CHAPTER I

INTRODUCTION

A. Background of The Problem

The goal of national education is to develope of learners's potensial to become human beings who are faithful and obey to God Almighty, have a good character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizen.[1] To raelize the national education, then the humans are required to learn. Education is a matter that cannot be avoided by the people, an act that should happen because education is guiding young people to achieve a better generation. In the national education system, students are citizens. It means all of educational institutions must give chance to become the students for all citizens who have certain appropriate requirement with their specialization, without social status discrimination.

[1] *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*

Talking about learning, it is as the changing that continues until next period relatively then acquired from experiences. Learning is attempting process of a person to obtain new change in behavior as a whole as a result of students' own experience in interacting with the environment. Most people assume that learning it is only collecting or memorizing materials of lessons. People assumed like that will feel proud when their children could restate verbally part of information in the textbooks or taught by their teacher.

Educational success is influenced by the change and renewal in every component of education. As for the components that affect the implementation of education includes: curriculum, infrastructure, teachers, students, and teaching methods. All these components are interrelated to support the achievement of desired educational goals.

Attempting to determine the level of mastery of students and to determine the success or failure of teachers in guiding a subject can be done with the evaluation which is one of the most important components in the completeness of the expertise of an educator. Evaluation is not lonely part, but it is a part which could not be separated from the learning process. Evaluation

is a process of collecting data to make sure the level, in what ways, and how the educational goals have been achieved.[2]

Madrasah Aliyah Negeri 1 Bukittinggi is the religious-based school where students are not only learn general lessons but also religious lessons. MAN 1 Bukittinggi is located in Kubu Gulai Bancah, Mandi Angin Koto Selayan, Bukittinggi city. In this school, there are three majors, those are majoring in science , Social and Religion.

Forms of school learning success can be seen from students' learning achievement because learning achievement shows the results of learning process that is achieved by students during the learning where they got at the school which is generally shown in the form of score. In accordance with the provisions of the applicable curriculum for measuring the success of learning that with the adoption of a minimum threshold for subjects mastery learning English is 78. On the basis of this provision is expected that students can achieve the optimal results.

[2] Suharsimi Arikunto, 1999, *Dasar-dasar Evaluasi Pendidikan*, Jakarta : Bumi Asih, First Edition, p.3

But in fact, the researcher see to the field that the achievement of second grade students in English lesson where there are still deficiencies in terms of ability and mastering English material even though in the value of their average has been satisfactory based on KKM . Seen in the table that there are eight classes which there are four classes that have reached an average rating 80 above, while the others of four classes have below average rating. The following score data on the English subject that meets the minimum criteria of mastery learning from second grade on the first semester.

Tabel I[3]

NO	CLASS	AVERAGE	KKM
1	XI MIA 1	83	78
2	XI MIA 2	82.24	78
3	XI MIA 3	81.04	78
4	XI MIA 4	78.95	78
5	XI IPS 1	79.13	78
6	XI IPS 2	80.14	78
7	XI IPS 3	79.64	78
8	XI IIK	78.35	78

Source : MAN 1 Bukittinggi, (9th of July, 2018)

MAN 1 Bukittinggi 2016, (12 September 2016)

However, based on interview to the students, some problems are found by the researcher. First, the most of students are still do not understand fully some materials such as tenses, conjunction and preposition (grammar). The second, the students still lack to practice English conversation both to teachers and their friends.

Based on the problem above, the researcher is interested and has an opinion that the problem is needed to be discussed in a scientific work which is formed under the title "**The Factors that Influence Students' English Learning Achievement at Second Grade in MAN 1 Bukittinggi**".

B. Identification of The Problem

Based on background above, the researcher identifies the following problems are:

1. The students are still do not understand fully some materials.
2. The students still lack to practice English conversation both to teachers and their friends

C. Limitation of The Problem

Given the extent of the conversation, in this research, the researcher limits the scope of the problems to be researched that is about the intrinsic factors that influence students' English learning achievement in MAN 1 Bukittinggi which are physiology and psychology factors.

D. Formulation of The Problem

Based on the limitation of the problem:

"What do the factors that influence on students' english learning achievement at second grade of MAN 1 Bukittinggi?"

E. Purpose of The Research

The purpose of the research is to know what are the factors that influence the student's English learning achievement at MAN 1 Bukittinggi

F. Significance of The Research

The researcher hoped this research will give advantages:

1. For teacher

Giving contribution for teachers in learning-teaching process in order that the teachers get more understanding the factors which can influence learning achievement of the students until easy for teachers to handle the students.

2. For school

   It is used as references in doing control toward learning-teaching process, accomplishment sufficient providers, appropriate teaching method for students, such get improving learning achievement of students.

3. For Parents

   By knowing the factors which affect the learning achievement in general way and especially English lesson that is expected for the parents can give more contributions to their children in terms of both substances and mental, so learning achievement can be repaired. Besides that, the comprehension about children's learning achievement can be used as parameter for parents to look self potential so that they don't sue to children excessively.

G. Definition of The Key Term

The key terms used in this research are defined as follow

1. English

The communication means for communication and as an international language mostly used to interact with others and is also a subject around the world

2. Learning

An important process to change human behavior and it includes all everything thought out and executed.

