AN ANALYSIS ON EXTERNAL FACTORS INFLUENCING STUDENTS ENGLISH LEARNING ACHIEVEMENTS

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Abstract: The aim of this research is to describe the dominant external factors influencing students' English learning achievements and to investigate how is the correlation of external factors toward students' English learning achievements of eleventh grade students of SMAN 1 Sungai Kakap in academic year 2013/2014. The researcher applied descriptive quantitative study using a correlation study in conducting this research. The data in this research were collected by using questionnaire with Likert-scale and the document of the students' English learning achievements in the first semester in the academic year 2013/2014. The result of research finding shows that the dominant external factors are teacher factor and classroom interaction factor. The percentage of teacher factor is 80.3% and classroom interaction is 74.3%. The computation also found that the correlation between external factors and English learning achievement was categorized as high to very high (2.56). It means that the alternative hypothesis "There is a significant influence of external factors toward students' English learning achievement" is accepted.

Keywords: External factors, students English learning achievements

Abstrak: Tujuan penelitian ini adalah untuk menjelaskan faktor eksternal dominan yang mempengaruhi hasil belajar siswa pada mata pelajaran Bahasa Inggris dan untuk mengetahui bagaiman korelasi antara faktor eksternal terhadap hasil belajar siswa pada mata pelajaran bahasa Inggris pada siswa kelas XI SMAN 1 Sungai Kakap di tahun ajaran 2013/2014. Peneliti menerapkan penelitian deskriptif kuantitatif dengan menggunakan metode korelasi. Data-data dalam penelitian ini diambil menggunakan kuesioner dan dokumentasi rapor siswa kelas XI semester 1 tahun ajaran 2013/2014. Hasil penelitian menunjukkan bahwa faktor eksternal yang dominan adalah faktor guru dan faktor interaksi kelas. Persentase faktor guru sebesar 80.3% dan persentase faktor interaksi kelas sebesar 74.3%. Hasil peneitian juga menunjukkan korelasi antara faktor eksternal dan hasil belajar siswa pada mata pelajaran bahasa Inggris dikategorikan dalam korelasi yang sangat tinggi yaitu mencapai angka 2,56. Itu berarti alternatif hipotesis, yakni "Terdapat pengaruh yang signifikan dari faktor eksternal terhadap hasil belajar siswa dalam mata pelajaran bahasa Inggris" dapat diterima.

Kata Kunci: Faktor eksternal, hasil belajar siswa

English as foreign language has been taught and studied in Indonesia. English as foreign language has been taught and studied in Indonesia. English is the foreign language which is a compulsory subject to be taught in all schools from lower secondary and upper secondary schools. The students learn English with the materials and activities to achieve the target in learning English. English learning achievement is the measurement of student's success of their study in learning English subject in school. As we know, differences in students' learning achievements are always happening. Some students may get higher learning achievement and some may not. In learning process especially at school, learning achievement can be seen generally by the result of student's final examination, daily test, or on the "rapor" card. If the result is good, it means that students have already mastered the materials that taught by the teacher. However, if the result of the test does not fulfill the learning achievement target, it means that there is something less in the process of learning or there are some factors that influence it.

Nowadays, the successful of the students in learning foreign language can be affected by some factors. As Ballard and Bates (2008: 563) reported on their journal, they concluded that the factors influence students learning achievements are the motivation, responsibility of the students, teacher, socioeconomic status, and home/family. Ellis (2003: 24) in his book, *The Study of Second Language Acquisition*, explains there are three factors that can influence learning achievement; they are external factors, internal factors, and individual differences. External factors are the factors come from outside of the student; it may be in the form of social factors, input and interaction. Internal factors are the factors which come from student's individuality. Individual differences are individual learner differences and learning strategies. In this research, the writer focused on external factors.

Home (family) factor consist of parents' support that can influence students in their English learning process directly and indirectly. Although the parents do not participate in students' learning process in school, they can participate by giving facilitation to their children to learn English, learning or doing homework together at home, and any other. Teacher plays important role in teaching and learning process. The teacher has responsibility to select appropriate technique and media in teaching English that can encourage students in acquiring the materials and enjoy English learning process. Teacher has direct interaction with the students, so she or he knows how well the students understand the materials and their difficulties. Input and interaction can be divided into classroom interaction and non-reciprocal discourse. Classroom interaction plays important role in acquisition language. Interactions that happen in classroom are interaction between teacher to students, students to teacher, and also students to students itself. In non-reciprocal discourse, input comes from English song or movie.

