

**The External Factors Affecting English  
Achievement of The Eleventh Grade Students of  
SMK Bina Medika Palembang**



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**By**

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**THE EXTERNAL FACTORS AFFECTING ENGLISH ACHIEVEMENT  
OF THE ELEVENTH GRADE STUDENTS OF SMK BINA MEDIKA  
PALEMBANG**

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## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul “**The External Factors Affecting English Achievement of The Eleventh Grade of SMK Bina Medika Palembang**” adalah karya saya sendiri. Apabila ternyata bukan hasil kerja saya, saya bersedia diberi sanksi sesuai dengan pasal 70 Undang – Undang No. 20 tahun 2003, tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan Karya Ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi, atau vokasi sebagaimana dimaksud pada ayat 25 (2) terbukti merupakan jiplakan dipidanakan dengan pidana penjara paling lama dua tahun atau pidana denda paling banyaj Rp. 200.000.000 (Dua Ratus Juta Rupiah)”.

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Palembang, 6 Maret 2017

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## *MOTTO AND DEDICATION*

### **Motto:**

*The moment you feel like giving up,  
remember all the reasons you held on for so long*

### **Dedication:**

My beloved father and mother

(Margono, S.E and Aswati)

My beloved sister

(Yunisa Arini Putri)

Thanks for your support, advice, pray, care, motivation, understand and  
everything

## **SURAT PERNYATAAN**

Dengan ini saya menyatakan bahwa skripsi yang berjudul “**The External Factors Affecting English Achievement of The Eleventh Grade of SMK Bina Medika Palembang**” adalah karya saya sendiri. Apabila ternyata bukan hasil kerja saya, saya bersedia diberi sanksi sesuai dengan pasal 70 Undang – Undang No. 20 tahun 2003, tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan Karya Ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi, atau vokasi sebagaimana dimaksud pada ayat 25 (2) terbukti merupakan jiplakan dipidanakan dengan pidana penjara paling lama dua tahun atau pidana denda paling banyaj Rp. 200.000.000 (Dua Ratus Juta Rupiah)”.

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## The External Factors Affecting English Achievement of The Eleventh Grade Students of SMK Bina Medika Palembang

### Abstract

Lusi Anggraeni

This study aimed to know the external factors affecting English achievement and to know the most dominant external factor affecting English achievement of the eleventh grade students of SMK Bina Medika Palembang. The design of this research was descriptive qualitative research. The instruments used for data collection were: questionnaire adapted from Thongma, Sam, Mohammed, Leong (2013) and Abdur, Hafiz, Muhammad, Anser, and Umer (2013), interview, and classroom observations. All of students in XI. A were taken as a sample of this research. The study dimensions were: family factors, teacher factors, and learning facilities factors related that the external factors affecting English achievement. The data were analyzed descriptively. The result of the analysis was made in the form of percentage and descriptions. The most dominant factors showed that in family factors, the parents did not teach the students when the students had English homework (100%), the parents did not have a good ability in English (100%), and the students and their family did not use English at home (100%). In teachers factors, the most dominant factor was the teacher did not use media when he/ she teaches English (65,52%). On other hand, learning facilities factors showed that the most dominant factors related to the learning facilities in the school such as tape recorder or language laboratory could not be used to learn English(100%) because the school did not provide English laboratory to learn English(100%) and the school did not provide media such as tape recorder to learn English (100%).

**Key words:** External Factors, English Achievement, Family Factors, Teacher Factors, Learning Facilities Factors.

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## **LIST Of DOCUMENTATIONS**

1. Copy of Student's Card
2. Copy of Payment Receipt
3. Copy of Diploma
4. The TOEFL Certificate
5. The Advisor Approval
6. Proposal Consultation Card
7. Title Approval
8. Copy of Computer, KKN, BTA, and OSPEK Certificate
9. Result of Comprehensive Exam
10. Thesis Consultation Card
11. Revision Consultation Card
12. Surat Izin Try Out
13. Surat Keterangan Telah Melakukan Try Out
14. Surat Izin Penelitian
15. Surat Keterangan Telah Melakukan Penelitian

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, (4) significance of the study

#### **1. Background**

People communicate each other by using language. Johnston (2008, p. 2) argues that language is the process or set of processes used to ensure there is an agreement between the sender and the receiver for the meanings assigned to the symbols and the schema for combining them used for each communication while, Brown (2006, p. 26) claims that language is a fundamental part of total behavior, and behavioral psychologist examined it as such and sought to formulate consistent theories of first language acquisition.

One of the languages used as a communication tool is English. English is a lingua franca of this twenty-first century for the people around the world to communicate each other (Sindik & Bozinovic, 2013, p. 2). English is used as an international language of business, tourism, popular culture, mass media, expertise, technology, and education (Nallaya, 2013, p. 1; Majanen, 2008, p. 4).

There are many benefits of English. First, English is a key to access the science (Nichole, 2004, p. 1). Most of important sciences are published by using English. It is because English is a formal language in academic and scientific writing or speech in modern science. In Indonesia, international journal using English is required to complete a bachelor degree. Second, Indonesia is a tourism destination, English is very important for the people to learn English because it



could be a means to promote the tourism. It makes the people easy to communicate each other even though they come from different country. Furthermore, English is used to enjoy an art. Most of artistic literary works are using English to publish, launch, and perform it. It could be movie, song, drama, poetry, etc. In Indonesia, people like to watch foreign movies than domestic movies which using English as the language (Wirman, 2013, p. 1). And the last, the use of English in Indonesia has developed in the context of post-colonial educational competency building, and more recently the need to support development – in particular its role in state education (Lauder, 2008, p. 9).

Therefore, English is the compulsory subject for the education and curriculum system (Copyright Act of Permendikbud, 2013). As a result, English is learned broadly as important language in Indonesian (Panggabean, 2015, p. 35). In Indonesia, the students learn English as subject of the study in the school started from elementary school as local content subject (Republika Online, 2013; Solopos, 2013; & Antara News, 2012) and junior high school until university (Kompas, 2016; Kompasiana, 2015). English is also one of the basic lessons in national exams (Kompas, 2008). Furthermore, to get job in the companies, they have to understand English language skills both passive and active. It is because Indonesia is involved in the MEA countries, which allows Indonesian workers to work in other countries and compete with other workers in other countries (Kompas, 2015).

In relation to the prominence of English, English is also taught in SMK. Based on the syllabus for Vocational High School (Silabus KTSP 2006), there are

146 hours to complete all of the lesson materials. Vocational high school (SMK) is a secondary school that is different from common high school (SMA) (Purnama, 2010, p. 5). The purpose of vocational high school (SMK) is to prepare the learners for careers that are based in manual or practical activities, occupation or vocation and continue in college (Riza, 2010, p. 7). As a result, English subject is important for students in SMK. The aims of learning English in SMK are: (1) the students are able to understand the knowledge about English and the basic skills in English to support the competency achievement in their programme; and (2) the students are able to apply the ability and their English skill to communicate in written and spoken in the level of intermediate (Badan Standar Nasional Pendidikan, 2006).

One of the major in vocational high schools (SMK) is pharmacy. In this major, the students learn about hobbies, giving invitation, bargaining, expressing opinion, expression agree or disagree, describing the processes, grammar such as yes – no question, gerund, personal pronoun, reported speech, adjective clause, simple present, simple past, modals, direct-indirect speech, W/H question, how to make a letter, conjunction, question tag, and degree comparison (Silabus KTSP 2006). Qurotta (2014, p. 3) argues that the goals of the English language learning in SMK pharmacy are that the students are able to know anything about English language, have ability to read articles about medicine, and also communicate about medicine in English which mean the students can provide information about medicine when the students are facing a patient in the drug store, the local government clinic or the hospital. Also, Diaz (2009, p. 2) states that knowing

English in pharmacy is very important to communicate with professors, fellow students, patients, and co-workers. Another goal is the pharmacy students learn English language to face the National Exam when the students are in the third grade.

Sometimes, the students who learn English have some problems. The problems are: (1) the students think English is difficult (Abdur, Muhammad, Anser, & Umer, 2013, p. 103); (2) the students feel difficult to remember vocabularies (Souvannasy, Masashi, Yukiko, 2008, p. 50); and (3) there are many English words that the students cannot spell well (Yahya, 2012, p. 126). The problems can make the students fail in learning English (Khattak, Jamshed, Ahmad, & Baig, 2011, p. 1600). In learning English, the problems can happen, but the students need to know the reasons why the problems happen.

There are some factors affecting students in learning English. The factors affecting students in learning English are divided into two categories; internal factors and external factors (Muhibin, 2005, p. 173; Ahmadi & Supriyono, 2004, p. 73 ). Internal factors affecting students in learning English such as the factors from students themselves (personal factors); low motivation, and attitude (Che Mat & Yunus, 2014, p. 3-5); and linguistic factors, such as the the students problems in English skill (Yahya, 2012, p. 126).

In addition to internal factors, the factors affecting students in learning English can happen from external factors. Thongma, Sam, Mohammed, Leong (2013, pp. 183 – 185) claim students' problems in learning English are caused by family' support, teacher, and learning facilities. Sometimes, the students have

problems because of family's background, such as parent's education, parent's income, help of parents in studies of their children, and language use by the students at home (Abdur, et. al, 2013, p. 110).

Family is the smallest things at home. Family is the first place of children's learner. The children learn many things at home like language, norms, or ways to behave with others (Borgadus, 1999, p. 105). Therefore family has essential role to build some good habits of the children including learning (Oqbum & Soekanto, 2004, p. 108). Children need support from their family. The students who have support and attention for their study, especially from the family will try to do their best in learning. While, a family who are ignoring about the children's education will be the factor of their children learning problems (Abdur, et. al, 2013, p. 110).

Schools also become the main role of the students learning process. The important aspect of the school that influence success or fail of the students learning are the teacher and learning facilities. The teacher is a person who changes the parents' role when the children are in the school (Copy Act of UU RI pasal 14, 2005). The students learn many lessons from the teacher. When the students accept and comprehend the information and material well from the teacher, it can be said the learning process is success. In the other hand, when most of the students are not able to understand the materials which are given by the teacher, it can be said the learning process fails. Therefore, the teacher also can be one of factors causing problems in learning process.

Similarly, learning facilities also has role to the success of the students' learning. Learning facilities can be enable the learning process to be more

effective (Mulyasa, 2005, p. 29) The lack of learning facilities can be barrier of the learning process.