3. Achievement

Achievement is the result of what individual has learned from some educational experiences

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Concept of Learning Achievement

a. Definition of Learning Achievement

Achievement is accomplishment on a test of knowledge or skill, also personal motive. Achievement its self refers to what somebody has done, not somebody can do.[4] A person can do something is called ability; while, what he has done, usually through learning is achievement. Achievement can be identified from the test result which the teacher had given. According to Harmer, achievement test are designed to measure learners' language and skill progress in relation to the syllabus they have been following.[5] It means that achievement test is a tool to measure the student progress about the material that the teacher gave to them. In additional, the purpose of

[4] Syaiful Bahri Djamarah, 1994, Prestasi Belajar dan Kompetensi Guru, Surabaya: Usaha Nasional, p.21

[5] Jeremy Harmer, 2001, *The Practical English Language Teaching*, Cambridge: Pearson, p.321

achievement test is to know how far the students progress about the material that they have studied. As mention by Brown, achievement test is related directly to classroom lessons, units, or even a total curriculum.[6] Achievement test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. It means that achievement is the degree of skill measure with reference to a particular curriculum. Achievement refers to what someone has done. This word should be distinguished with ability referring to something a person can do. In addition, a definition that achievement is a accomplishment on a test of knowledge or skill is also personal motive.

Achievement is closely related to learning activity because learning activities its self is the process, while the achievement is the result. Learning as a process of setting knowledge and a new skill will be definitely influenced by learning factor. The mastery of knowledge

[6] Brown, 2000, H Douglas, Teaching by Principle: *An Interactive Approach to Language pedagogy*, New Jersey: Longman, p.391

and the low skill will not successfully achieve if it is not supported by the learning process English. According to Harmer, although English not a language with the largest number of native or first language speakers, it has become lingua franca.[7] It means that, English is not only of native or the first language, but English used in many areas of the globe. Especially in English classroom, the student should practice English every day, so they are can get good in English learning achievement.

To obtain an achievement is not as easy as imagined, because need to struggle and sacrifice challenges that must be faced. The assessment of learning outcomes for learner to determine the extent what they have reached the goal of learning is called the learning achievement. Learning achievement cannot be separated from action learning, because learning is the process whereas learning achievement is the result of learning process. For the students, learning is the obligation. The success or failure of the learner in education depend on

[7] Jeremy Harmer, 1992, *The Practice of English Language Teaching,* Third Edition, Pearson Longman, p.1

learning process which experienced by such students. According to Mas'ud Khasan that achievement is what has been created, the work, the result is pleasing that obtained with the tenacity to work well individually or in groups in a particular activity.[8]

So it can be concluded that learning achievement is a result of an activity that is done, is created that is both pleasing obtained individually or in groups in a particular activity.

b. The Factors that Influence Learning Achievement

Achievement of learners affected by several factors, both coming from within himself (internal) or from outside (external).[9] Essentially the achievement of learning achieved by learners is the result of the interaction between these factors. In order to assist students in achieving academic achievement as optimal as possible in accordance with their respective capabilities need their recognition by educators on the factors that influence learning achievement.

[8] Syaiful Bahri Djamarah, 1994, *Prestasi Belajar dan Kompetensi Guru,* Surabaya: Usaha Nasional, p.20-21

[9] M. Ngalim Purwanto, *Psikologi Pendidikan,* (Bandung: Remaja Rosdakarya, 2000), 16th edition, p. 18

In this research, the researcher will focus on internal factors. Learning achievement is achieved by two kinds of internal factors, those are physiological factors and psychological factors. So the factors that influence the learning achievement are divided into two, they are :

1. Internal Factors

   a. Physiological Factors

      Physiological factors are the factors come of the student's physical state. The following which belongs to the physical factors are:

      a) Health

         One's health is very influential on learning achievement, because if a learner experiencing disruption in health, then in learning he has difficulties and will give a bad impact on the learning process and on the results of learning will be achieved.

b) Vision

In this case the vision is very influential on learning outcomes where without good eyesight students can not participate in the learning process well. According to Smith that the normal vision is referred to as 6/6 vision, it means that the distance is six meters the students can read.[10]

c) Hearing

Hearing affects the outcomes of a person's learning, the better hearing of person so the better information is obtained and accurate. Normal hearing ability is with a strength of 20 dB where if higher than that then someone could be called experiencing hearing loss.[11]

[10] Vernon H. Smith and F. E. James, *Eyes and Education,* (London: William Heinemann Medical Books Limited, 1968), p.15

[11] http://pusatalatbantudengarmelawai.com/pendengaran/derajat-gangguan-pendengaran.html

b. Psychological aspects

a) Intelligence

Intelligence is the level of knowledge of learners. Regarding the definiton of intelligence there are several opinions:

- Muhibbin Syah, that intelligence is generally associated as a psychic ability to react stimulation or adapt with the right way.[12]
- W. Stern, which is quoted by Abu Ahmadi and Widodo Supriono argued intelligence is a mental power to adapt quickly and appropriately in new situations.[13]

b) Attention

That is a concentration of psychic energy that agrees to a lesson object or it is said as much or lessof awareness that accompanies the learning activities.[14]

[12] Muhibbin Syah, 2008, *Psikologi Belajar,* Jakarta: PT Raja Grafindo Persada, p. 135