As mentioned above, the external factors consist of social factors, input and interaction. Social factor includes student's learning environment. It can be home (family), school, and community. Input and interaction include interaction with teacher and another student in classroom interaction; and the context of non-reciprocal discourse in listening to English song or watching movie. Home

(family) factor consist of parents' support that can influence students in their English learning process directly and indirectly. Although the parents do not participate in students' learning process in school, they can participate by giving facilitation to their children to learn English, learning or doing homework together at home, and any other. Teacher plays important role in teaching and learning process. The teacher has responsibility to select appropriate technique and media in teaching English that can encourage students in acquiring the materials and enjoy English learning process. Teacher has direct interaction with the students, so she or he knows how well the students understand the materials and their difficulties. Input and interaction can be divided into classroom interaction and non-reciprocal discourse. Classroom interaction plays important role in acquisition language. Interactions that happen in classroom are interaction between teacher to students, students to teacher, and also students to students itself. In non-reciprocal discourse, input comes from English song or movie. Based on explanation above, the writer is interested in describing the dominant external factors that influence English learning achievement and investigate the significant influence between external factors and English learning achievement, besides their internal factors and individual differences can influence the result of their learning achievements.

METHOD

The form of research that used in this research is descriptive quantitative method because in quantitative research, the goal is to determine the relationship between one thing (an independent variable) and another (a dependent variable). According to Babbie (2010: 421) quantitative methods emphasize on objective measurements and numerical analysis of data collected through polls, questionnaires or surveys. Quantitative research focuses on gathering numerical data and generalizing it across groups of people. Descriptive research provides information about conditions, situations and events that occur in the present. Therefore, the appropriate method that used to achieve the purpose of this research is correlation study. According to Urdan (2005:79), correlation study simply means the variation in the score on the variable correspondent with variation in the scores on the second variable. It refers to a study in which the purpose is to discover the relationship between two or more variables. It is a way to find out the answer of how the influence of external factors toward students' (independent variable) and English learning achievements (dependent variable).

The population of this research is eleventh grade students of SMAN 1 Sungai Kakap in the academic year 2013/2014, which consist of 197 students. Thus, the sample of this research is the students from class XI IPA 2 and XI IPS 1 that consist of 66 students.

The appropriate technique and data collecting that used in this research are questionnaire and documentary. Questionnaire is used to determine the dominant external factors. Questionnaire is used to investigate the students' external factors which consist of some questions. In this research, the researcher used closed-ended questionnaire. Close-ended questionnaire requires the respondent to choose

one of several specified answers and also can take a variety of forms. According to Lee Mckay (2006: 38), one of the most popular formats of closed-ended questionnaire is the *Likert-scale* question in which students or teachers are asked to select one of several categories by circling or checking their response. Likert-scale is the scale that is used to measure the attitude, opinion, and perception of a person or groups about the social phenomenon. So, the scale of the questionnaire was computed by using Likert-scale. Documentary is used to gather the English learning achievement. The writer gathered the documentary from English scores eleventh grade students of SMAN 1 Sungai Kakap in their "rapor" books of first semester in academic year 2013/2014

The researcher analyzed the data based on the following procedures: (1) Data collecting. In data collecting, the writer obtained the students English scores from the "rapor" book and distributed the questionnaires to the students. (2) Analysis the dominant and percentage of external factors. In this step, the answers of questionnaire are transformed into quantitative data. Questionnaire consists of 50 questions that have 5 options. Each alternative has scale. The scale range from 5 to 1. Based on the interval data, the writer can analyze it to calculate the total answer and the percentage according to every answer from the students. (3) Analysis on the influence between students' external factors and students' English learning achievements. In this step, the influence of students' external factors and students' English achievement is measured using product-moment formula. The *r* value then interpreted by using table of criteria value of product moment coefficient correlation, if the *r* score is similar or more than *r* table, the alternative hypothesis that stating "there is a significant influence of students' external factors toward students' English learning achievements" is accepted.

FINDING AND DISCUSSION

Research Finding

A. Analysis On the Students' External Factors

In order to determine the dominant external factors of eleventh grade students of SMAN 1 Sungai Kakap, the total and the percentages were analyzed based on the four specifications; they are parents' supports (question no 1-19), teacher (question no 20-33), classroom interaction (question no 35-41), and non-reciprocal discourse (question no 42-50). The total of each specification can be calculated as follows: *(Adopted from Sugiyono, 2014: 137)*

Total of …. students who answer 'always'	= …. X 5 = ….	
Total of …. students who answer 'usually'	= …. X 4 = ….	
Total of …. students who answer 'sometimes'	= …. X 3 = ….	
Total of …. students who answer 'occasionally'	= …. X 2= ….	
Total of …. students who answer 'never'	= …. X 1 = …. +	
	Total = ……	

In order to find out the dominant factor that is underlying the students, the writer calculated the percentage of each type of external factor with formula below:

$$P = \frac{\sum X}{N} \; x \; 100\% \quad (Arikunto, 2002: 243)$$

Where:

