya menyukai pelajaran ini	16	4
4	Dengan belajar B.inggris, terutama English speaking dapat membantu saya dalam memahami berbagai hal (terutama ketika berbicara dengan orang asing ketika berada diluar daerah)	16	4
5	B.inggris sangat saya butuhkan untuk masa depan saya nanti. (untuk pekerjaan, dll)	20	-
6	Saya mengerjakan tugas B.inggris dengan sungguh-sungguh	10	10
7	Saya slalu menyelesaikan tugas B.inggris dengan tepat waktu	5	15
8	Bagi saya yang terpenting adalah mengerjakan soal atau tugas tepat waktu, tanpa peduli dengan hasil yang akan saya peroleh	16	4

9	Setiap ada tugas B.inggris saya langsung mengerjakan	8	12
10	Saya akan merasa puas apabila saya dapat mengerjakan soal B.inggris dengan memperoleh nilai baik.	19	1
11	Jika ada soal yang sulit saya tidak akan mengerjakannya	7	13
12	Jika nilai B.inggris saya jelek, saya akan terus rajin belajar agar nilai saya menjadi baik.	20	-
13	Saya tidak serius dalam mengerjakan soal maupun tugas yang diberikan oleh guru	4	16
14	Saya selalu mendengarkan penjelasan guru dengan baik, sehingga saya terbiasa untuk mendengar percakapan menggunakan B.inggris	15	5
15	Saya selalu bertanya kepada guru mengenai materi yang belum saya pahami	13	7
16	Saya mencoba melakukan percakapan B.inggris di kelas dengan teman saya disetiap jam pelajaran ini.	5	15
17	Saya senang belajar B.inggris karena guru mengajar dengan menggunakan berbagai cara (metode).	18	2
18	Orang tua sangat mendukung jika saya memperdalam speaking english dengan cara mengikuti kursus B.inggris diluar sekolah	6	14
19	Orang tua mendukung saya memperdalam B.inggris tanpa harus kursus di luar sekolah.	10	10

20	Orang tua selalu memberikan motivasi/dukungan kepada saya untuk menggunakan daily speaking menggunakan B.inggris	13	7
21	Saya selalu mengerjakan sendiri tugas yang diberikan oleh guru	11	9
22	Saya selalu mengerjakan tugas B.inggris sendiri	12	8
23	Saya suka mengadakan belajar tambahan B.inggris bersama teman di luar jam sekolah	7	13
24	Lingkungan dalam sekolah maupun di rumah, sangat mendukung saya untuk menguasai berbicara dalam B.inggris (speaking)	9	10
25	Fasilitas lab.bahasa di sekolah sangat mendukung.	7	12

B. DATA ANALYSIS

From three kinds of instruments above , the researcher got many valuable data about internal and external factors that influence students achievement at the first grade of SMP Nusa Plus Cipondoh – Kota Tangerang. Those factors could be from students side or teachers side. As we have known the factors influencing student's learning level of English achievement by self students . However, in the context of teaching learning process, the method, motivation, family, the parents, and self student. it all are the many factors that influencing student English learning achievement.

From the preliminary research or observation, the researcher obtain initial view about the external and internal factors of students can be influence students learning achievement. Based on researcher's observation, the internal factors of students are as follows: firstly, Physiological factors for example about tired soon, dizzy, less of concentration, and lazy to study. And secondly Psychological factors, like intelligence, talent, interest, motivation, student maturity. Besides, some casual factors of students in English learning achievement from external factors are as follows: the first is Family, in this section there are several factors, there are about parental education, economi status, the relationship of parents. The second factors is School, in this section there are several factors, there are about teaching methods, curriculum, school discipline, lessons and school time, material outfit, learning method and assignment. And the third, is about Community between students activity in society, mass media, friends hang out, and shapes people's lives, all of which affect learning.