[13] Abu Ahmadi and Widodo Supryono, 1991, *Psikologi Belajar,* Jakarta : PT. Rineka Cipta, p. 32-33

[14] Sardiman. AM, 2011, *Interaksi dan Motivasi Belajar Mengajar*, Jakarta : Raja Grafindo Persada, p.41

The kinds of the attention are :

- Attention senses
- Spiritual attention
- Deliberate attention
- Inadvertent attention

Although learners pay more attention to a subject or lesson but may also be influenced by several factors during the attention period of the lesson:

- The physical condition of learners
- The spiritual condition of learners
- The environment where the learners follow the lesson
- The talents and the special attention of learners to the lesson

As for things that are able to attract the attention of learners in learning achievement are;

- Things that have been known before

- Things that are strange and unknown before
- Things that are excessive than usual[15]

From the explanation above can be concluded that the attention of learners in learning can be a determinant of how much success learners in learning.

d) Interest

Interest is favorite or attention that has more value to the learner without any command. According to Slameto, interest is a tendency that keeps attention and holds some activities.[16]

Interest is very influential on learning achievement of learners, if the lesson material in accordance with the interests of learners, the learners will learn seriously until the learning achievement becomes good.

e) Talent

[15] Abu Ahmadi and Widodo Supryono, 1991, *Psikologi Belajar,* Jakarta : PT. Rineka Cipta, p. 39-40

[16] Slameto, 1995, *Belajar dan Faktor-Fator Yang Mempengaruhinya*, Jakarta: Rineka Cipta, Fifth Edition, p.57

Talent is the basic ability of a person to learn in a relatively short time compared to others, but the result is better. Talent is a potential possessed by a person as innate and special ability that allows to do something well in the future.[17]

f) Emotional

learning is not only about the intelligence side but also required emotional readiness, therefore emotional weakness will affect learning achievement. There are some forms of emotional weakness mentioned by Abi Syamsud quoted by Slameto :

a) Discomfort
b) Wrong adjustment
c) Phobia
d) Immaturity

g) Motivation

[17] Slameto, 1995, *Belajar dan Faktor-Fator Yang Mempengaruhinya*, Jakarta: Rineka Cipta, Fifth Edition, p.134

Motivation is someone's desire to do something. For the students, it is a best willingness for students to improve their quality in learning process. There are some expert who define about the motivation. As stated by Brown, motivation is one of the most important factor to obtain success in learning English.[18] It means having a real purpose in learning English or really wanting to learn English for a reason. In addition, according to Harmer, motivation is some kind of internal drive which pushes someone to do things in order to achieve something.[19] Based on the definition above, the students' motivation means that the most important thing to make students have willingness to do something and give it the direction energizes and directs goal oriented to get success in their learning if they have good motivation.

[18] Brown, 2000, H Douglas, Teaching by Principle: *An Interactive Approach to Language pedagogy*, New Jersey: Longman, p.75

[19] Jeremy Harmer, 1992, *The Practice of English Language Teaching,* Third Edition, Pearson Longman, p.98

In this case, Muhibbin Syah stated that motivation can be divided into two kinds, those are :

a. Intrinsic motivation

Intrinsic motivation is something that comes from the students' inside to encourage action learning where the student enjoys the act of what he had done.

b. Extrinsic motivation

Extrinsic motivation is the circumstances which come from outside the individual who also encouraged her students to perform learning activities. Concrete example that can encourage learners to learn is the praise and prizes, regulations, etc.[20]

2. External Factors

As well as internal factors, external factors learners also consist of two kinds, namely:

1) Social environment

[20] Muhibbin Syah, 2008, *Psikologi Belajar,* Jakarta: PT Raja Grafindo Persada, p. 151-152

a) Family

It means about family environment there are parents which will affect the learning achievement which is obtained by students. The factors such as how to educate, the atmosphere, and the condition of economy.[21]

a. School

School social environments such as teachers, staff, administration, and classmates can influence the learning spirit of a learner. Educators who always show a sympathetic attitude and show good role models and diligent especially in terms of learning, such as reading a lot of material and discussion which can be a positive impact on the learning process and achievement of learners.

[21] Abu Ahmadi and Widodo Supryono, 1991, *Psikologi Belajar,* Jakarta : PT. Rineka Cipta, p. 131

2) Non-social environment

a. School building

Number of students sue the condition of buildings that should be sufficient in every classroom. If the condition of buildings is not adequate then impossible for them to study well, such as the class buildings that have been cracked and faded.

b. Teaching method

Teaching method is the way or path that must be passed in learning.[22] Bad educational methods will affect the learning achievement of learners. Teaching method will influence toward students' achievement because the teaching method can affect the attention and interest of students in learning.

c. Curriculum

The curriculum is defined as the number of activities given to the learners. Bad curriculum will give negative

[22] M. Ngalim Puurwanto, 2000, *Psikologi Pendidikan,* Bandung : Remaja Rosdakarya, p. 67

impact on learning outcomes, such as overcrowded curriculum, above the ability of learners, not in accordance with the talent, interest and attention of learners.