In vocational high school (SMK) pharmacy, the students have some problems. The problems are: (1) the students had low motivation and interest to learn English; (2) in learning English students felt that the subject was monotonous because the lack of ability of teacher; and (3) the English material books were inappropriate (Setiana, 2015, pp. 4-6; Nirmala, 2008, pp. 18-20).

Based on preliminary study, the researcher has interviewed 28 pharmacy students in SMK Bina Medika Palembang. The students said that they did not like English because English was difficult (see appendix E). It was also supported by English teacher. English teacher told about students' score in English. From all students in eleventh grade, only 40 % who got score above the standard score (77) while others got score below 77 in English subject. Furthermore, TOEFL junior test was given to the pharmacy students as preliminary test. The result of the students' test showed that only 13% students who got criteria as independent user and 87% students criteria as basic user.

It can be concluded that most of the students of SMK Bina Medika Palembang did not understand the English language in depth. The students thought English is difficult. The students in SMK Bina Medika Palembang sometimes got confused when they heard the teacher spoke in English. Further, most of the students also could not answer what has been asked by the teacher in English. In addition, the students had difficulties to speak because it was hard for them to express what the students wanted to say in English and they were not

confident enough with their speaking ability. Moreover, the students were reluctant to read text in English because they did not understand it. More importantly, their writing skill was very weak.

Based on that explanation above, learning English is important for the pharmacy students in SMK Bina Medika Palembang, after being interviewed and tested, the result showed that the pharmacy students had some problems in learning English. The students in SMK Bina Medika Palembang need to understand because the students do an internship. Then, the students can get much information if the students read articles and references in English because there are many articles or references about pharmacy or medicine in English and there are many technical definitions in medics' term using English. In the twelfth grade, the students do national examination, and English is one of subjects in examination. After graduating from school, the students will be a job seeker. In this era, companies need an individual who has ability in English both in passive or active. Therefore, the students in SMK Bina Medika Palembang must have good English proficiency.

There were a numbers of studies carried out to explore the factors affecting students in learning English. The first research was conducted by Omid and Ali (2012). The result of this research, there were many problems in learning English; the teachers, the learners, the textbooks and the methods. Further, The second research was conducted by Ahmed (2015). The result of this research was the causing problems in learning English because the teacher, curriculum, ICT, learning process, and learning facilities. The last research told investigating the

causing factors in learning English was conducted by Abdur, Bilal, Sandhu, Iqbal, and Hayat (2015). The result showed that the dominant factor affecting students in learning English is family.

The researcher is interested to conduct a research to know the external factors affecting students' English achievement. Therefore, the title of this research is the external factors affecting students English achievement of the eleventh grade students of SMK Bina Medika Palembang.

## **1.2 Problems of the Study**

The problems of the study are formulated in the questions:

1. What are the external factors affecting English achievement of the eleventh grade students of SMK Bina Medika Palembang?
2. What is the most dominant external factor affecting English achievement of the eleventh grade students of SMK Bina Medika Palembang?

## **1.3 Objectives of the Study**

From the problems above the objectives of the study are:

1. To know the external factors affecting English achievement of the eleventh grade students of SMK Bina Medika Palembang.
2. To know the most dominant external factor affecting English achievement of the eleventh grade students of SMK Bina Medika Palembang.

#### **1.4 Significance of The Study**

The researcher hopes the result of this study can give some advantages. First is the students. The researcher hopes the students can overcome the factors affecting in learning English because the result of this study will be describe descriptively based on the interview and the questionnaire. The second is English teacher. The researcher hopes this research can be an input to the English teacher in solving the students' learning problem in English. The teacher pays more attention to students' problems and the teacher can improve his or her techniques in English teaching. Third, for the school, this study, the researcher hopes the school can pay attention to provide more facilities in the school to improve students in learning English such as English laboratory, and tape recorder. The fourth is the parents. It is hoped that the parents can get more information in supporting their children in learning English. And the last, for other researchers, this researcher hopes, this study can give information to the future researchers to do better research of teaching and learning English.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses: (1) concept of English, (2) concept of achievement, (3) the external factors affecting students in learning English, (4) previous related studies.

#### **2.1. Concept of English**

People in this world use many kinds of languages. English is one of them. Understanding English as a foreign language is important in this modern society and globalization era. English is a lingua franca of this twenty-first century for the people around the world to communicate each other (Sindik & Bozinovic, 2013, p. 2).

English is positioned as a foreign language. English as a foreign language (EFL) is learned in countries where English is not spoken as an official language (Wold, 2006, p.7). According to Nurhayati, Supriyanti, and Triastuti (2008, p. 3),

In some countries like Indonesia, Vietnam and China, English is regarded as a foreign language; therefore, it is common to consider the context of English learning in these places as EFL (English as a Foreign Language) context. People do not use it as lingua franca or the means of communication in several formal situations such as educational activity, governmental activity and law.

English is not only used as an official language in many nations, but also influence on many different cultures in a large number of countries; it is the central language of communication in the world-wide (Susanna, 2007, p. 1). It is clearly present when a lot of people in a country speak English as the first

language such as in the United States of America, Canada, Britain, Australia, New Zealand, South Africa and others (Crystal, 2006, pp. 3 - 4). The expansion of the English language has rapidly increased the needs to gain better communication English throughout the world because the aptitude to use English is very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds (Hashemi, 2011, p. 1813; Susanna, 2007, p. 2).

A study carried out by Ton and Pham (2010, p. 50) identify that English language is generally used as an international language for communication among people from different language backgrounds in all parts of the world. English also connect community from different parts of the global and cultures. It is now a language that is used in communication technologies, international diplomacy, manufacturing, and trade, mass media, expertise, technology, education (Nallaya, 2013, p. 1) tourism, and social affairs (Margana, 2015, p. 365).

English language is a global language which can be used for communication with native-speakers and non-native-speakers in the worldwide, especially in the education section, all university students need it for their studies in order to search information and obtain knowledge; therefore, a lot of the universities throughout the world need to include English language as one of their educational tool requirements (Khader & Mohammad, 2010, p. 4). English is often used as the medium of instruction in higher education (Murray & Christison, 2010, p. 6).

There are many benefits of English. First, English is a key to access the science (Nichole, 2004, p. 1). Most of important sciences are published by using English. It is because English is a formal language in academic and scientific writing or speech in modern science. In Indonesia, international journal using English is required to complete a bachelor degree. Second, Indonesia as a tourism destination, English is very important for the people to learn English because it could be means to promote the tourism. It makes the people easy to communicate each other even though they come from different country. Furthermore, English is used to enjoy an art. Most of artistic literary works are using English to publish, launch, and perform it. It could be movie, song, drama, poetry, etc. In Indonesia, people like to watch foreign movies than domestic movies which using English as the language (Wirman, 2013, p. 1). And the last, the use of English in Indonesia has developed in the context of post-colonial educational competency building, and more recently the need to support development – in particular its role in state education (Lauder, 2008, p. 9).

People demand toward English in many countries in the world make English language is key factor and become the international language that spreads quickly (Carlo, 2012; Wozniak, 2010; Hessein, Demirok, & Uzunboylu, 2009).

## **2.2. Concept of Achievement**

Achievement is the mastery of knowledge or skill develop by course, and usually indicated by score of test or score from the teacher (Depdiknas, 2007, p. 895). The achievement can give satisfaction for the concerned people especially for who those are studying in school. Achievement is student's learning outcomes

that include cognitive, affective and psychomotor aspect within a certain period (Sudjana, 2004, p. 3). Besides that, achievement is the level of success achieved by the students after participating in learning activity, which is the success marked by score in the form of letter, word or symbol (Damayati & Mudjiono, 2006, p. 200). From the statement above, so it can be concluded that achievement is the result of measurement for learners including cognitive, affective and psychomotor after following teaching and learning process which that measurement used relevant instrument.

According to Muhibbin (2010, p. 198), the purposes of assessment learning achievement are:

- a. to know the progress of student in a certain period of learning process;
- b. to know the position of student in the class;
- c. to know the effort of students in learning;
- d. to know the students employing their cognitive capacity.

Besides that, along with Sudjana (2004, p. 5), there are some purposes of assessment learning achievement:

- a. to describe the learning skill of the students, so as to know the advantages and disadvantages in different subject taken;
- b. to know the success of teaching and learning process in the school;
- c. to do follow-up about the result of assessment to improve education and teaching program with implementation strategies.

Students' achievement is influenced by various factors; there are internal factor and external factor. Learning achievement that achieved by students is essence the result of interaction between two factors.

Ahmadi and Supriyono (2004, p. 138) state that there are some factors that influence students' achievement:

1. Internal factors:
  - a. physiology factors include the innate and acquired such as sight, structure of body and so on;
  - b. physical maturity and psychological factors.
2. External factors:
  - a. social factors such as cultural environment, school environment, community and environmental groups;
  - b. cultural factors such as customs, science, technology and art;
  - c. physical environmental factors such as the facilities of home and facilities of learning;
  - d. spiritual of environmental factors.

Beside that, Hamdani (2011, p. 139) classified two factors can affect learning achievement. They are: internal and external factor.

1. Internal factor

Internal factor is a factor coming from the student. The factor comprises:

- a. Intelligence

Intelligence is learning ability completed by skill to adapt with the situation faced. This intelligence is really determined by high to low of normal

intelligence always shows skill appropriate with the development level of peer. According to Kartono (1995, p. 11), intelligence is one of important aspects and really determines success or failure of someone's study. If someone has normal intelligence level or above, potentially he/she can reach high learning achievement.

b. Psychological factor

Physical condition generally takes effect to someone's learning ability. Uzer and Lilis (2001, p. 10) said that physical factor comprises five senses don't work properly, such as, sick, disability and imperfect development, functioning of the glands that carry behavioral abnormalities.

a) Attitude

According to Alisuf (2000, p. 83), attitude is tendency to react to something, someone, or things with love, no love, indifferent. Someone's attitude can be affected by knowledge, behavior, and belief factor.

b) Interest

According to psychologists, interest is a tendency to keep paying attention and remembering something continuously. Interest is closely related with feelings, especially happy feeling. Interest comes because of loving something.

c) Talent

Muhibbin (2003, p. 135) defined that talent is someone's potential ability to reach success in the future. Everyone has talent, it means potentially to reach achievement until certain level appropriates to each capacity. So, the growth of someone certain expertise really determines high to low learning achievement in

certain subject. In learning process, talent takes important role in reaching good achievement.

d) Motivation

Ngalim (1998, p. 69) defined that motivation is everything which encourages someone to do something. Motivation can determine the good or bad in reaching the goal so there will be bigger learning achievement. According to Sudirman (1992, p. 77), motivation is stirring students to do something or want to do something. In giving motivation, the teacher must try to direct students' attention on certain target. With students' encouragements, there will occur the reason why they love the lesson. It's their own will and active learning that can arouse motivation.

