

1. BACKGROUND OF THE STUDY

English as international language is used as a means of communication all over the world. It is very important not only for us to increase our knowledge and to make a good progress in study or career but also for our country to make relationship with other countries for the advancement of our nation and country. English is as a foreign language that is stipulated as a compulsory subject in Indonesia schools and must be learned by the students. By English as a foreign language means English is taught as a school subject at an adult level. Teaching English is for the purpose of giving the student a foreign language competence which he or she may use in one or several ways to read literature, to read technical works, to listen to the radio, to understand the dialogue in the movies, to use the language for communication possibly with transient English or Americans (Harold, 1985:4).

English has been taught in elementary school up to college in Indonesia. The aim of English study is that the students are expected to be capable in English. Although English has been taught since elementary school, nevertheless, most students in Indonesia have not been successful in studying English. It is always present as one of several subjects considered difficult to most Indonesian students. Consequently, teaching and learning English have not brought about satisfactory result for the students. It can be seen from their English marks. They are lower compared to other lessons. It is clear that their English ability has not met the curricular objective.

Dealing with the matter above, we must pay attention to many factors, because there are many factors that might influence the students' learning outcome. The success of the students' learning depends on some factors. They can be classified into two main categories: internal or individual factors, and external or social factors (Purwanto, 1987). Both factors overlapping influence learning outcomes. According to Hilgard (1962), the students will learn more effectively because they have interest in the subject matter. Similarly, learning habit, although individually or different from one student to another, has big effect of students' learning outcome (Hamalik 1980:139). Every student has her or his own learning style, such as study in the night or afternoon, write little note in their text-book, hear the music, etc. Students will learn best only when they use their learning characteristics advantageously (Morrison: 1993:43).

2. RESEARCH QUESTION

It is not the writer's intention to present all which influenced in the internal factors. Instead, due to the limited time and opportunity, the writer would like to narrow down the scopes to the internal factors, i. e. interest in English and English learning habit that correlate with students' English academic achievement.

3. CONCEPTUAL FRAMEWORK

3.1. Internal Factors

The explanation of internal factors relies on personal factors such as interest in material and learning habit. These factors arouse from individual awareness. Internal factors associated with activities that are students' own rewards (Woolfolk, 1993:337). The students do not need punishment or incentive to make them learning because the activity itself can satisfy

them. These factors have big influence on students' academic achievement, that sometimes, they do not realize it (Hamalik, 1982:139)

3.1.1. Interest

Interest means persisting tendency to pay attention to and enjoy some activities or content (Hilgard, 1971). While Hornby (1985) says, interest is the condition of wanting to know or learn something. It ordinarily induces pleasant anticipation followed by the action itself, which in turn tends to bring more pleasure. Interest breeds motivation, the will to do something including drives needed for learning. This is true in learning English.

3.1.2. The Significance of Interest in Learning English

Interest is an effective factor that operates in determining the direction of an individual behavior towards an end or goal consciously apprehended or unconsciously (Drever, 1952). Students, with an interest in a subject, tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character (Gage, 1984:374). Students will more effectively because they have interest in the subject matter.

Interest must be presented if learning is to be successful (Lado, 1957 cited in Baloto, 1996). As Woolfolk (1993:303) states that learning English experiences should be related to the interest of the students. Interest maintains students' attention better in learning English, that is students are motivated in learning English when interest is presented. In other words, when interest is absent, students can hear things said over and over without paying too much attention to them (Baloto, 1996). If students have interest towards English, they can understand the material easily and learn effectively. They involve taking academic work seriously, trying to get most, by applying their appropriate learning strategies (Woolfolk, 1993:393).

It seems logical that students' interest in English influence their English academic achievement. In learning English, students' interest is very important, without interest, success perhaps is unobtainable. Jere Brophy (1988) cited in Woolfolk (1993:368) says that students interest in learning is a tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits for them. It makes more active students, understanding and imagination in learning English and helps them increase their English achievement. Lack of interest in learning English is an important cause of poor English achievement (Gage: 1984:375). The better students' English achievement, the better their English academic achievement.