B. Review of the Related Studies

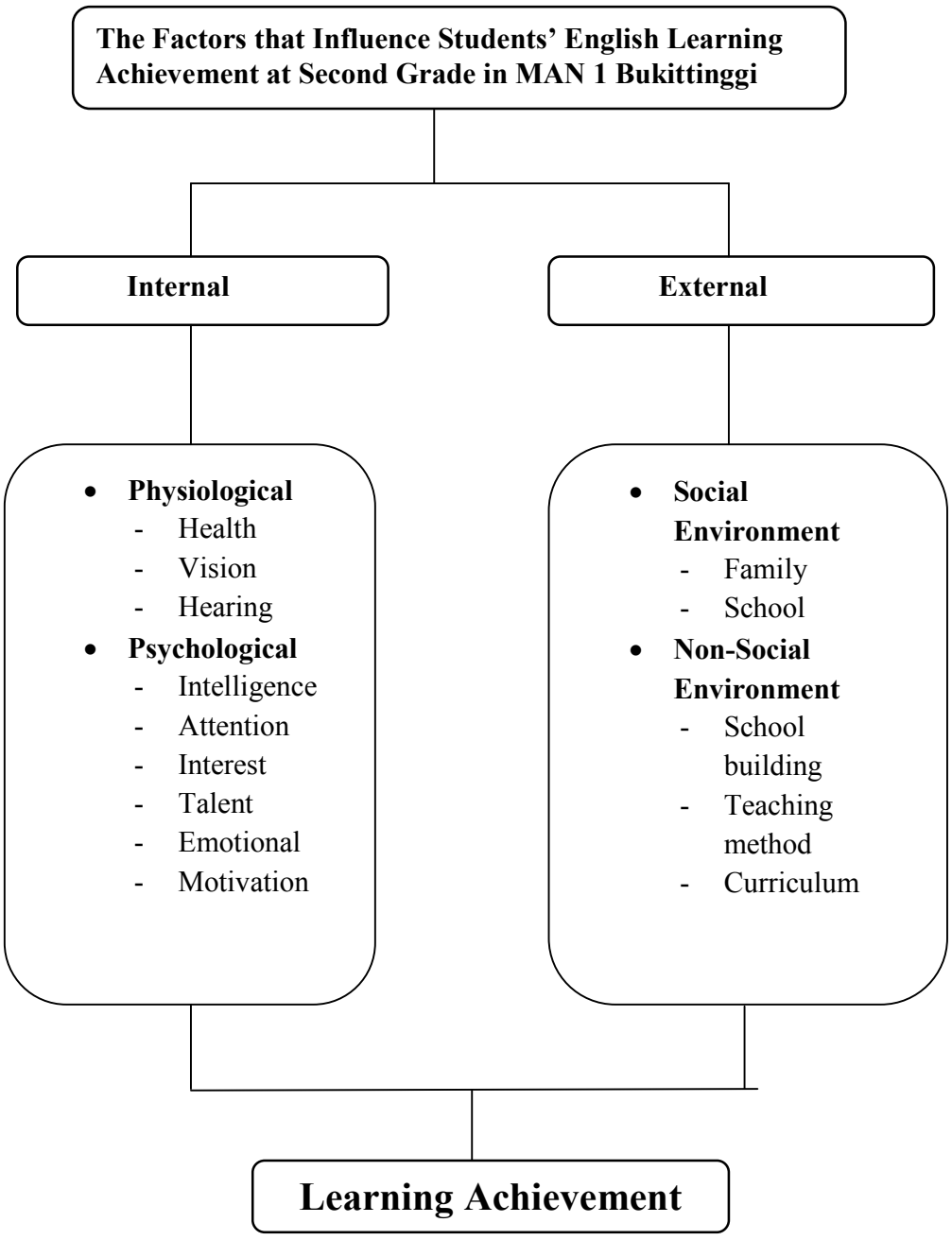
As a matter of fact, there are a lot of previous researchers regarding with the factors that influence students' English learning achievement at second grade in MAN 1 Bukittinggi. One of which was conducted by Rahmi Syafitri (2010) on her research entitle "Learning Achievement of College Student in STAIN Bukittinggi for MAN graduate in Fiqh lesson". In her research, she found that students' learning achievement was not only influenced by motivation, but it is mostly influenced by some other factors such physiological and psychological aspects.

Second, S, Ristian Cahyo (2010), The Factors that Influence students' Learning Achievement in Entrepreneurial subject at SMKN 1 Pungelan Banjarnegara in 2009/2010 period. In his research , he found that the learning

achievement is influenced by some factors such as intelligent, interest, social environment and non-social environment.

C. Conceptual Framework

Conceptual Framework of this research can be created as below :



CHAPTER III

RESEARCH METHOD

A. Design of The Research

This research had done at the second grade in MAN 1 Bukittinggi in academic year 2017/2018. The researcher chose this class because they had learned many materials of English and there are the problems.

In this research which is used by the researcher was a quantitative research. Quantitative research as explained by Cresswell is a type of educational research in which the researcher decides what to study, a specific, narrow questions, collects quantifiable data from participants, analysis these number.[23] According to Margono "quantitative research is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found" using statistic, and conducts the inquiry in unbiased, objective manner.[24]

[23]John W, Creswell. *Educational Research, (*Nebraka.incoln : pearson international university).p.46

[24] Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: PT. Rineka Cipta, 2007), p. 103

Based on the explanation above, the researcher used descriptive quantitative method. Moreover, the goal of the research was to analyze the factors that influence students' english learning achievement at second grade in man 1 Bukittinggi in academic year 2017/2018.