2. External Factor

According to Slameto (1995, p. 60), there are three external factors that can affect learning. Those are:

a. Family condition

Hasbullah (2008, p. 46) said that family is the first educational environment because from this family, the children get education and guidance, whereas the main responsibility in family for children's education is as basic founder for their moral education and view of religious life. That's why parents should notice that education started from family. On the other hand, school is the secondary education after family. Transition of informal education to formal institutions needs good cooperation between parents and teachers as the teacher in effort to increase children's learning achievement. Parents' attention can give

motivation so that the children can study well. It is because they need time, place, and good situation to study.

b. School condition

School is the first formal education which is very important to determine students' learning achievement. So, good school environment can support the students to study more enterprising. These school conditions comprise the way of presenting the lesson, the relationship between the teacher and the students, learning tools, curriculum. Unfavorable relationship between the teacher and the students can affect their results of study.

c. Society environment

In addition to the parents, society environment is also one of factors which affects to the students' results of the study in implementation of educational process. Surroundings environment really influence to the personal development of the students because they will interact more with the environment they are. According to Kartono (1995, p. 15), society environment can cause the child's learning difficulty, especially children her/his age. If children her/his age is an enterprising child, the other children will be inflamed to follow her or his trail.

Furthermore, Saeed, Gondal, and Bushra (2005, pp. 486-499) claimed that the factors students achievement were parental education, their occupation and guidance, teacher guidance, social status, transport facility, self study, book reading and home work- all have a positive or negative correlation with students' achievement. In addition, according to Che Noh, Omar, and Kasan (2013, p. 83)



reported that attitude and interest of students were important to determine their success in students' achievement.

In learning English, many factors that influence students' achievement. According to Omari (2016, p. 13), there are some factors that make the students have a good or poor achievement of students at learning English language. The factors are: 1) attitudinal factors; 2) social factors; 3) socioeconomic factors; and 4) extracurricular factors. Zhu and Zhou (2012, pp. 35-37) state that the negative affective factors students English achievements are: 1) boredom; 2) anxiety; 3) hopelessness; 4) inhibition; 5) low self-confident; and 6) self-esteem. Motivation factors, such as instrumental motivation and integrative motivation is one of several importance factors that may influencing students' English achievement (Choosri & Intharaksa, 2011, p. 10; Kormos & Csizer, 2010, p. 240; Lin & Pan, 2009, pp. 123-228; and Yu-mei, 2009, p. 60).

### **2.3 The External Factors Affecting Students in Learning English**

There are several determinant problems that effect to the students learning English as a foreign or second language in a non-native speaking country. The experts explain that learning the English language has a factor because of the problems in the countries that people do not use English as a first language in the country. Hashemi (2011, p. 1813) identifies that students' weakness in English language learning is due to the differences of social contexts, cultural environments; for example, in the environments where the first and second or foreign languages learning take place such as Cambodia, Laos, Thailand, Vietnam and others. English language has always played a key role in the Lao nation

development, but the English proficiency level of Lao students is still far from satisfactory (Thang, Siew, & Mohd, 2011, p. 48). Those factors may derive from many components including social environmental issues, the difference of culture, social economic extension, and etc.

The development in the quality of English language learning is not satisfaction towards the demands of the society in foreign countries. This is because of lack of several factors to support the learning and teaching approaches.

According to Souvannasy, Masashi, & Yukiko (2008, pp. 50-52), teaching and learning English implementation still has shortages of textbooks, unqualified English teachers and also curriculum. The poor socioeconomic background is one of factors that create learners face with the use foreign language (Khattak et al., 2011, p. 1602).

In addition, a study of problems encountered by Arab EFL learners showed that learners preferred to use Arabic rather than English for communication in both outside and inside the classroom, the lack of the target language exposure as spoken by its native speakers, the shortage and weakness of the contribution in their language teaching context, and lack of their personal motivation (Loae, 2011, pp. 19 - 27).

Normazidah, Koo, & Hazita (2012, p. 35-55) and Trawiński (2005) also state the factors that impact the EFL learners to have poor performance in English language learning are as follows:

- a. English is regarded as a difficult subject to learn;
- b. learners' learning depends on the English teachers as authorities;

- c. there is a lack of support to use English in the home environment and the community;
- d. the learners have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classrooms;
- e. the learners have a limitation of vocabulary proficiency as well as English reading materials are not always available;
- f. the learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language;
- g. the learners have lack of motivation for learning or the negative attitude towards the target language.

Chang (2010, pp. 2006 - 2010) indicates that reasons cause students' weakness for English language learning derived from learners' laziness, lack of efficiency of the school, and insufficient of parents' promotions. Moreover, according to Dembo (2004, p. 14), specifies that time management is involved in students' educational achievement; for instance, students with better time-management skills tend to have higher grade-point average (GPA) than students with poorer time-management skills. Alderman (2004), states to the students' poor performance of language learning are affected from a lack of effort, lack of effective learning strategies, whereas a good language learner is a highly motivated students and a successful user of a large number of different strategies (Trawiński, 2005, p. 4). So, teachers have to help them improve the motivational beliefs and language learning strategies in order to find ways that reach to their academic achievement.

Thongma, Sam, Mohammed, Leong (2013, pp. 183 – 185) claim that students' problems in learning English are caused by family' support, teacher, and learning facilities.

### **2.3.1 Family Factors**

Bureau of Cencus of USA (2009) states that family is a group of two or more persons residing together who are related by blood, marriage, or adoption. The family is a small social group, normally composed of a father, a mother, and one or more children, in which affection and responsibility shared and in which the children are reared to become self-controlled and socially motivated persons (Borgadus, 1999, p. 105).

Family is a place which has important role for individual, and also as the first social group where the children are the members in it. Oqbum and Soekanto (2004, p. 108) argues that family has some functions, follows:

- a. love function;
- b. economic function;
- c. educational function;
- d. protection function.

Family is one basic element where the children learn everything for the first time and family has a big obligation on students' education (Winter, 2010, p. 15). Marloes, Jaap, & Maarten (2014, p. 280) state that the students have their own background and conditional each other. For instance, the lack of parents' education, single parents, economic problem, had broken home family. Those

situation determine how well and how far the learning can be achieved, so that situations have a big role in supporting students' learning (Abdur, et. al, 2013, p. 110).

Mainly, family is center of education. But somehow, it also can be the factors of students learning. According Oqbum and Soekanto (2004, p. 115), there are some ways that parents can affect their children's education:

- a. the way parents in teaching the children: The parents who are not paying attention and ignoring their children's education may become the factors of students learning. The parents who act cruel, dictator, will cause unhealthy mental of their children. Generally, parents who are not supporting the children's learning can make them dislike learning;
- b. the relationship between parents and children: The parents, who care give love, understanding, and appreciation to the children will make the children have healthy mental;
- c. the way of parents in guiding and behaving: The parents are the closest example for their children to act, to behave. Every behavior done by the parents usually will be followed by the children. Therefore the family, especially the parents, should give laudable behavior and guide the students to be a good learner;
- d. the situation in family: The situation at home also has important role in learning. The noise, especially caused by broken home family, will bring bad impact to the children. The children will not be able to concentrate, then they will seek some other place which more comfort outside home;

- e. the economic situation of the family: The economy factors sometimes are general one which can be found in reality. The low economic situation can be a barrier for the children in learning, because it is needed some media like books, text books, pens, pencils, etc. A proper place is also needed in order to learn effectively.

English is a foreign language in Indonesia. Children of course do not acquire English, because their family, especially parents have their own native language. The process needed to master English is through learning. Then the family has to supports the children learning in order to make them able in using English.

### **2.3.2. Teacher factors**

The learning process and the teacher are closely associated. The success of course depends on several factors; one of them is a teacher. The learners need to be stimulated. It is the teacher who provides the kind of stimulation that will enable the students to become an active learner. The leaders of education even the government plan the new educations programs but it is the teacher who guides and inspire the pupils. The teachers transmit their own joy of living and learning as the teachers share with the students, the rich experiences and knowledge.

Copyright Act of UU RI number 14 pasal 1 ayat 1 (2005) states "Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating the students on early pre-school education, formal education, primary education and secondary education."

Harmer (2001, pp. 57 - 62) comments that the roles of teachers are (1) controller; (2) organizer; (3) assessor; (4) prompter; (5) participant; (6) resource; (7) tutor; and (8) observer.

The teachers become second parent for every student. The teacher brings up the students to be educated people. The teachers' behavior, personality, education, and the way the teachers' teach determine the achievement of the students. Arends (2008, p. 45) argues that the effective teachers exhibit the characteristic of warmth, fairness, responsiveness, understanding, democratic, kind, alert, attractive, steady, poised, and confident. Furthermore, he summarizes the personal qualities of the teacher. Some of them are:

- a. superior intellectual abilities;
- b. good emotional adjustment;
- c. favorable attitudes towards pupils;
- d. enjoyment of pupil relationships;
- e. generosity in the appraisal of others;
- f. strong interests in reading and literary matters;
- g. interest in social and community affairs;
- h. early experiences in caring for and liking children;
- i. family supports of teaching as a vocation;
- j. strong social service interest.

In exploring teaching, Arends, Winitzky, and Margareth (1998, p. 5) conclude that several domains of teacher behavior that were strongly associated with students learning are:

- a. effective use of time;
- b. high performance expectations;
- c. clear rules and procedures;
- d. work requirements and feedback;
- e. appropriate use of praise;
- f. clarity of presentation;
- g. enthusiasm.

However, those characteristics are the ideal figure of a teacher profile. In reality, somehow the teaching – learning process still has some barriers causes the problems of students learning. It is the teacher who can be one of the factors. According to Ahmadi and Supriyono (2004, p. 89), the teacher can be factor of the students' learning problems if the teacher having some of criterion:

- a. unqualified; it can be in using methodology or in mastery of the materials;
- b. having negative relations with the pupils;
- c. ignoring the ability standard of the students;
- d. having inability in diagnose the learners' problem;
- e. inappropriate methodology.

### **2.3.3. Learning Facilities factors**

Mulyasa (2005, p. 29) notes that learning facility is all of instruments or tools used to conduct education process especially teaching learning process, like school building, classroom, table, chair, and teaching media. While Ibrahim (2004, p. 2) states learning facility is all of instruments, tools, equipments which are directly used in education process in school. The last, facility is a piece of



equipment, a building, a service, etc. that is provide for learning purpose. From that definition, learning facilities is the equipment, instruments, or tools used to support the teaching learning process.