P = Percentage $\sum X$ = total of certain factor
N = total of ideal score (maximum scale x total question x total students)

The result of percentages of all students can be seen in table 1:

Table 1
The Percentage of Students' External Factors

Specification				
Parents' Supports	Teacher	Classroom Interaction	Non-reciprocal Discourse	Dominant type of external factor
(X1)	(X2)	(X3)	(X4)	
52.8%	80.3%	74.3%	59.8%	X2 and X3

From table 1, it shows that the percentage range from the highest to the lowest; they are teacher (80.3%), classroom interaction (74.3%), non-reciprocal discourse (59.8%), and parents' support (52.8%). It showed that the dominant external factors are teacher factor (80.3%) and classroom interaction factor (74.3%).

B. Analysis on the influence between the students' external factors and students' English learning achievements

The influence of students' external factors and students' English achievements measured using product-moment formula as follow:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \quad (Arikunto, 2002: 146)$$

$$r = 2.56$$

Based on computation above, $r = 2.56$. It shows positive high correlation between students' external factors and their English learning achievements. After obtaining the significance value of the correlation coefficient, the degree of freedom measured as follow:

$$df = n - 2$$

$$df = 66 - 2$$
$$df = 64$$
r table =0.242
r obtained > r table
2.56 > 0.242

Arikunto (2006: 272) explains that "the criteria of significance is if *r* obtained > *r* table, it means that there is a correlation coefficient between variable X and Y with confidence level 95% and degree of freedom (df) = n-2." The result of the computation of the correlation coefficient of the external factor and students' English learning achievements is 2.56. Based on the table of critical value, *r* product moment coefficient correlation with 64 degree of freedom is 0.242 at 0.5 level of significance. It indicated that *r* obtained is > *r* table (2.56 > 0.242). Therefore, the value of 2.56 is significant. In other word, the null hypothesis is rejected and the alternative hypothesis is accepted.

Discussion

The analysis of the data collected through the questionnaire that distributed to eleventh grade students of SMAN 1 Sungai Kakap I academic year 2013/2014, it shows that external factors have influenced students' English learning achievements. The data shows that the dominant external factors are teacher (80.3%) and classroom interaction (74.3%). Non-reciprocal discourse and parents' supports factors are the external factors that less influenced students' English learning achievements. The percentage for parents' support is 52.8% and for non-reciprocal discourse is 59.8%.

Classroom interaction factor and teacher factor are kind of factor which are very close to students' daily lives in school. According to the data, the averages of students can get input and learn English well in school. It is supported by the teacher factor that has a big influence to the students. The teacher motivates the students to learn English with giving applause or compliment if the students can answer the questions well or if they can achieve high English score. The teacher also uses interesting technique and media, such as games, videos, pictures, and any others. It also will make the students get motivate in learning English in order to get higher English learning achievements. It also supported by the teacher that has many roles in classroom such as controller, organizer, assessor, prompter, participant, resource, tutor, and facilitator. The teacher as controller, she can control teaching and learning process in classroom. The teacher as organizer, she can organize the activities in classroom. The teacher gives the students information, tells them how they are going to do the activity, puts them into pairs or groups, and finally closes things down when it is time to stop. The teacher acts as an assessor, she gives feedback to the students in the end of teaching and learning process. The teacher acts as prompter, the teacher encourages students to participate and makes suggestions about how students may proceed in an activity. According Harmer (2001: 60), the teacher should be helping students only when necessary. So it can make the students interact with the teacher and with the other

students. The teacher acts as participant. She can participate in activity in classroom and tend to listen to her students, about their problems, opinions or suggestions. Teacher as resource, she can be the resource for the students beside books and internet. The teacher acts as a tutor when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. The teachers will want to observe what students do, so that they can give them useful group and individual feedback. The last is teacher acts as the facilitator. The facilitating role requires that the teachers step away from managerial or directive role and allow students, with the teachers' guidance and gentle prodding, to find their own pathways to success. She should facilitate the teaching and learning process in classroom, for example she can teach using power point.