B. Research Location

In this research, researcher chose the location in MAN 1 Bukittinggi that is at second grade in 2016/2017 period.

C. Population of The Sample

1. Population

Population is the whole object of the research field, it means that the population is a group which is chosen that the result of the study can be generalized to this group.[25] In this research, the location of the population is in MAN 1 Bukitinggi that is all the second grade students from all majors in 2016/2017 period.

[25] Sugiyono 2009, *Metode Peneletian Pendidikan*, Bandung, Alfabeta, p. 317

2. Sample

The sample is partially or representative of the population which is researched.[26] In this study the authors do the research by using random sampling technique, because according to Sukardi that random sampling is the technique to make sure the sample by using random way which the sample is taken between 10%-25% from the population.[27] The researcher took sample the second grade students in MAN 1 Bukittinggi in 2016/2017 period.

D. Instrument

Instrument is known as the means to get the data which is needed by the researcher. The research got the data from two kinds of instruments, they are questionnaire and documentary. The questionnaire is used to know what factors that influence students' learning achievement. Beside, the documentary is used to obtain the real data about students' English learning achievement by the looking the students' recapitulation achievement from English teacher.

[26] Sugiyono 2009, ..., p. 117
[27] Sukardi, 2003, *Metode Penelitian Pendidikan*, Jakarta: PT Bumi Aksara, p.58-59

E. Technique of Data Collection

1. Questionnaire

Questionnaire is a series of statements or questions given to the respondent in written form to be answered about the problem which is researched. The questionnaire is given directly by researcher to the students to know the factors that influence achievement of students learning English MAN 1 Bukittinggi in 2016/2017 period.

In this research, the researcher uses close questionnaire. As stated by Singarimbun and Effendi that close questionnaire is alternative answer for it having a researcher prepare before giving question to respondents[28]. Likert scale will be used in formulating the questionnaire of this research, which related to respondent beliefs, perception or feeling. Each statement includes five alternative answers; always, usually, sometimes, rarely, never.

[28] Singarimbun, Masri, Sofian Effendi.1989. *Metode Pnelitian Survay*. Jakarta: PT. Midas Surya Grafindo, p.177

2. Documentary

Documentary which is seeking data on things or variables such as notes, minutes, and so on.[29] As for being a document of this study is a list of English lessons from midterm test of second grade in MAN 1 Bukittinggi the academic year 2016/2017.

F. Technique of Data Analysis

After all required data has been collected from the field, then the data is processed and analyzed with the following steps:

a. Data editing

Data collections are selected firstly whether it is complete and accordance with needs of research

b. Coding

The process to clarify the answers of respondents according to various criteria or that is applied

[29] Anas Sudjana, 2000, *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindopersada, p. 27

c. Tabulation

The process of preparing data into a table where to reinforce data is appropriate with grouping each answer that is adjusted frequency response

d. Calculate the frequency and percentage of each item by using the formula :

$P = \frac{f}{N} \; x \; 100 \; \%$

Information : P = The percentage

F = Frequency of respondent's choice

N = Number of frequency/ number of individuals[30]

[30] Anas Sudijono, 1987, *Pengantar Statistik Pendidikan*, Jakarta: PT Grafindo Persada, p.43

e. Hold the interpretation of data analysis in the form of simple sentences with criteria:

0 %	Nothing
1 % - 25 %	So little
26 % - 49%	Fraction
50 %	Half
51 % - 75 %	Most
76 % - 99 %	In general
100 %	All[31]

Source : Suharsimi Arikunto, 1995, Pengantar Manajemen Penelitian, Jakarta: Rineka Cipta, p.352

f. Describing

The last, researcher describes all collected data from questionnaire to provide the true picture form of the study, so researcher has an understanding of the context in which the study is taking place. As Gay and Airisian state, "description seeks to convey the rich complexity of the research"[32].

[31] Suharsimi Arikunto, 1995, *Pengantar Manajemen Penelitian*, Jakarta: Rineka Cipta, p.352

[32]Gay, L.R, 1987, *Educational Research Competencies for analysis and application*, London: Merril Publishing Company.p. 231

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the data which were collected from July 9th until 25th 2016 at second grade of MAN 1 Bukittinggi in academic year of 2018/2019. In this case, the results of research on "students' English learning achievement MAN 1 Bukittinggi" is presented through the documentation method which is obtained from MAN 1 Bukittinggi. While the factors that influence on students' English learning achievementat in the second grade of MAN 1 Bukittinggi are achieved through the questionnaire. To describe the results of this study, this research focuses on the internal factors which are physiology aspect and psychology aspect. Researcher is guided on the results of questionnaires from 80 respondents those are from second grade students of MAN 1 Bukittinggi in academic year of 2018/2019. The questionnaire contains a number of items which are based on indicators about phsiology and psychology aspect.

The type of questionnaire used in this research is a closed questionnaire by providing alternative answers. The alternative answers encompase always, often, sometimes, rarely, and never. To be more clear about describing the factors that affect the learning achievement of English students of second grade of MAN 1 Bukittinggi is presented each indicator of sub variable.