There are five factors which influence the education process; they are teacher, learner, objective, tool, and environment (Sabri, 1999, p. 7). With these five factors, the teaching learning process can be done, although the result is still not satisfying. In order to improve the result of learning, it will be more effective if the learning facility is provided. Muhammad (2005, p. 59) states that the school condition where the students learn also influences the success level of learning, besides the teacher quality, the methods, curriculum, learning facilities, classroom condition, the amounts of the students. The teaching learning process will run effective and efficient if supported by completed facility.

The importance of learning facility is also considered by government. Copyright Act of UU Sisdiknas pasal 45 ayat 1 (2003) argues "Every unit of formal and non-formal providing infrastructures that it needs for education based on the growth and the development potential of physical, intellectual, social, emotional and psychological learners".

Moreover, according to the standard facility which is developed by BNSP (Badan Standar Nasional Pendidikan), and approved by UU RI tentang Sisdiknas 2003 state "every education unit is obligated to have facilities including tools and equipments of education, media, textbook, and other resources of learning, empty used matter, and other equipments which is needed to support the learning process ordered and continuously".

However the facility has an important role in supporting teaching and learning process. In the fact, there are many schools which are lack of facilities. Therefore the students still cannot learn effectively.

#### **2.4 Previous Related Studies**

There are some previous studies which are related to the researcher's present study. The first is a research which was conducted by Omid and Ali (2012) with the title "An Investigation into the Problems of Teaching and Learning English in the Isfahan Province High Schools, Iran". This study basically aimed at identifying the problems of teaching and learning English in the high schools of Isfahan, Iran. The data needed for the study were extracted from the standardized questionnaires given to 200 randomly selected students from the high schools of Isfahan and their English teachers constituting the two groups of participants in this study. The instruments used to gather the data were two closed questionnaires, one for the students and the other one for the teachers. The result from that research were some major problems on the part of the students, teachers, textbooks, teaching methods, and the tests.

The second study was conducted by Ahmed (2015) with title "Problems of English Language Acquisition in Saudi Arabia: An Exploratory-cum-remedial Study". This research was aimed at finding out the school students' language learning difficulties. Data for the study had been collected from 7 students presently studying English at the school level in Saudi Arabia. Primary data was collected based on direct interviews. The specific problems were: (1) introduction of English at a late stage by which time the students have had sense of

discrimination, choices, likes and dislikes; the need to acquire the new language was not as intense as it is in childhood; (2) the teachers were not well trained, neither as language teachers nor as behavioral science teachers; (3) curriculum was outmoded; (4) information and communication technology (ICT) was not used for teaching English; (5) ICT and electronic devices were not used to make learning interesting and more effective to the students; (6) direct teaching approach was not followed L-2 and so, in its absence, learning and teaching takes place by translation through the first language (L-1); and (7) there was fear of learning in the students' minds as classroom atmosphere is intimidating and discourages student participation of any sort, viewing it as an unnecessary interruption.

The third research was conducted by Abdur, Hafiz, Muhammad, Anser, and Umer (2013) with title "Difficulties in Learning English As A Second Language in Rural Areas of Pakistan". This study aims to sort out some factors which affect learning English as a second language in Pakistan. The target population for this study would be Government Secondary schools in rural areas of Tehsil Sargodha. Sample of 60 students (male and female aging between 13-18 years) would be selected from 10th grade. A survey would be conducted using a questionnaire for collecting data about family factors affecting learning English as a second language. The result of this study assists English teachers, curriculum developers and education policy-makers of Pakistan to overcome these problems which are a constant source of threat for rural area students.

The fourth research investigating the causing factors in learning English was conducted by Tata & Rabi (2014) with title "The Causes of Poor Performance in English Language among Senior Secondary School Students in Dutse Metropolis of Jigawa State, Nigeria". The study sample was 379, in which 300 were students and 79 were teachers. The descriptive survey design was used and questionnaire was used in collection of data. Frequency and simple percentage were used in the analysis of data. The study investigated the causes of poor performance in English language among secondary school students in Dutse metropolis of Jigawa state. The findings of the study led to the conclusion that the dominance of mother tongue, inadequate qualified teachers of English language, negative attitudes of students toward English language, improper use of method in teaching English language, inadequate instructional media and facilities, lack of language laboratory for teaching English language are the causes of poor performance in English language among secondary school students of Dutse metropolis of Jigawa state. The study also found out that provision of qualified teachers of English language, using the right approach to teaching of English language, provision of language laboratory, engaging of students in debating and listening to English programs are some of the ways that can improve secondary school students' performance in English language.

The last research was conducted by kudsiah (2009) with the title "Analysis some of causal factors of students problem in learning English: A case of study at second grade of SMP Al- Inayah Karawang". This research conducted at SMP Al- Inayah Karawang of second grade students in academic year 2007-

2008. The method of this research used descriptive qualitative analysis and questionnaire was used as instrument and simple percentage formula used to know the percentage of the factors. the result showed that the dominant factors of students' English learning problem comes from family. It means that the family has not maximized their role in supporting, motivating, paying attention, and monitoring the students' English achievement. Therefore, the students were not aware and did not study seriously.

From the explanation above there were similarity and differentiations between the previous related studies and this study. The similarity between previous related studies and this study were the aims at identifying the learning English, and the instruments that used; questionnaire and interview.

The differentiations between the previous related study and this study were: 1) the subject of the studies; and 2) the place of studies. The first was the subject of the study, Omid and Ali (2012); and Tata & Rabi (2014) analyzed the students and the teacher as the subjects while this study analyzed the students as the subject.

The second was the place, Omid and Ali (2012) investigated the data in high schools of Isfahan, Iran; Ahmed (2015) investigated the data in Saudi Arabia; Abdur, Hafiz, Muhammad, Anser, and Umer (2013) investigated the data in Pakistan; Tata & Rabi (2014) investigated data in Dutse Metropolis of Jigawa State, Nigeria, and Kudsiyah (2009) investigated the data in Karawang while this study investigated the data in Palembang.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses: (1) method of research, (2) operational definition, (3) subject of the study, (4) data collection, (5) establishment of trustworthiness, (6) data analysis

#### **3.1. Method of Research**

This study used qualitative research. Research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research (Fraenkel, Wallen, & Hyun, 2012, p. 426). Bogdan and Bigklen (2007, p. 6) state that the characteristics of qualitative research are: 1) the natural setting is the direct source of data, and the researcher is the key instrument in qualitative research; 2) qualitative data are collected in the form of words or pictures rather than numbers or descriptive method; 3) qualitative researchers are concerned with process as well as product; 4) qualitative researchers tend to analyze their data inductively.

In other hand, this study was called a descriptive qualitative because it has to describe all of the characteristics of qualitative research. Moleong (2009, p. 124) mentioned that a descriptive study is an investigation way with the data that are explained by words, pictures, and does not statistically analyzed. According to Lambert (2012, p. 255)

There are a number of researchers who believe and support the fact that 'qualitative descriptive' is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in

the descriptive domain because they also tend to explain phenomena.

From that explanation, descriptive qualitative research was used in this study. For the data collection, this study used three instruments: 1) close ended questionnaire; 2) interview; and 3) observation as the instruments to know the external factors affecting English achievement. All of the instruments have been validated by expert judgments.

For the data analysis, there were some steps. The first, the frequency of the external factors affecting English achievement was measured by using simple percentage formula. The last, the result of the questionnaire after using simple percentage formula, interview, and observation were described and transcribed in paragraph by using words or picture.

### **3.2. Operational Definition**

The title of this research is the external factors affecting English achievement of the eleventh grade students of SMK Bina Medika Palembang. To avoid misconceptions and misunderstanding that would happen related to this study, some terms to be explained are: 1) the external factors; 2) affecting; 3) English achievement and 4) the eleventh grade SMK Bina Medika Palembang.

**3.2.1. The External Factors** refers to the external problems in the countries that do not use English as a first language include family (family support and family background), teacher, and learning facilities.

**3.2.2. Affecting** refers to an influence in teaching and learning process.

**3.2.3. English Achievement** refers to result of English measurement for learners including cognitive, affective and psychomotor after following teaching and learning process which that measurement used relevant instrument.

**3.2.4. The Eleventh Grade Students of SMK Bina Medika Palembang** refers to the one of grade in SMK Bina Medika Palembang in academic year 2016 - 2017.

In short, the external factors affecting English achievement of the eleventh grade students of SMK Bina Medika Palembang refers to the external factors causing the students problem in learning English of the eleventh grade students of SMK Bina Medika Palembang in academic year 2016 - 2017. The external factors included family (family support and family background), teacher, and learning facilities.

### **3.3 Subject of The Study**

#### **3.3.1. Population**

Fraenkel, Wallen and Hyun (2012, p. 91) comment that the larger group to which one hopes to apply the results is called the population. The population of this research was the eleventh grade students of SMK Bina Medika Palembang. Based on the data, the eleventh grade students are grouped into three classes. The data can be seen in the table 1 below



**Table 1**

**The Population of The Study**

<b>NO</b>	<b>CLASS</b>	<b>TOTAL STUDENTS</b>
1	XIA	29
2	XIB	32
3	XIC	32
<b>TOTAL</b>		<b>93</b>

*(Source: SMK Farmasi Bina Medika Palembang academic year of 2016/2017)*

**3.3.2. Sample**

Fraenkel, Wallen and Hyun (2012, p. 91) define a sample in a research study is the group on which information is obtained. For qualitative research, the number participants in sample is usually between 1, 2, and 30 (Creswell, 2012, p. 209). From that statement, purposive sampling was used in this study to get the sample. The reasons used purposive sampling were: 1) XI A has the smallest number of students; 2) students of XI A got the lowest score of the other classes; 3) all of students in XI A were basic users of English based on preliminary test. According Baron dan Tannenbaum (2011, p. 11) state that the criteria students as basic user (A2) is the students who get score in TOEFL junior 200 – 244, independents user (B1) is the students who get score 244 – 279, and independent user (B2) is the students who get score 280 – 300 and 4) the students who got standard score (average score) were the fewest of the other classes.

