

**Factors That Affect The Low Achievement of Students' English Learning At The Tenth Grade of SMA Muhammadiyah 1 Kotabumi
Academic Year 2021/2022**

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Abstract: The purpose of this study was to determine student achievement and the factors that influence student achievement in the tenth grade English subject at SMA Muhammadiyah 1 Kotabumi for the academic year 2021/2022. The purpose of this study is to describe What are the factors that influence the low English learning achievement of tenth graders at SMA Muhammadiyah 1 Kotabumi? In this study, the researcher used a qualitative descriptive research method. The data of this study were taken from the interviews of tenth grade English teachers and tenth graders. The instrument used in this research was the interview. In this study, the data collection used by the researcher was an in - depth interview technique. The results of this study illustrate that in fact there are two factors that influence students' low achievement in learning English. The two factors are internal factors and external factors. In internal factors there are problems of intelligence, attitude, and motivation, while problems with external factors consist of family environmental, school environmental, and community environmental.

Keywords: Internal Factors, Eksternal Factors, Learning Achievement

***Abstrak:** Tujuan penelitian ini adalah untuk mengetahui prestasi belajar siswa dan faktor-faktor yang mempengaruhi rendahnya prestasi belajar siswa pada mata pelajaran Bahasa Inggris kelas sepuluh di SMA Muhammadiyah 1 Kotabumi Tahun ajaran 2021/2022. Tujuan penelitian ini untuk mendeskripsikan Bagaimana faktor yang mempengaruhi rendahnya prestasi belajar bahasa Inggris siswa kelas sepuluh di SMA Muhammadiyah 1 Kotabumi. Dalam penelitian ini, peneliti menggunakan metode penelitian deskriptif kualitatif. Data dari penelitian ini diambil dari hasil wawancara guru bahasa Inggris kelas sepuluh dan siswa kelas sepuluh. Instrumen yang digunakan dalam penelitian ini adalah wawancara. Dalam penelitian ini, pengumpulan data yang digunakan oleh peneliti adalah teknik wawancara mendalam. Hasil dari penelitian ini menggambarkan bahwa ternyata ada dua faktor yang mempengaruhi rendahnya prestasi belajar bahasa Inggris siswa. Kedua faktor itu adalah faktor internal dan faktor eksternal. Di dalam faktor internal terdapat masalah kecerdasan, sikap, and motivasi, sedangkan masalah pada faktor eksternal terdiri dari lingkungan keluarga, lingkungan sekolah, dan lingkungan masyarakat.*

Kata Kunci : Faktor Internal, Faktor Eksternal, Prestasi Belajar.

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I. INTRODUCTION

Education and teaching are goal-conscious processes. According to Sardiman in Hasibuan (2014, p.18) the purpose is an attempt to provide a formulation of the expected results of students after students carry out the learning experience. One of the indicators of achieving or not teaching objectives must be seen from the results of student achievements. Good learning achievement shows that the teaching and learning process is achieved or successful.

According to Chaplin in Kristiantini (2020, p.49) "Achievement is the result achieved (from what is done and expected). From this definition, learning accomplishment is the authority of information and abilities created by subjects, which are normally shown by the qualities or numbers given by the state. Achievement or performance is the result of achievement obtained by a student (student) after taking an exam in a particular lesson. Learning achievement is realized by the value report listed on the report card, or study result card (KHS). The results of this study report are given every mid-semester, every semester, or every year. Every student (student) is entitled to a report on learning achievement after participating in various series of learning activities in class.

However, what the teacher wants is not all actually achieved. Like learning English, English is an important language to learn, but this does not mean that English is a basic language that must be mastered. Various obstacles experienced by students in learning English caused their learning achievement to be low. Problems that affect the student learning process are caused by many variables that come from inside and outside students.

According to Johnson in Nabillah (2020, p.54) Internal factors are factors that come from within students. While external factors are factors that come from outside the students themselves. Learning English requires students to consider not only external factors but also internal factors. Internal factors are factors that come from within students that can affect learning achievement.