1. Description of Data

The data of this research were based on the questionnaire that researcher limited and focused only on "internal factor" that influence students's English learning achievement. The data were gotten from the student of MAN 1 Bukittinggi at second grade in academic year 2018/2019 .

a. Physiology

1) Internal body desease

Related to the physical condition of students' body which they are sick or not.

Tabel II

No	Problem Aspect	Alternative	F	%
1.	Saya tidak merasa terganggu ketika saya sakit/ kurang sehat dalam proses belajar	a. 5 (always) b. 4 (often) c. 3 (sometimes) d. 2 (rearely) e. 1 (never)	15 23 17 20 5	18,8 28,8 21,2 25 6,2
Total			80	100

Interpretation of Data

In item 1, with regard to the internal body desease of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 15 students (18,8%,), respondents who answered 4 (often) as many as 23 students (28,8%), respondents who answered 3 (sometimes) as many as 17 students (21,2%), respondents who answered 2 (rarely) as many as 20 students (25%), and respondents who answered 1 (never) 5

(6,2%). Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that health did not inhibit the process of Englisg learning. They can learn even though they are sick.

2) Vision

Realted to the eyesight of the students which is required healthy eyes and normal vision/ eyesight.

Tabel III

No	Problem Aspect	Alternative	F	%
2.	Saya dapat melihat dengan jelas ketika proses pembelajaran bahasa Inggris	a. 5 (always) b. 4 (often) c.3 (sometimes) d. 2 (rearely) e. 1 (never)	25 23 10 19 3	31,3 28,8 12,3 23,8 3,8
Total			80	100

Interpretation of Data

In item 2, with regard to the vision of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 25 students (31,3%), respondents who answered 4 (often) as many as 23 students (28.8%), respondents who answered 3 (sometimes) as many as 10 students (12,3%), respondents who answered 2 (rarely) as many as 19 students (23,8%), and respondents who answered 1 (never) 3 (3,8%). Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that they always can see the learning process of English lesson in the classroom and vision did not inhibit students to learn.

3) Hearing

Related to ears of the student, because if the students could not hear well so they could not understand the lessonj.

Tabel IV

No	Problem Aspect	Alternative	F	%
3.	Saya dapat mendengar dengan jelas pada proses pembelajaran bahasa Inggris	a. 5 (always) b. 4 (often) c.3 (sometimes) d. 2 (rearely) e. 1 (never)	21 27 15 16 1	26,2 33,8 18,8 20 1,2
Total			80	100

Interpretation of Data

In item 3, with regard to the hearing of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 21 students (26,2%,), respondents who answered 4 (often) as many as 27 students (33,8%), respondents who answered 3 (sometimes) as many as 15 students (18,8%), respondents who answered 2 (rarely) as many as 16 students (20%), and respondents who answered 1 (never) 1 (1,2%). Thus it can be understood that a big small percentage of second-

graders of MAN 1 Bukittinggi stated that hearing did not inhibit the learning process of English lesson in the classroom.

b. Psychology

1) Intellingence

In this case related to the ability of students in learning.

Tabel V

No	Problem Aspect	Alternative	F	%
4.	Saya mengerti dan menguasai materi bahasa Inggris yang dijelaskan oleh guru	a. 5 (always) b. 4 (often) c. 3 (sometimes) d. 2 (rearely) e. 1 (never)	2 26 28 21 3	2,5 32,5 35 26,2 3,8
Total			80	100

Interpretation of data

In item 4, with regard to the understanding material of second grade students of MAN 1 Bukittinggi affecting the learning process,

obtained data from respondents who answered 5 (always) as many as 2 students (2,5%,), respondents who answered 4 (often) as many as 26 students (32,5%), respondents who answered 3 (sometimes) as many as 28 students (35%), respondents who answered 2 (rarely) as many as 21 students (26,2%), and respondents who answered 1 (never) 3 (3,8%). Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that sometimes students understood what they studied about English material.

Tabel VI

No	Problem Aspect	Alternative	F	%
5.	Saya mampu memahami dan menguasai semua materi bahasa Inggris	a. 5 (always) b. 4 (often) c. 3 (sometimes) d. 2 (rearely) e. 1 (never)	1 14 34 28 3	1,2 17,5 42,5 35 3,8
Total			80	100

Interpretation of Data

In item 5, with regard to the comprehension of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 1 students (1,2%,), respondents who answered 4 (often) as many as 14 students (17,5%), respondents who answered 3 (sometimes) as many as 34 students (42,5%), respondents who answered 2 (rarely) as many as 28 students (35%), and respondents who answered 3 (never) 1 (3,8%). Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that students sometimes comprehended about English material in learning process.

2) Attention

Tabel VII

No	Problem Aspect	Alternative	F	%
6.	Saya memperhatikan dengan sungguh-sungguh	a. 5 (always) b. 4 (often)	15 41	18,8 51,2

	disaat guru menerangkan materi pelajaran bahasa Inggris	c. 3 (sometimes) d. 2 (rearely) e. 1 (never)	17 7 0	21,2 8,8 0
Total			80	100

Interpretation of Data

In item 6, with regard to the attention of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 15 students (18,8%,), respondents who answered 4 (often) as many as 41 students (51,2%), respondents who answered 3 (sometimes) as many as 17 students (21,2%), respondents who answered 2 (rarely) as many as 7 students (25%), and respondents who answered 1 (never) 0 (0%). Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that students often attend the teacher about the material in learning process and none of them never attend the material.