**Table 2**

**The Sample of The Study**

<b>NO</b>	<b>CLASS</b>	<b>TOTAL STUDENTS</b>
1	XIA	29
<b>TOTAL</b>		<b>29</b>

*(Source: SMK Farmasi Bina Medika Palembang academic year of 2016/2017)*

**3.4. Data Collection**

**3.4.1 Questionnaire**

In this research, questionnaire was used as one of the instruments. Questionnaire is a set of questions on a topic or group of topics designed to be answered by respondent (Richards & Schmidt, 2010, p. 478). It is also used when the researcher was interested to collect large amount of information at the same time within a short period of time. The factual information that the researcher needed to collect was the existing the external factors affecting English achievement in the school. Close ended questionnaire was used to know the external **factors affecting students**. To avoid misunderstanding, the questionnaire has been translated into Bahasa Indonesia

The questions were taken from some indicators from many studies. Thongma, Sam, Mohammed, and Leong (2013, pp. 183 – 185) told about faced of problems students in learning English are caused by family (family' support), teacher, and learning facilities. Sometimes, the students' problems are caused by family's background, such as parent's education, parent's income, help of parents in their children's studies, and language use by the students at home (Abdur, et. al,

2013, p. 110). In this questionnaire, each statements included two alternative answer; yes and no. The students were given 45 minutes to answer all of questions.

**Table 3**  
**Spesification of Close Ended Questionnaire Sheet**

<b>The external factors of English achievement</b>	<b>Factors</b>	<b>Indicators</b>	<b>Item Numbers</b>
	Family Factors	Support and motivation	1,2,3,4,5,6,7
		Family background	8,9,10
	Teacher Factors	Favorable attitudes	11, 12, 13, 14
		Enjoyment of teaching, and clear explanation	15, 16, 17, 18, 19, 20
	Learning Facilities Factors	Facilities and media	21, 22, 23, 24, 25, 26
		The Comfort of the classroom	27, 28, 29, 30

(Source : Thongma, Sam, Mohammed, Leong (2013, p. 183 – 185) and Abdur, et. al, 2013, p. 110))

In this study, expert judgments were used to know validity of questionnaire because the indicators of questionnaire adapted from some researchers who have done the same studies. The result of the validation of questionnaire has valid (Hobri, 2010, pp. 52 – 55). The questionnaire was appropriate to use in this research.

### **3.4.2 Interview**

An interview was used to gain the additional data and to know the factor affecting students in English. Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by

interviewee. According to Creswell (2012, p. 217), interview occurs when researchers ask one or more participants general, open-ended questions and record their answers.

For additional, Creswell (2008, p. 226) also classify the interview into four types, those types are: (1) one-on-one interview; (2) focus group interview; (3) telephone interview; and (4) electronic E-mail interview.

Based on the types of interview above, in this research, the interview was used one to one interview to the students that used Bahasa Indonesia. According to Creswell (2008, p. 226), one-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time. It was easy for the students to answer and explain what the researcher's questions. Tape recorder used to record all the students' conversation. The interview was done after the students have answered the questionnaire's questions. The result of interview completed and cross checked the result of questionnaire.

There were fifteen questions who the researcher asked to the students. The questions related to: 1) parents' job; 2) parents' education; 3) join English course; 4) background language; 5) teacher in the class; and 6) learning facilities.

In line with questionnaire, expert judgments were used to know validity of questionnaire because the indicators of interview adapted from some researchers who have done the same topics to make questions in an interview. The result of the validation of instruments were valid (Hobri, 2010, pp. 52 – 55). The interview was appropriate to use in this research.

### **3.4.3. Classroom Observation**

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site (Creswell, 2012, p. 213). Classroom observation was used in this research to confirmation and clarification of students data in questionnaire and interview. In addition, classroom observation were made fifth meeting and one meeting took 2 hours which is 2 x 45 minute. The teacher and the facilities were factors affecting students'checked data by observation checklist.

### **3.5 Establishment of Trustworthiness**

In qualitative research, trustworthiness consisted of some terms such as credibility, authenticity, transferability, dependability and confirmability. For this research, the researcher used triangulation. According Moleong (2009, p. 330) states that triangulation is a technique that utilizes data checking something else. Triangulation can be interpreted as checking data from various sources in various ways and at various times (Sugiyono, 2012, p. 125). Moreover, Creswell (2012, p. 259) states that triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research.

Further, Patton (2009) stated that there are four techniques in triangulation. Those are: 1) source triangulation; 2) investigator triangulation; 3) methodological triangulation; and 4) theoretical triangulation.

#### **1. Source triangulation**

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

## 2. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

## 3. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000, p. 113) explained "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making different method to get validity of data.

## 4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. The researcher is demanded to have expert judgment to compare the finding of research with the certain

From those types of triangulation, this research used methodological triangulation. The questionnaire was checked by the interviews' data and observations' data. The other instruments, interview and observation data were checked by documentation (transcript of interview or photos). Additionally, after analyzing the data of instruments, such as questionnaire, interview, and

observation, the data obtained were combined the result to complete and to corroborate each other.

### 3.6 Data Analysis

In analyzing the data, a descriptive qualitative analysis was used to analyze the data from questionnaire, interview, and observation.

#### 3.6.1 Analyzing of Questionnaire

In this data analyzing, descriptive statistics was used to analyze data of the external factors affecting English achievement. According Dornyei (2003, p. 114) states that descriptive statistic are used to summarize sets of numerical data in order to conserve time and space. In other line, statistics deal with mathematics of organizing and interpreting numerical information (Fink, 2003, p. 55).

**Table 4**  
**Item Category**

No	Category	Number
1	Family	1 – 10
2	Teacher	11 – 20
3	Learning facilities	21 – 30
<b>Total Questions</b>		30

In this research, the students answered 30 questions based on the “yes-no” questionnaire that divided 3 factors; 10 questions for family, 10 questions for teacher, and 10 questions for learning facilities. After the students answered the questionnaire, the data gained from the questionnaire processed by result descriptive statistics such as frequency and percentage formula. After that, the data explained by words or even pictures. Simple percentage formula can be seen as following

$$\% = f / N \times 100$$

Where % = percent

F = frequency

N = number of cases

The aims of percentage formula is to search and to show the frequency of the factors affecting students English achievement. Percentage formula or frequency was also used to answer the second questions of this research.

### **3.6.2 Analyzing of Interview**

There were fifteen questions that asked to the interviewee. The questions related to: 1) parents' job; 2) parents' education; 3) join English course; 4) background language; 5) teacher in the class; and 6) learning facilities.

The transcripts were made based on the interview between the researcher and the students. Transcription is the process of converting audiotape recordings or field notes into text data (Creswell, 2012, p. 239). The researcher transcribed all words from the tape recorder. The data from interview completed the questionnaire's data.

### **3.6.3 Analyzing of Observation**

In this research, classroom observation were made fifth meeting and one meeting took 2 hours which is 2 x 45 minute. The teacher and the facilities were factors affecting students' checked data by observation checklist. The observation data was made based on the situation in the classroom, teaching process and facilities in classroom and school. The result of observations' checklist was explained qualitatively.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents findings and interpretations of the research on the external factors affecting English achievement of the eleventh grade students of SMK Bina Medika Palembang. The findings through questionnaire, interview, and observation are presented and followed by interpretations

#### 4.1 Findings

The findings present the description of data of the research findings, that are about the external factors affecting English achievement of the eleventh grade students of SMK Bina Medika Palembang 2016-2017. They could be seen Table 5 below:

**Table 5**

#### Data Description of Questionnaire

Category	Statement	Yes		No	
		Number of students	%	Number of students	%
<b>Family</b>	1. The parents tell about the importance of learning English.	23	79,31	6	20,69
	2. The parents give the motivation to learn English.	19	65,51	10	34,49

Category	Statement	Yes		No	
		Number of students	%	Number of students	%
	3. The parents give advice when the students get low score.	27	93,10	2	6,90
	4. The parents teach the students when the students have English homework.	0	0	29	100
	5. The parents give reward when the students get high score.	17	58,62	12	41,38
	6. The parents give the students English course facility.	5	17,24	24	82,76
	7. The parents give the students English textbooks and	29	100	0	0

Category	Statement	Yes		No	
		Number of students	%	Number of students	%
	the dictionary.				
	8. The parents have a good ability in English.	0	0	29	100
	9. The students language are Bahasa Indonesia and local language (Palembang language).	29	100	0	0
	10. English is using at home.	0	0	29	100
<b>Teacher</b>	11. The teacher gives the motivation to study hard.	28	96,55	1	3,45
	12. The teacher gives the inspiration to study hard.	27	93,10	2	6,90
	13. The teacher has a good character.	28	96,55	1	3,45
	14. The way	23	79,31	6	20,69

Category	Statement	Yes		No	
		Number of students	%	Number of students	%
	teacher teaches in the class is funny.				
	15. The teacher has much knowladge to teach in the class.	29	100	0	0
	16. The teacher gives others materials or other knowledge about English.	20	68,96	9	24,14
	17. The teacher uses media when he/ she teaches English.	10	34,48	19	65,52
	18. The teacher explains the materials clearly and understandable about the materials.	24	82,76	5	17,24

Category	Statement	Yes		No	
		Number of students	%	Number of students	%
	19. The teacher gives the time to ask about the lessons if the students do not understand well.	29	100	0	0
	20. The teacher explains and reviews the materials and before teaching the new materials.	27	93,10	2	6,90
<b>Learning facilities</b>	21. School provides English textbook.	29	100	0	0
	22. School provides other English textbooks.	16	55,17	13	44,83
	23. School provides language laboratory to	0	0	29	100

Category	Statement	Yes		No	
		Number of students	%	Number of students	%
	learn English.				
	24. There are pictures containing English language.	2	6,90	27	93,10
	25. School provides media such as tape recorder to learn English.	0	0	29	100
	26. The learning facilities in the school such as tape recorder or language laboratory can be use to learn. English	0	0	29	100
	27. The students feel comfort to learn English in the class.	21	76,41	8	27,59
	28. Classroom is a place to learn English.	22	75,87	7	24,13

Category	Statement	Yes		No	
		Number of students	%	Number of students	%
	29. School environment is conducive to learn English.	20	68,97	9	31,03
	30. English learning facilities such as class, language laboratory, and others media should be improved.	29	100	0	0

#### 4.1.1 Family Factors

According to the students' responses, the factors related to the family: 1) support and motivation; and 2) family background.

##### 4.1.1.1 Support and Motivation from Family

**Table 6**

#### The Parents Tell about The Importance of Learning English

Answer	Frequency	Percentage
Yes	23	79,31 %
No	6	20,69 %
<b>Total</b>	29	100%

*(Source: Students' Questionnaire)*

As seen in table 6, there were 23 students or 79,31% of the students who explained that their parents considered the importance of learning English. Meanwhile, there were 6 students or 20,69% did not explain it. Besides, it was also supported in the students interview. The students said that their parents told them about the importance of learning English. Their parents said that, the students' education background were pharmacy, so the students needed to learn English because there was much information about medicine and almost the words in medicine are using English. If the students would continue their school or would get the job, English was an important language for them.