3.1.3. Creating Students interest in English

The interest to learn something is enhanced by the use of interesting materials (Shirey and Reynolds, 1988 cited in Slavin, 1991:341). The necessity for providing interesting materials for student's is crucial and desirable (Krashen, 1988:20). Students' comprehend highly interesting materials (Asher, 1974). If a teaching material is suitable for students' aptitude, they will learn more and be motivated, but if it is not, they will lose their interest (see Slameto, 1988). The role of the teacher is important to make the students interested in the subject. It will make them study it. The teacher who can make his or her students interested in what they are learning will be successful in his or her teaching because the students will learn

as much as possible within their capabilities (Huceta, 1974). According to Baloto (1996), there are some steps to get students' maximum participation in learning English:

3.1.4. Make Use Students' Environment

Teaching English as foreign language should always be linked to students' experience in order to make it be familiar. The material of classroom activity or exercise should be taken from their environment or their own experience. By using it, the students will not be afraid to learn English and they will be more inclined to learn it.

3.1.4.1. Present the Language in Natural Chunks

The English teacher remains the main source or model for students in language classroom. Use the English as naturally as possible to make it interesting to be studied by students.

3.1.4.2. Use Appropriate Visual Aids

Using visual aids appropriately enable the teacher to avoid long and confusing explanation. Teacher can have a lively class and students associate real object to their English equivalent. Students can exchange information each other because they are familiar with the topic under discussion.

3.1.4.3. Include Cultural Component

Teacher should provide sufficient background information to enable students to understand the cultural content that is naturally present in the target language. Students can not study English without noting the cultural aspects of native speaker.

3.1.4.4. Become an Efficient Manager

The success of a language course reflects the teacher's skill or expertise. The teacher should know how to teach his or her students so that they will fully participate in the lesson. It needs a good teacher to instill in his or her students' positive attitudes, such as; interest, needs and experiences, towards the new language. If the teacher is humane and sensitive, seeing his or her students as capable of contributing something to the lessons, a warm and enjoyable classroom atmosphere can be created and maintained.

3.1.4.5. Adapt Materials to Local Realities

The teacher should know how to adapt existing materials to local realities and avoid slavishly following the textbook writer's instruction. S/he should contribute something personal to the material used in the classroom.

3.2. Learning Habit

Learning habit or learning style is the actual way in which an individual accepts and processes information while learning (Kapel, 1991:113; Morrison, 1993:43; and Woolfolk, 1993:122). The way in which every students begins to concentrate on, process, and retain new information occurs differently (Dunn and Dunn, 1992:2).

3.2.1. Some Factors Influenced Students Learning Habit

Every student has a unique learning habit. According to Dunn and Dunn (1992:3), it is affected by (1) immediate environment (sound, light, temperature, and furniture/seating designs); (2) own emotionally (motivation, persistence, responsibility, and the need for either external imposed structure or the choice); (3) sociological preferences (learning alone, with others, or in a variety of ways); (4) physiological characteristics (perceptual strengths, time of the day and night, energy levels, intake and mobility); (5) psychological inclination (global/analytic, right/left, and impulsive/reflective).

Students learn best only when they use their own learning habit characteristic advantageously; otherwise, they study but often forget what they tried to learn (Morrison, 1993:43). The individual differences in learning habit have very little to do with intelligence but can influence students' learning outcome in school.

3.3. Academic Achievement

Achievement is something done successfully, with effort or skill (Hornby, 1985:8). It is a result of work which has been done based on the determined goal. So, academic achievement is a result of the teaching and learning activity or academic work which has been done for.

An achievement, including academic achievement, is usually presented by numbers, letters or words. These are the symbols, as a standard measurement of academic works. The symbols are (1) in numbers: 1-10 or 10-100; (2) in letters: A, B, C, D, etc and (3) in words: excellent, good, enough, bad. How to decide the numbers, letters or words is gained by test, evaluation or examination. Test is a set of questions or exercises to measure or to find out someone's skill, knowledge, intelligence, ability or talent (Azikunto, 1988:895).

Since the teaching and learning activity has a goal and has to meet the curricular objective, a test is applied after a meeting, a unit lesson, and a quarter or semester. Testing, evaluating or examining students' learning results is one of the teacher's tasks in teaching and learning process. By doing so, the teacher may know his or her students' academic achievement.