3) Interest

Tabel VIII

No	Problem Aspect	Alternative	F	%
7.	Saya aktif bertanya atau menanggapi pelajaran dikelas ketika pembelajaran bahasa Inggris	a. 5 (always) b. 4 (often) c. 3 (sometimes) d. 2 (rearely) e. 1 (never)	4 9 37 23 7	5 11,2 46,2 28,8 8,8
Total			80	100

Interpretation of Data

In item 7, with regard to the interest of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 4 students (5%,), respondents who answered 4 (often) as many as 9 students (11,2%), respondents who answered 3 (sometimes) as many as 37 students (46,2%), respondents who answered 2 (rarely) as many as 23 students (28,8%), and respondents who answered 1 (never) 7 (8,8%).

Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that students sometimes interest to English material in the classroom when learning process.

4) Talent

Related to students' potensial and basic ability in learning English. They could practice English without long time needed.

Tabel IX

No	Problem Aspect	Alternative	F	%
8.	Saya mau mempraktekkan tugas praktek bahasa Inggris yang diberikan oleh guru	a. 5 (always) b. 4 (often) c. 3 (sometimes) d. 2 (rearely) e. 1 (never)	7 21 30 16 6	8,8 26,2 37,5 20 7,5
Total			80	100

Interpretation of Data

In item 8, with regard to the talent of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 7 students (8,8%,), respondents who answered 4 (often) as many as 21 students (26,2%), respondents who answered 3 (sometimes) as many as 30 students (37,5%), respondents who answered 2 (rarely) as many as 16 students (20%), and respondents who answered 1 (never) 6 (7,5%). Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that students sometimes want to practice about English Material which explained by teacher.

5) Emotional

Tabel X

No	Problem Aspect	Alternative	F	%
9.	Apabila suasana hati saya terganggu, hal itu akan	a. 5 (always) b. 4 (often)	29 25	36,2 31,2

	berpengaruh terhadap aktivitas belajar saya	c. 3 (sometimes) d. 2 (rearely) e. 1 (never)	13 12 1	16,2 15 1,2
Total			80	100

Interpretation of Data

In item 9, with regard to the emotional of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 29 students (36,2%,), respondents who answered 4 (often) as many as 25 students (31,2%), respondents who answered 3 (sometimes) as many as 13 students 16,2%), respondents who answered 2 (rarely) as many as 12 students (15%), and respondents who answered 1 (never) 1 (1,2%). Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that students always feel disturbed when learning activity and this situation can disturbe students' concentration in learning process.

Tabel XI

No	Problem Aspect	Alternative	F	%
10.	Walaupun suasana hati saya terganggu, saya tetap berusaha menguasai diri dalam belajar	a. 5 (always) b. 4 (often) c. 3 (sometimes) d. 2 (rarely) e. 1 (never)	15 20 29 15 1	18,8 25 36,2 18,8 1,2
Total			80	100

Interpretation of Data

In item 10, with regard to the self-controlled of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 15 students (18,8%,), respondents who answered 4 (often) as many as 20 students (25%), respondents who answered 3 (sometimes) as many as 29 students (36,2%), respondents who answered 2 (rarely) as many as 15 students (18,8%), and respondents who answered 1 (never) 1 (1,2%). Thus it can be understood that a big percentage of second-

graders of MAN 1 Bukittinggi stated that students sometimes can not controll their selves when they studied English material.

6) Motivation

Tabel XII

No	Problem Aspect	Alternative	F	%
11.	Saya selalu semangat dalam mengikuti pembelajaran bahasa Inggris	a. 5 (always)	18	22,5
		b. 4 (often)	30	37,5
		c. 3 (sometimes)	18	22,5
		d. 2 (rarely)	11	13,8
		e. 1 (never)	3	3,8
Total			80	100,1

Interpretation of Data

In item 11, with regard to spirit of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 18 students (22,5%,), respondents who answered 4 (often) as many as 30 students

(37,5%), respondents who answered 3 (sometimes) as many as 18 students (22,5%), respondents who answered 2 (rarely) as many as 11 students (13,8%), and respondents who answered 1 (never) 3 (3,8%). Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that students often follow the subject and they were passionated about learning English.

Tabel XIII

No	Problem Aspect	Alternative	F	%
12.	Dengan belajar bahasa Inggris menambah kemampuan saya dalam memahami pelajaran	a. 5 (always) b. 4 (often) c. 3 (sometimes) d. 2 (rearely) e. 1 (never)	28 27 14 11 0	35 33,8 17,5 13,8 0
Total			80	100

Interpretation of Data

In item 12, with regard to the self-controlled of second grade students of MAN 1 Bukittinggi affecting the learning process, obtained data from respondents who answered 5 (always) as many as 28 students (35%,), respondents who answered 4 (often) as many as 27 students (33,8%), respondents who answered 3 (sometimes) as many as 14 students (17,5%), respondents who answered 2 (rarely) as many as 11 students (13,8%), and respondents who answered 1 (never) 0 (0%). Thus it can be understood that a big percentage of second-graders of MAN 1 Bukittinggi stated that more students learn English and then they undestand more about the material that will be studied next. So the students alway understand more about the material if they comprehended what they studied.