**Table 7**

**The Parents Give The Motivation to Learn English.**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	19	65,51 %
No	10	34,49 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As seen in table 7 above, there were 19 students or 65,51% who answered "Yes" and there were 10 students or 34,49% who answered "No". It means that most of the students' parents gave the motivation to learn English.

**Table 8**

**The Parents Give Advice when The Students Get Low Score.**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	27	93,10 %
No	2	6,90 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*



Based on the result of table 8, almost all the students chose “Yes”, only 6, 90% or 2 students chose “No”. It means that almost all of the students’ parents care about students’ English score. In addition, the interview also presented the similar result. The students said that their parents asked them to study hard and improve the score next semester. Meanwhile, 2 students said “No”. The students explained that the parents never asked specific about English score. Their parents said that if they got good score in all of report, that was enough. While another reasons because that the students did not live with their parents. Their parents live in the village. One of students lived with her aunty and another lived herself in the dorm.

**Table 9**

**The Parents Teach The Students when The Students Have English Homework**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	0	0
No	29	100 %
<b>Total</b>	29	100%

*(Source: Students’ questionnaire)*

Based on table 9 showed that all of the students’ parents did not teach them when the students had English homework. All of students answered “No” in that statement. Based on the interview, the parents’ school background made them could not teach their children when their children had English homework.

**Table 10**

**Students' Father School Background**

No	Background School	Frequency	Percentage
1	Elementary School (SD)	4	14,29 %
2	Junior High School (SMP)	11	39,29 %
3	Senior High School (SMA)	13	46,42 %
<b>Total</b>		28	100 %

*(Source: Students' interview)*

As the result, table 10 above, the students' father graduated from elementary school 4 people or 14, 29%, junior high school 11 people or 39,42%, and senior high school 13 people or 46,42%. It means that, it was so hard from the father to teach their children. The fathers had forgotten about the subject what they learned in the school.

**Table 11**

**Students' Mother School Background**

No	Background School	Frequency	Percentage
1	Elementary School (SD)	7	25 %
2	Junior High School (SMP)	10	35, 71 %
3	Senior High School (SMA)	11	39,29 %
<b>Total</b>		28	100 %

*(Source: Students' interview)*

In line with table 10, in table 11 showed that the students' mother education background. There were 7 people or 25% graduated from elementary school, 10 people or 35, 71% graduated from junior high school, and 11 people or 39,29% graduated from senior high school. It means that, it was so hard from the

mother to teach their children. The mothers had forgotten about the subject what they learned in the school.

**Table 12**

**The Parents Give Reward when The Students Get High Score**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	17	58, 62 %
No	12	41,38 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As seen in table 12, there were 17 students or 58, 62% who responded “Yes” in this statement and there were 12 students or 41,38% who respondes “No”. It could be concluded that their parents gave them reward when the students get high score in English subject. Besides, it also found in students interview. The students responded “Yes” who said they did not get the reward like present or thing, but they got the reward like motivation from their parents to get the highest score. Some of students responded “No” said that their parents did not focus in English subject, but their parents focus to all of subject in students' report or their parents did not say anything to them.

**Table 13**

**The Parents Give The Students English Course Facility**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	4	17, 24 %
No	25	82,76 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

Based on the result from table 13, almost all of students did not get facilities from their parents. Only 4 students or 13, 80% joined English course. Also, interviews had showed the same results. The students responded “Yes”, the researcher asked “when did they join English course?” Students said that they joined English course when they were in tenth grade or first semester in eleventh grade.

For the students responded “No”, the researcher asked the specific question “ did you join English course before despite in elementary school or junior high school?” Some of students said that they have joined in English course when they were in elementary school or junior high school, others said that they did not join English course but they learned with they English teachers in junior high school and others said they never joined English course.

**Table 14**  
**The Parents’ Job**

<b>Mother’ job</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Fathers’ job</b>	<b>Frequency</b>	<b>Percentage</b>
Housewife	21	75 %	Laborer	14	50 %
bargainer	4	14, 29 %	Driver	5	17, 81 %
Farmer	3	10, 71 %	Farmer	3	10, 70 %
			bargainer	2	7, 13 %
			Employeer of Pertamina	1	3, 58 %
			Employeer of furniture	1	3, 58 %
			Owner of	1	3, 58 %

<b>Mother' job</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Fathers' job</b>	<b>Frequency</b>	<b>Percentage</b>
			fishpond		
			Sailor	1	3, 58 %
<b>Total</b>	28	100 %	<b>Total</b>	28	100 %

*(Source: Students' interview)*

The parents job made the students could not join English course. Almost the students'parents were laborer for father and housewife for mother. The students did not join English course because the price of English course was expensive. The parents needed to pay the students' school tuition fees.

**Table 15**

**The Parents Give The Students English Textbooks and The Dictionary.**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	29	100 %
No	0	0
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

The result of table 15 showed that all of students responded "Yes". Based on interview the students, all of the students said they had English textbook and dictionary. Similarly, the results from questionnaire and interview, classroom observation showed that all of the students have English textbook and dictionary. In the class, the teacher asked the students to read paragraph or sentences in the text book, after that the teacher asked the students to translate the simple sentences one by one (see Appendix F).

#### 4.1.1.2 Family Background

**Table 16**

**The Parents Have Ability in English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	0	0
No	29	100 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As seen in table 16, all of the students, 100 % responded that their parents did not have a good ability in English. Based on the interview, the parents' school background made them did not have a good ability in English (see table 9 and table 10).

**Table 17**

**The Students Language are Bahasa Indonesia and Local Language**

**(Palembang language)**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	29	100 %
No	0	0
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

Based on table 17, the result showed that 100% of the students said "Yes" related to this statement. All of students used Bahasa Indonesia and local language, Palembang language is their language in daily activities.

**Table 18**

**English is Used at Home**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	0	0
No	29	100 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As seen the result table 18 above, the table showed that 100 % said “No”. Moreover, interview result added that the students spoke in Palembang language with their family. They never spoke English with their family because the students' environment.

**4.1.2 Teacher Factors**

According to the students' responses, the factors related to the teacher: 1) favorable attitudes; and 2) enjoyment of teaching, and clear explanation

**4.1.2.1 Favorable attitudes**

**Table 19**

**The Teacher Gives The motivation to Study Hard**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	28	96, 55 %
No	1	3, 45 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

From the table 19, it can be concluded that almost all students or 96, 55% said “Yes”. Only 1 student or 3, 45 % said “No”. In interview result, the students

talked about their teacher. Sometimes the teacher said to them to study hard because this is era globalization. The people need to have English ability. In addition, questionnaire and interview result were also revealed by the classroom observation. The teacher said to the students that they could not be pasive students, because the active students could get much knowladge in English, and the pasive could not get anything (see Appendix F).

**Table 20**

**The Teacher Gives The Inspiration to Study Hard**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	27	93, 10 %
No	2	6, 90 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As can be seen table 20 above, only 2 students or 6, 90 % responded “No”. But almost all of students 27 students (93, 10 %) responded “Yes”. It means that the teacher told to the students to study hard. Moreover, interview result added that the teacher told when he was young, he was difficult to learn because of economic condition, and learning facilities such as book and dictionary. The teacher had good spirit to learn and he is an English teacher now.

**Table 21**

**The teacher Has A Good Character**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	28	96, 55 %
No	1	3, 45 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*



The result of table 21 showed that 28 students or 96, 55 % responded “Yes” and 1 student or 3, 45 % responded “No”. The interview and the classroom observation results also revealed that the teacher has a good character in the class. In interview, the students said that when the teacher taught them, the teacher made them laugh. In other hand, from classroom observation, it was found that after the students answered the questions in the whiteboard, the teacher appreciate them by saying thank you and good job. Even though the students’ answer was not true. Sometimes, the teacher revise the word and spelling when the students read the sentences (see Appendix F).

**Table 22**

**The Way Teacher Teaches in The Class is Funny**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	23	79, 31 %
No	6	20, 69 %
<b>Total</b>	29	100%

*(Source: Students’ questionnaire)*

For table 22 above, it can be seen that 23 students or 79, 31% said “Yes” and 6 students or 20, 69% said “No”. Similarly, interview and classroom observation also presented the same results. In interview, The students answered the teacher was funny but some students said the teacher was not funny. The students felt scared when the teacher asked them to answer the questions, the teacher asked them to read the text or the teacher asked them to review what the lesson today. In classroom observation, the teacher made funny situation and gave the jokes when he taught the students (see Appendix F).

#### 4.1.2.2 Enjoyment of teaching, and clear explanation

**Table 23**

**The Teacher Has Much Knowledge to Teach in The Class**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	29	100 %
No	0	0
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

Based on result table 23 above, all students responded “Yes”. It means that the students agree with this statement. Based on classroom observation, the teacher gave some notes about the lesson what the teacher and the students discussed (see Appendix F).

**Table 24**

**The Teacher Gives Other Materials or Other Knowledge about English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	20	68, 96 %
No	9	24, 14 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As can be seen in table 23. In this statement, 20 students or 68, 96% responded “Yes” and 9 students or 24, 14% responded “No”. Similarly, interview and classroom observation also presented the same results. In interview, the researcher asked lessons the teacher gave to the students. Almost all students said “forget”. Moreover, classroom observation showed that the teacher gave other lessons when the teacher discussed lesson. That day, the teacher gave lesson about

the time of past tense, using word “when”, and possessive adjective “my, i, and mine” ( see appendix F ).

**Table 25**

**The teacher Uses Media when He/ She Teaches English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	10	34, 48 %
No	19	65, 52 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As seen in Table 25, almost all students said “No”. Only 10 students or 34, 48 % said “Yes”. It means that the teacher seldom use media when teaching in the class. Similarly, interview and classroom observation also presented the same results. In classroom observation, it was also found that the teacher did not use media. The teacher just used the English textbook (see appendix F). Based on interview, the students said that the teacher used the English book but one student remember that in lesson about hobby, the teacher asked them to bring picture about students hobbies.