Interactions that happen in classroom are interaction between teacher and students, students and teacher, and students and students itself. Classroom interaction is the good input that may come in spoken form in school that occurs in school. In classroom interaction, the students attempt to interact and communicate with English teacher and the other learners. The teacher always gives chance to the students to ask and answer the questions; the students can ask or answer the questions well without afraid to fail, because they have good interactions. The teacher also always teaches them with interesting method and material, for example using games, video, and any others. It makes the students participate actively in classroom. The students also have good classroom interaction each other. They discuss together to do exercise in pairs or group work and always ask comfortably to the teacher if they still do not understand yet about the material or exercise. They can discuss in classroom, library, or at their own home. Classroom interaction is not good enough if the teacher and students do not participate actively in classroom

Ellis (2003: 26) also explains that input occurs in the context of non-reciprocal discourse (for example, listening to radio or watching a film). The students cannot get out of the technology and entertainment. Watching TV and movie, listening to radio and song, are the technology and entertainment that included in the students daily activity. They may get some English input from that technology and entertainment. For example, through watching English movie, the students learn new vocabulary and even can pronouncing the vocabulary well. But, the fact shows that the students from SMAN 1 Sungai Kakap can get input from that. Because they seldom and almost never watch English movie or the other movie with English subtitle. They also listen and sing English movie rarely.

Parents' supports are the lesser external factors that influencing students English learning achievements. There are some examples the ways parents in supporting the student to learn English: (1) Give positive view about English and culture (2) Appreciate the student development in English learning, such as give applause or gift if the student can make simple conversation by using English. (3) Read English books with their children together. (4) Ask the student to practice some daily conversations in English and ask them to teach English to people around them. (5) Keep home atmosphere to feel comfortable for them in learning. (6) Give facilitations that they need, such as computer, books dictionary, and any

others. Most of students of SMAN 1 Sungai Kakap give answers that their parents are not really support them. Most of their parents do not give them good facilitations because of economics problems. Most of students do not have dictionary and text book that is very important to them to learn English. They also do not join English course outside school. Their parents just know that they can get English learning and material from their teacher in school, but actually their supports are very important to their children.

The calculation of the product moment formula shows that the external factors have a positive influence or correlation with students' English learning achievements of eleventh grade students' of SMAN 1 Sungai Kakap in academic year 2013/2014. The computation also shows that the external factors have significant effect relation with English learning achievements. The coefficient correlation is $r = 2.56$, the r table of 64 degree is 0.242, the result of r obtained is more than r table (2.56 > 0.242). It means that the correlation or influence is significant and the alternative hypothesis is accepted.

CONCLUSION AND SUGGESTION
Conclusion

The conclusions of this research are: (1) The dominant external factors that are stated by the students are teacher and classroom interaction. The percentage of teacher is 80.3% and classroom interaction factor is 74.3% from 66 students. (2) The finding shows that the students get motivation in learning English is when they have good classroom interaction with the teacher and also with the other learners. It also supported by the teacher that has many roles in classroom such as controller, organizer, assessor, prompter, participant, resource, tutor, and facilitator. (3) Interactions that happen in classroom are the interaction between teacher and student, teacher to group of students, students to teacher, and students to students themselves. The classroom interaction cannot be good if there is no support by the teacher and the students itself. That is why the classroom interaction factor and teacher factor be the dominant external factors that most influencing the students in learning English. (3) Non-reciprocal discourse and parents' support factors become the external factors that less influence for students' English learning achievements. The percentage for non-reciprocal discourse is 59.8% and for the parents' support factors is 52.8%. Non-reciprocal discourse (for example watching English movie, or watching the other movie with English subtitle, listening to English song, and any others) is really good for the students in learning English if they can use it as media to learn English. But, the students there do not really interest with that. They prefer to watch local movie and listen to local songs, too. (4) The value of correlation coefficient (r) between external factors and students' English learning achievements was 2.56. The finding indicates that two variables above was positive and based on the criteria of correlation coefficient, it was considered as high to very high. (4) The result of r table from 64 degree of freedom (df) is 0.242 at the level of significance, therefore it can be concluded that the influence of external factors toward students' English

learning achievements' of eleventh grade students of SMAN 1 Sungai Kakap is significant.

Suggestion

The suggestions of this research are: (1) The dominant external factors are teacher factor and classroom interaction factor. In order to get good classroom interaction in learning English, the English teacher and the students should increase the good classroom interaction between them. Good communication is the key for the good interaction between teacher and students and also between students itself. For example the teacher can develop communication with create 'question-answer' season according to the material that have been studied by the students; the students can share and discuss together about their problems or difficulty in learning English with the teacher or with the other students. (2) The teacher also should improve the quality of her roles in the classroom. The teacher should teach using interesting technique and media. Teaching English using video, picture, or power point can be an alternative in teaching English. The teacher should find out for the other resources beside book, such as journal, internet, and magazine. (3) The parents also have to increase their good relationship and interaction to support their children in learning English. The parents can support their children with let their children join English course, buy dictionary, *alfalink*, or appropriate book to the children. The parents also have to pay attention to their children's English learning achievement, so the parents know the progress of their children in learning English. (4) The students should access resources in order to get more information or learning sources as the input, such as listening to English song that can help them to develop their vocabularies, pronunciations and listening skills.

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