B. Discussion

Based on data interpretation above, the researcher had found that the factors that influence students' English learning achivement from the internal factor is psychology aspects are intelligence, interested, talent, and emotional. To be clearest, the researcher made the detail of the factor as follow :

Tabel XIV

Psychology Aspect

Sub Variable	Indikator	Problem Aspect	Alternative	F	%
Psychology	Intelligence	Saya mengerti dan menguasai materi bahasa Inggris yang dijelaskan oleh guru	a. 5 (always) b. 4 (often) **c. 3 (sometimes)** d. 2 (rearely) e. 1 (never)	2 26 **28** 21 3	2,5 32,5 **35** 26,2 3,8

		Saya mampu memahami dan menguasai semua materi bahasa Inggris	a. 5 (always) b. 4 (often) **c. 3 (sometimes)** d. 2 (rearely) e. 1 (never)	1 14 **34** 28 3	1,2 17,5 **42,5** 35 3,8
	Interest	Saya aktif bertanya atau menanggapi pelajaran dikelas ketika pembelajaran bahasa Inggris	a. 5 (always) b. 4 (often) **c. 3 (sometimes)** d. 2 (rearely) e. 1 (never)	4 9 **37** 23 7	5 11,2 **46,2** 28,8 8,8
	Talent	Saya mau mempraktekkan tugas praktek bahasa Inggris yang diberikan oleh guru	a. 5 (always) b. 4 (often) **c. 3 (sometimes)** d. 2 (rearely) e. 1 (never)	7 21 **30** 16 6	8,8 26,2 **37,5** 20 7,5

	Emotional	Apabila suasana hati saya terganggu, hal itu akan berpengaruh terhadap aktivitas belajar saya	a. 5 (always) b. 4 (often) c. 3 (sometimes) d. 2 (rarely) e. 1 (never)	**29** 25 13 12 1	**36,2** 31,2 16,2 15 1,2
		Walaupun suasana hati saya terganggu, saya tetap berusaha menguasai diri dalam belajar	a. 5 (always) b. 4 (often) c. 3 (sometimes) d. 2 (rarely) e. 1 (never)	15 20 **29** 15 1	18,8 25 **36,2** 18,8 1,2

From the details of the table above, it can be seen that the psychology aspects that influence the students English learning achievement of second grade of MAN 1 Bukittinggi there were four aspects.

1. Intelligence

Intelligence aspect is about the ability to react to stimulation or adapt well.[33] This aspect where the most of students did not always understood what the teacher had taught to the students in English lesson. Sometimes the students were able to master English lesson which this is influenced by different level of knowledge of students.

2. Interest

Interest aspect a tendency by keeping attention and holding some activities.[34] The most of students were not so interested with English lesson. Sometimes the students were active to ask and respond when the teacher explained English lesson, but also many students rarely did not ask and respond when the teacher expalin the materials.

3. Talent

Talent aspect which the most of students did want to practice English lesson that explained by teacher. Sometimes the students want to practice English lesson and there were also rarely to practice it.

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[33] Muhibbin Syah, 2008, *Psikologi Belajar,* Jakarta: PT Raja Grafindo Persada, p. 135

[34] Slameto, 1995, *Belajar dan Faktor-Fator Yang Mempengaruhinya*, Jakarta: Rineka Cipta, Fifth Edition, p.57

4. Emotional

Emotional is one of factor related to someone's soul. In this aspect which the most of students felt disturbed when learning English. The students were always had bad mood in learning and that influences students learning achievement. When they have problem and disturbed them, they could not control themselves in learning English.

Based on explanation above, it can be concluded that the very dominant aspects influences students English learning achievement were interest and emotional because the interesting in learning is so important. If the students are not interested, they do not want to learn English anymore and mood can determine someones' intention to learn, if they have much problem, they have no spirit to learn.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Learning achievement is influenced by several factors, both internal and external. In this study, the researcher also explained in the limitation of the problem where the researcher focuses on the internal factors which are physiology aspect and psychology aspect. Both factors of these two factors could support the learning achievement and also can make learning achievement to be low. From the results of the research of the second grade students of MAN 1 Bukittinggi of academic year 2018/2019, it can be concluded that the factors that influence students' achievement in learning English consist of two factors, physical factors and psychological factors.

In the part of physical factors are some of the second grade students of MAN 1 Bukittinggi never feel disturbed when they are sick in the process of learning English, most students can always see and hear well the material presented by English teachers. This had clearly shown that in physiology

factor some students do not feel disturbed in learning and they were able to get good English learning achievements.

While the psychology factors caused by the lack of interest in students with English learning materials delivered by teachers where in this case although most students pay attention to the material but still many students can not practice what they have learned in the classroom. Then in terms of emotional and motivation students also feel disturbed due to bad moods and make them difficult to concentrate learning and in some students are also eager to learn English.

B. Suggestion

1. For student

   Expected to students increase the willingness and ability to learn English because English is a very important lesson which will always be used especially if students want to continue lectures abroad.

2. For Teacher

It is desirable for teachers to teach English lessons for paying attention to the obstacles that were faced by students and to present materials that can make students more interested in learning English.