**Table 26**

**The Teacher Explains The Lesson Clearly and Understandable About Materials**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	24	82, 76 %
No	5	17, 24 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

In Table 26 showed that 24 students or 82, 76% responded “Yes” and 5 students or 17, 24% responded “No”. Some of students responded “No” because sometimes the students did not understand what they learned in that day. Besides, classroom observation has the same result. The teacher explained “past tense” in the third meeting. In the first meeting, the teacher taught past tense (positive), then the teacher gave the simple sentences in past tense with Bahasa Indonesia and English, after that the students made the sentences by themselves to see how far the students understood about the lesson (see appendix F).

**Table 27**

**The Teacher Gives The Time to Ask About The Lessons If The Students Do Not Understand Well**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	29	100 %
No	0	0
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As can be seen the table 27 above, 100% of the respondents provided the same answers “Yes”. Besides, it is also found from classroom observation results that the teacher gave time to the students to asked if the students did not understand about the lessons (see Appendix F).

**Table 28**

**The Teacher Explains and Reviews The Last Materials Before Teaching The  
New Materials**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	27	93, 10 %
No	2	6, 90 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

For table 28 above, it can also be seen that the majority of the students, 27 students (93, 10 %) responded “Yes”, while 2 (6, 90 %) of them responded “No”. Likewise, class observation also showed that in the class, the teacher had explained last lessons about simple presents tense, before the teacher started to explain simple past tense. When the teacher continued the lesson about simple future, the teacher explained about simple past tense (see Appendix F).

**4.1.3 Learning Facilities Factors**

According to the students' responses, the factors related to the learning facilities: 1) facilities and media and 2) the comfort of classroom.

**4.1.3.1 Facilities and media**

**Table 29**

**School Provides English Textbook**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	29	100 %
No	0	0
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

The result of table 29 showed that all the students, which was equivalent to 100 % replied “Yes” that the school provided English textbook. That is also added by classroom observation. The title of English textbook was Get Along with English (see appendix F).

**Table 30**

**School Provides Other English Textbooks**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	16	55, 17 %
No	13	44, 83 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

Table 30 showed that the majority of 16 students (55, 17 %) answered “Yes”, but 13 students (44, 83 %) answered “No”. In addition, classroom observation showed that school provided other English text books. The students could borrow English textbooks in the library (see appendix F).

**Table 31**

**School Provides Language Laboratory to Learn English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	0	0
No	29	100 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As can be seen table 31, 100 % of the students reported that school did not provide English laboratory to learn English subject. Likewise, interview and

classroom observation showed that there were not English laboratory for students to learned English (see Appendix F).

**Table 32**

**There Are Pictures Containing English Language.**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	0	0
No	29	100 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

Based on the result of table 32 above, all of students (29 students or 100 %) said “No”. It means that there were no pictures or word in the class that use English. It was also revealed by the classroom observation show that there were many pictures or wall magazines in the class but no pictures or wall magazines that use English.

**Table 33**

**School Provides Media such as Tape Recorder to Learn English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	0	0
No	29	100 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

Table 33 showed that there were no students said “Yes” but all of students or 100 % said “No”. Furthermore, interview and classroom observation also revealed that there were no tape recorder in the school.

**Table 34**

**The Learning Facilities in The School such as Tape Recorder or Laboratory  
Can Be Use to Learn English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	0	0
No	29	100 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

From all responses, 29 students or 100 % responded “Yes”. It means that English laboratory and tape recorder could not be use to learn English. Furthermore, both classroom observation and students' interviews had also shown the same results. The students could not use the laboratory because there were no English laboratory in that school but based on interview with the students, the students said that there was tape recorder but it could be use if they were in the twelve grade, they prepared for national examination. In that school, there were projectors but the teacher never used it as media in learning English.

**4.1.3.2 The Comfort of The Classroom**

**Table 35**

**The Students Feel Comfort to Learn English in The Class**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	21	71, 24 %
No	9	27, 59 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*



From all of respondents, about 21 students or 71, 24 % said “Yes” and 9 students or 27, 59 % said “No”. It means that must of the students felt comfort to learn English in the class.

**Table 36**

**Classroom is A Pleasant Place to Learn English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	22	75, 87 %
No	7	24, 13 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

For result in table 35 above, it can be seen that almost all of students said “Yes”, only 7 students or 24, 13 % said “No”. The school did not provide other places to learn English except the class.

**Table 37**

**School Enviroment is Conducive to Learn English**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	20	68, 97 %
No	9	31, 03 %
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

As seen in table 37 above, it can also be seen that the majority of students (68, 97 %) said “Yes” and 9 students (31, 03 %) said “No”. Likewise classroom observation also revealed that the class situation was conducive. The students were active when the teacher asked them to make the sentences in the class and

make the students center in the class. Sometimes, the teacher spoke in simple sentences in English and translate in Bahasa. It made the students listened in English word or sentences (see appendix F).

**Table 38**

**English Learning Facilities such as Class, Language Laboratory, and Others  
Media Should Be Improved**

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	29	100 %
No	0	0
<b>Total</b>	29	100%

*(Source: Students' questionnaire)*

Based on the table 38 above, all of students suggested school needed to improve English learning facilities. Furthermore, it was also presented by interview. The students hoped they could learn English with English laboratory, tape recorder, or projector.

**4.1.4 The Most Dominant Factors Affecting English Achievement**

There were three factors in Affecting English Achievement in the eleventh grade students of SMK Bina Medika Palembang, the year 2016 - 2017. Those were : 1)Family; 2) teacher; and 3) learning Facilities. In can be seen from table 5 in data description, where the percentage of negative (no) answer was in the highest one.

**4.1.4.1 The most Dominant Factors Related to Family**

The first factors was family. This study showed that the parents did not teach the students when the students had English homework (100 %), the parents

did not have a good ability in English skill (100 %), and the students and their family did not use English in their home (100%) (see table 5). It means that the parents could not teach the students if they have English homework because the parents did not have ability in English skill and the environment of family were the most dominant factors affecting students English achievement.

#### **4.1.4.2 The Most Dominant Factors Related to The Teacher**

The second factors was teacher. This study showed that the teacher did not use media when he/ she teach English was the most dominant factors affecting students English achievement ( 65, 52 %)(see table 5).

#### **4.1.4.3 The Most Dominant Factors Related to The Learning Facilities.**

The third factors was learning facilities. This study showed that the learning facilities in the school such as tape recorder or laboratory could not be use to learn English (100 %) because the school did not provide English lab to learn English subject (100%) and the school did not provide media such as tape recorder to learn English subject (100 %)(see table 5).

## **4.2 Interpretations**

This part discussed the position of research findings and the existing theories by comparing the finding and the theories which are relevant. In this research, all of students answered all of questionnaire from the researcher. However, in interview, there were 28 students in the class. One student was absent when the researcher interviewed the students.

English was one of subject that students learned in the school. As the sample of this research, the eleventh grade of SMK Bina Medika Palembang had

some difficulties and problems when they learned English. The problems were: (1) sometimes the students got confused when they heard the teacher spoke in English; (2) most of the students also could not answer what has been asked by the teacher in English; (3) the students had difficulties to speak because it was hard for them to express about what the students wanted to say in English and they were not confident enough with their speaking ability; (4) the students were reluctant to read text in English because they did not understand it; and (5) their writing skill was very weak.

The students in SMK Bina Medika need to understand English because there are many articles or references about pharmacy or medicine in English and there are many technical definitions in medics' term using English. In the twelfth grade, the students would do national examination, and English is one of subjects in examination. After graduating from school, the students will be a job seeker. In this era, companies need an individual who has ability in English both in passive and active. Therefore, the students in SMK Bina Medika Palembang must have good English proficiency

Based on explanation above, there were external factors affecting English achievement. The External factors can come from some categories. They were: 1) family; 2) the teacher; and 3) learning facilities.

#### **4.2.1 Family Factors**

##### **4.2.1.1 Support and Motivation from Family**

In Table 6 and Table 7, almost all of students said their parents told them about the importance of learning English and gave the motivation in learning

English. While, some of parents of students did not tell to them about the importance and give motivation of learning English. This result contradicted to the research had been conducted by Abdur, et. Al (2013), there were 26,66% parents give the motivation for their children and 73,33% the parents did not give motivation to their children. This finding coincided with Oqbum & Soekanto (2004) and Hasbullah (2008) who reported that parents' attention can give motivation and give understanding of the importance of learning English so that the children can study well and the parents who are not paying attention and ignoring their children's education may become the factors of students learning.

Based on the finding in table 8, all of students said the parents did not teach them when they have English homework. This result supported by Abdur, et. al, (2013), based on their research, 70% parents did not teach the students in learning English, 23,33% parent helped the students partially, and 6,99% parents help the students thoroughly.

The parent could not teach their children in learning English because the low educational background of the parents (table 9 and table 10). This result was also in line with the research that had been conducted by Omid and Ali (2012), 24,6% of the students' father have below secondary level education, 4,5% illiterate, 49,7% of the students have secondary education, 15,6% have associate degrees and 5,5% of the fathers have B.A and above degrees. For the mother, 33,2% have below secondary education, 46,2% have completed the secondary education, 13,6% have associate degrees, and 2,5% have accomplished B.A and above degrees. In other words, most of students parents do not have higher

education and the students' parents do not support facilities for their children to learning English. To support the result, another research, Abdur, et. al, (2013) who said that from 60 students, 26,66% parents have education background and 73,33% did not have education background. The data provided the theory by Marloes, Jaap, & Maarten (2014) state that the students have their own background and conditional each other. For instance, the lack of parents' education, single parents, economic problem, had broken home family. The data also supported by Abdur, et. al, (2013), the lack of parents' education, economic problem, and had broken home family determine how well and how far the learning can be achieved, so that situations have a big role in supporting students' learning.

In table 12 found that some of the students' parents give the students reward when the students get highest score. In that statement, reward not only thing, but reward can be praise and motivation for the students to do the best. The data supported by Oqbum and Soekanto (2004) state that parents can affect their children's education by the relationship between parents and children: The parents, who care give love, understanding, and appreciation to the children will make the children have healthy mental.

Table 13 found that almost all of students did not join English course but in the time of interview, the students said that they have joined English course when they were in elementary school or in junior school. In table 14 showed all most students parents' job were father as laborer and mother as housewife. It made the students could not join English course. This result aligned with the study

from Omid and Ali (2012), there is direct relationship between the students' economic status and their learning of English. In other words, those who have better financial status may learn English better than who have a poor economic status. This confirmed by Khattak et al. (2011), which justified that the poor socioeconomic background is one of factors that create learners face with the use foreign language. It was supported by Oqbum and Soekanto (2004) who state that the economy factors sometimes are general one which can be found in reality. The low economic situation can be a barrier for the children in learning, because it needs some media like books, text books, pens, pencils, etc.