In general, the learning achievement displayed by students has a close relationship with the level of intelligence possessed by students. On the other hand, students who have low levels of intelligence are also expected to have low learning achievements. Passivity, low self-esteem and lack of self-confidence can be factors that prevent students from showing their learning achievements. Attitude is a person's readiness to act in a certain way towards certain things. Motivation arises because of a desire or need in a person.

Meanwhile, external factors are factors that come from outside a person or individual. This factor includes the surrounding environment including the closest people. success or learning achievement is strongly influenced by two factors, namely internal factors and external factors. Internal factors include individual learning conditions, both physically and psychologically, while external factors include family, school, community environmental conditions, including the material being studied. These factors interact directly or indirectly in achieving learning achievement.

II. METHOD

Based on the characteristics of the research, this research is a qualitative research. In this case, qualitative research means that the results of the study depend on the presence of the researcher and this research focuses more on the process than the results. Sugiyono (2012, p.8) states that qualitative research is also called naturalistic research. This is due to the fact that the research conditions took place in nature.

Based on these objectives, researchers describe, summarize various conditions, situations, and phenomena of social reality that exist in society. In this case, the

researcher chose descriptive analysis research method.

III. RESULTS AND DISCUSSION

RESULTS

Research results the above discussion relates to the factors that affect the low learning achievement of English students in tenth grade SMA Muhammadiyah 1 Kotabumi in the academic year 2021/2022. The purpose of this study is to describe factors that influence the low achievement of learning English in tenth grade of SMA Muhammadiyah 1 Kotabumi through direct interviews. The informants in this interview were tenth grade English education teachers and tenth grade students. The main formulation in this research is how are the factors that influence the low achievement of learning English in tenth grade SMA Muhammadiyah 1 Kotabumi?

Factors that are answered in the results of the study are internal factors of health problems in tenth grade students of SMA Muhammadiyah 1 Kotabumi. According to Sumadi Suryabrata (2006, p.11) and Shertzer and Stone (Winkle, 1997), broadly speaking, the factors that influence learning and learning achievement can be classified into two parts, namely internal factors (body health, five senses, intelligence, attitudes, and motivation) and external (family environment, school environment,

community environment), in this study found six of eight factors, namely intelligence, attitude, motivation, family environment, school environment, community environment.

DISCUSSION

In interviews conducted by teacher related to internal and external factors are, it can be concluded that the tenth grade students are stated to have problems with internal factors that affect the low achievement of learning English, namely: First is the intelligence factor of tenth grade students in learning English which is said to have low academic ability. below the average due to lack of interest and understanding which makes the learning outcomes obtained are not good. The second factor is the readiness of students to carry out learning in class. The lack of preparation that tenth graders have has different teaching methods to train students' readiness before carrying out the learning process in class. The third is motivation, according to the tenth grade English teacher, students have a fairly low learning motivation, this is due to the lack of understanding of students in learning English.

For external factors, tenth graders themselves have the first problem on family

environmental factors according to English teachers in tenth grade, family environmental factors can be a factor that affects students' low learning achievement. The second factor is the school environment, according to him, this factor is related to minimal facilities so that it does not support learning English. The last factor is the community environment, this factor is also the cause of the low student achievement because the community is not used to supporting students in learning.

In interviews conducted by students, it was stated that tenth grade had problems with internal factors that affected their low English learning achievement, namely: The first is the problem of intelligence of tenth graders. Tenth graders can be said to have below average intelligence in learning English in the classroom. Second is their readiness in learning, only a few of them have readiness in learning English. The third is motivation in learning, these tenth grade students almost all students do not have motivation in learning especially English, which is due to their lack of understanding in learning English.

For external factors, tenth graders have the first problem with family factors, where the tenth graders' family environment supports them in learning English. The second factor is the school environment that does not support facilities in learning English, and students who do not participate

in learning because the method used by the teacher makes the students bored. The last factor is the community environment that does not support students in learning, especially in English lessons.

IV. CONCLUSION

Based on the results of the research that the researcher revealed and explained in

the previous chapter, it can be concluded that students have factors that affect their low English learning achievement in class, where these factors are classified into 2, namely internal factors and external factors. Internal factors that become the problem of low student achievement are intelligence, attitude, and motivation. Meanwhile the external factors found are family environmental, school environmental, and community environmental.

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