Moreover, from the interview data, the researcher acquired many important data from teacher and students from teacher, the researcher got a general description about students ability in the internal and external factors that influencing students learning

achievement. Based on data from interview with English teacher. It can be concluded that students ability in English is good enough, it just takes time to expand the teaching experience again. However, according to English teacher statement that there are still many students who like English lesson but, not a few also do not understand the lesson.

In addition, according to English teacher that some students learning achievement are still poor. It is caused by some factors such as they never practice to speak English in the class or at home, lack of vocabularies, and low motivation of English learning.

In addition, from interview with representative students, the researcher obtained information about students respond relate to their perspective on learning achievement. According to Student #1 said that she was very interested in English lesson because it very helpful himself talking with foreigners and she has a dream go to around the world, but his parents less support about it. Student #2 said he don't like it much because difficulties in understanding it, and he thought that learning English just made him confuse and dizzy. Student #3 said she disliked English lesson, she is dislikes it because more interested with other lesson, even though his parents support him.

In addition from one of questionnaire item, the researcher can draw an inference that as many as 4 students have very good and understand on conversation which I have tested in the class before I share a questionnaire, and 10 students Not sure of their own ability. So, no more effort and willing to try to understand it and dig up that ability. and 6 students did not know about the conversation it.

“Positive peer pressure can help all people – young and old- in several ways. First, friends can set positive example for each other, such as encouraging teamwork and strength. Friends also can give good advice in many areas. Good friends will tell you if you are making mistake”.¹⁰

finally, the external and internal factors in here is clear, can be affect the influence achievement or learning of students, especially in the association, school environment and family.

¹⁰Stevenson Clark, Kate, *Character Education (Handling peer pressure)*, New York: Info base Publishing, 2009. Page-16

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on data from observation, interviews, and questionnaire, the researcher can draw conclusions are as follows :

1. Students ability in English is fairly good. However, according to English teacher' statement that there are still many students who like English because they are interested in learning English but, sometimes from him still less in effort and still bashful to try it. In addition, based on data from interview with English teacher, the researcher found that some students' that is the factors from himself students'(internal factors).
2. Based on researcher's observation and interviews, the students' achievement in daily speaking English can be classified are as follows: Firstly, some students interest in learning English but, most of them have less motivation. Secondly, the external factors such as from the family environment and facilities in the schools are less supportive like language laboratory. Thirdly, some students did not understand well to spell it when conversation because less self-training, willingness, and motivation to keep practicing. Fourthly,

the method of teacher in the class less effective to familiarize students to practice it. Besides, some casual factors that influence students in English learning achievement side are as follows: The first, teacher too dominant during learning process. The second, teacher's teaching styles was not creative and tend tobored. The third, less stimulus from teachers to try daily speaking use English. The five, the external factors also about family or Playmates in the school and outside school.

B. Suggestion

Based on conclusion above, the researcher proposed some suggestions are as follows:

1. For the student

The writer know that English is not our language, but to be good student you should learn English and realize that the lesson is very important, moreover now era it became one of the important language in the world. In this research the writer found that any factors can be influence student in learning English, so that the writer suggest the student to enrich their vocabulary to increasing an ability.

2. For the teacher

Based on research, the writer would like to suggest that the teacher must motivate their students to be passion in learning process and tell them that English is fun and do not afraid to make mistake because this process to start to achievement (success). Furthermore every teacher should give the opportunities to the student to be more active and have enthusiasm in learning English especially to get used English pronunciation in the class. Because it has benefit to increase on process students achievement, to know there are several things can be influence students in learning process and teaching method.

3. For researcher

The writer would like to suggest for the next researcher, if you want to make research about this problem you should ready to adapt with students when interview, because not all students can telled express what he feels, with various characters and nature, need approach to be able listen to complaints and stories for experience in learning English.

4. For headmaster

There are many things should be considered by us especially for headmaster, one of them are teacher should change curriculum using K13 is an effective way to get used students in the classroom. In addition to using facilities and learning tools that support it. And than students can also practice directly from what material for example language laboratory. Therefore, school need facilities to support the process in learning English.

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