Based on the finding in table 15, the result showed that all of students' parents gave the facilities such as dictionary and books. As parents, they should give their children the facilities to learn English subject. In other hand, when the parents provide their children' facilities, it could make the students get support in learning English from their parents. This result contradicted to the research had been conducted by Abdur, et. Al (2013), there were 33,33% the parents give the students' facilities to learning English, and 66,66% the parents did not give the facilities to learning English.

#### **4.2.1.2 Family Background**

From the finding in table 16 showed that the parents did not have ability in English skill. It made the parents did not teach their children when the students had homework in English subject. The parents' education background is one of problems why the parent did not have ability in English skill. Marloes, Jaap, & Maarten (2014) state that the students have their own background and conditions

each other, for instance, the lack of parents' education, single parents, economic problem, had broken home family. It is supported by Abdur, et. al, (2013) who state that the lack of parents' education, economic problem, and had broken home family determine how well and how far the learning can be achieved, so that situations have a big role in supporting students' learning.

Most of students said "No" in the statement of table 18. In students' home, they did not use English language when they spoke with their family. It is supported by Table 17. Table 17 showed that the language that students use are Bahasa Indonesia and local language, Palembang language. This result in line with the research that had been conducted by Abdur, et. al, (2013), there were 0% students that used English as students language because all of the students used Punjabi as the students' language. The data are also supported by the theory by Normazidah, Koo, & Hazita (2012) and Trawiński (2005) that the factors that impact the EFL learners to have poor performance in English language learning because there is a lack of support to use English in the home environment.

#### **4.2.2 Teacher Factors**

##### **4.2.2.1 Favorable Attitudes**

In the findings in table 19 and table 20 showed that the teacher gave motivation and inspiration to the students. The teacher gave motivation and inspiration to study hard in learning English. The teacher had given not only the knowledge to the students but also the teacher had needed to give motivation and spirit to study hard. This confirmed by Arends (2008), he said that the teachers need to have favorable attitudes when he teaches their students.



In the finding of table 21 and table 22 showed that the teacher had a good characters when the teacher taught the students. This result in line with another research had been conducted by Omid and Ali (2012), they said that 70% of the teachers have friendly relationship with their students. The teacher had funny way to teach in the class. The teacher needed to have a good character and funny ways when the teacher taught his students. Because when the teacher had a good character and funny way in teaching, it makes the students to be easy to learn English. It supported by Arends (2008) who states that the teachers' behavior, personality, education, and the way the teachers' teach determine the achievement of the students.

#### **4.2.2.2 Enjoyment of Teaching, and Clear Explanation**

As can be seen in table 23 and table 24 showed that the teacher has much knowledge when the teacher taught the students. Sometimes the teacher gave other some materials about English subject except in English textbooks. This result aligned with the study from Omid and Ali (2012), they said that 60% of the English teachers tend to use other sources in teaching whereas only 40% of the English teachers only use the English textbooks in classes. This finding coincided with Ahmadi and Supriyono (2004) who state that the teacher can be a factor of the students' learning problems if the teacher has some of the criteria, unqualified; it can be in using methodology or in mastery of the materials.

Almost the students in table 25 said that the teacher did not use media when the teacher taught the students in the class. The teacher did not use media in the teaching process, it could make the students boring in teaching and learning

process. Ahmadi and Supriyono (2004) who state that the teacher can be factor of the students' learning problems if the teacher having some of criterion, unqualified; it can be in using methodology or in mastery of the materials.

Table 26 showed that the teacher explained the lesson clearly and understandable about materials. When the teacher taught in the class, the teacher should explained clearly and understandable about materials. It supported by Arends, Winitzky, and Margareth (1998), they concluded that one of domains of teacher behavior that were strongly associated with students learning is clear rules and procedures.

As can be seen in table 27, all of the students said that the teacher gave the time to the students to ask the teacher when the students did not understand about the materials. In table 28 showed that the teacher explained and reviewed the last materials and before teaching the new materials. The teacher should have the time to ask the students and to review the materials in the class, which is also realized by Arends, Winitzky, and Margareth (1998), they concluded that one of domains of teacher behavior that was strongly associated with students learning is the effective of use of time.

### **4.2.3 Learning Facilities Factors**

#### **4.2.3.1 Facilities and Media**

Based on the findings in table 29 and table 30, the school provided English text book. In table 29, the school provided English handbook with the tittle "Get Along with English" The students bought handbook by themselves. English textbook was used by the students in learning English in the class.. However, in

table 30 showed that there were almost all students said “Yes”. The students can borrow other books in the library. According to the standard facility which is developed by BNSP (Badan Standar Nasional Pendidikan), and approved by UU RI about Sisdiknas 2003 stated that every education unit is obligated to have facilities including tools and equipments of education, media, textbook, and other resources of learning, empty used matter, and other equipments which are needed to support the learning process ordered and continuously.

The finding as seen in table 31 showed that the school did not provide language laboratory to learn English. The students and the teacher did teaching and learning process in the class and it made the teaching and the learning process did not effective. Based on the finding in table 32, there were no pictures with English in the class. The students said that If the school provided picture with English, it could made they remember about the formula in tenses and the students would know some vocabularies in the class. As could be seen in table 33, the school did not provide media to learn English subject, such as tape recorder. The students never learn English subject by using tape recorder. The teacher used English text book when the teacher taught the students. This result was also in line with the research that had been conducted by Tata & Rabiun (2014), who said that there were 13% responded the school provided media and facilities for teaching English and 87% responded the school did not provide it.

Table 34 showed that media and laboratory could not use because the school did not provide media and language laboratory to learn English. The media, tape recorder can be used when the students in the twelve grade for preparing the

students in national examination. Media and language laboratory were the important facilities in learning English. If the school did not provide media and language laboratory, teaching and learning process were not effective. The result supported the research that had been conducted by Tata & Rabi (2014), most of the students said that the school did not provide language laboratory to learning English. It confirmed by Muhammad (2005, p. 59), who states that the school condition where the students learn also influences the success level of learning, besides the teacher quality, the methods, curriculum, learning facilities, classroom condition, and the amounts of the students. The teaching learning process would run effectively and efficiently if it is supported by complete facility.

#### **4.2.3.2 The comfort of classroom**

Table 35 showed that the students felt comfort to learn English subject because there was interaction between students and teacher in the class. It supported by the finding in table 36, almost all of students said class was pleasant place to learn English subject. Based on the classroom observation, the students felt comfort in learning English in the class because they did not have other place to study. Based on finding in table 37, the result showed that the class was conducive when there were teaching and learning process, but the media and classroom environment did not support to learn English subject. It made students in teaching and learning English was not effective. This was considered by Sabri (1999), he states that there are five factors which influence the education process; they are teacher, learner, objective, tool, and environment. With these five factors, the teaching learning process can be done, although the result is still not

satisfying. In order to improve the result of learning, it will be more effective if the learning facility is provided.

As can be seen in finding table 38, the school needed to improve media (tape recorder and picture with English) and facilities to learn English subject (language laboratory). The media and facilities needed to learn English. Even though, it is not important but the teaching and learning process was not satisfying if the school provided the media and the facilities. This result aligned with the study from Tata & Rabiul (2014), who said that 82% responded the school needed to improve the facilities and media to learning English. It is supported by Muhammad (2005), he states that the school condition where the students learn also influences the success level of learning, besides the teacher quality, the methods, curriculum, learning facilities, classroom condition, and the amounts of the students. The teaching learning process will run effectively and efficiently if supported by complete facility.

The findings of this study tally with the findings of Omid and Ali (2012), Abdur, Hafiz, Muhammad, Anser, and Umer (2013), Tata & Rabiul (2014), Ahmed (2015) and Kudsiyah (2009) who discussed the factors affecting English achievement that are caused by English teachers, learning facilities and media or materials. However, all of previous related study did not explain about family background. While, this research also discussed about family background. In addition, the finding of the study related to family background, it was supported by Abdur, et. al, (2013).

## **BAB V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents: 1) conclusions, 2) recommendations concerning the result of the research based on the research findings and interpretations from chapter IV and 3) limitation of study.

#### **5.1 Conclusions**

To finalize all that issues that have been presented, discussions and analyzed in this research so far related to the external factors affecting English achievement, the following conclusions were drawn:

1. There were 3 factors in the external factors affecting English achievement. They were : 1) family (support, motivation and family background); 2) teacher (favorable attitudes, enjoyment of teaching, and clear explanation); and learning facilities (facilities, media, and the comfort of classroom).
2. The most dominant factors in each catagories were: The first factors was family. This study showed that the parents did not teach the students when the students have English homework (100 %), the parents did not have a good ability in English skill (100 %), and the students and their family did not use English language were in their home (100%). The second factors was teacher. This study showed that the teacher did not use media when he/ she teach English also as the most dominant factors affecting students English achievement ( 65, 52 %). The third factors was learning facilities. This study showed that the learning facilities in the school such as tape recorder or language laboratory could not use to learn English (100%)

because the school did not provide English laboratory to learn English subject (100%) and the school did not provide media such as tape recorder to learn English subject (100 %)

## **5.2 Recommendations**

Based on the conclusions, the following recommendations have been drawn.

They were:

1. The researcher recommended the students, they should tell to their parents about their result in the school so that their parents know about the students' result in the school. In order, to let the parents give suggestion to them.
2. The researcher recommended the parents to always give support, motivation, and advise to their children. Sometimes, the parents give reward to their children, reward is not only thing, but also the parents can give praise to their children.
3. The researcher recommended the teacher should give the students motivation, inspiration, and make the situation in the class when the teacher teaching in the class.
4. The researcher recommended the teacher to add other knowledge or materials about English which is not provided by English textbook.
5. The researcher recommended the teacher should use media when the teacher in the class to make the students are not boring in learning English.

6. The researcher recommended the school to provide more learning facilities, such as language lab, tape recorder, and picture with English content to improve the students in learning English.
7. The researcher recommended the school to improve the learning facilities in learning English. The school can add some English text books in library that students can use to learn English.

### **5.3 Limitation of Study**

In this research, the researcher take the tittle “The External Factors Affecting English Achievement of The Eleventh Grade Students of SMK Bina Medika Palembang. As this study only focused in external factors affecting English achievement, it would be better for the next research to also analyze in internal factors affecting English achievement. Besides, this study only focused in academic achievement, it woud be better for the next research to analyzed not only in academic achievement but also analyzed in English skill achievement more importanly, this study only taken in SMK, it would be better for the next research taken in others level of education to make the better research of study.



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