3.3.1. English Academic Achievement

From the description above, it is clear that the English teacher should test, evaluate or examine students' English achievement in order to find out their English academic achievement after a meeting, a unit lesson, and a quarter or semester.

3.3.2. The Significance of English Academic Achievement

The result of the teaching and learning of English activity has a certain meaning for the students, teacher, and school. For the students, it represents their success in learning English. This result will give them two possibilities: (1) if the result is satisfactory, it makes them study harder in order to achieve it again, on the contrary, because of the satisfaction, they do not study hard anymore; (2) if it is unsatisfactory, it makes them feel upset, therefore, study harder to get better grade, but this failure can also decrease their motivation in learning English. For the teacher, it is a guide to know whether their English materials and teaching methods in English are appropriate or not. S/he might have to give the students a remedial

teaching. For the school, because the students' English academic achievement is influenced by the environment or physical condition of the school itself, it represents the school quality. By knowing their English academic achievement, the school can create a situation which is able to support the students in learning English, such as providing good teaching facilities and good circumstance in the classroom. Furthermore, the students' English academic achievement is a measurement of the success of applying English curriculum in the school.

4. METHODOLOGY

4.1. Methods of Research

The method used in this study was descriptive method. This method was used to present the data found during the research which were collected and then tabulated. This method seemed suitable to present the facts found during the study and to interpret how the facts related to the problem under investigation (Hubbard, 1973:271-173). The method was applied to describe and illustrate the present condition of the subject or the subject of research based on the facts in order to solve the problems.

Since this study was concerned with quantitative study, statistics was also used. Dixon and Massey (1983: 1-2) state that the term statistics pertains to a listing of facts, to systematic methods of arranging and describing the data. Furthermore, they add that statistical procedures are important in any field of study and widely used. Therefore, to verify the hypotheses of the study, such statistical analyses as correlation and regression were applied.

4.2. The Variables of the Study

There were two groups of variable in this study: independent and dependent variables. An independent variable is the one that influences another variable, in other words, it acts as a cause (Robertson, 1987:30). In this study, this group of variable included internal factors, i.e.: interest in English and English learning habit. While the dependent variable is the one that is influenced by another variable, or in other words, it is affected (Robertson, 1987:30). The dependent variable in this study was students' English academic achievement. The independent variables were symbolized as X for internal factors, in the terms of interest in English and English learning habit, while the dependent variable, English academic achievement, was symbolized as Y.

4.3. Population and Sample

The study was carried out at the State Polytechnic of Sriwijaya with the population was 96 students.

Actually, the sample was planned to be the same as the population (Loether and McTavish, 1980:420). However, only 80 students fully responded to, the questionnaire administered by the writer. The sample consists of female and male students.

4.4. Techniques of Collecting Data

The data were collected mainly by means of questionnaire and documents (students' English records or file) available at school.

4.4.1. Questionnaire

The questionnaire was distributed to collect the data of variables X. The questionnaire included information about internal factors, i.e.: interest in English and English learning habit. The questionnaire was used to get the information about internal factors of the sample. There were 40 items in the questionnaire. The questionnaire was developed based on the techniques of constructing questionnaire suggested by Raj (1984:143- 156), Hutching and Cole (1992:214-216) and Wolf (1988) in Keeves (1988:478-482). The items in the questionnaire were drawn from the criteria of (1) interest as stated by Woolfolk (1993) and Baloto (1996); and (2) learning habit as stated by Dunn and Dunn (1992) and Morrison (1993). It was written in Bahasa Indonesia so that the students could easily fill the questionnaire in.

4.4.2. Documents (Students' Records)

The writer found out the students' English academic achievement as reported in their report paper (Kartu Hasil Studi/KHS). The students' English academic achievement was averaged to get the score or data of variable Y.

4.5. Techniques of Analyzing Data

The data obtained from the questionnaire scores were tabulated for the whole sample and symbolized as X. The students' English academic achievement was also tabulated and symbolized as Y. To verify the hypotheses proposed, two statistical analyses as suggested by Levin and Fox (1991:240-248) are applied. These statistical analyses were correlation analysis and regression analysis. By using these two statistical analyses, the writer tried to compute the scores she found in her study.

4.5.1. Correlation Analysis

This analysis was used to find out the correlation coefficient of variables X and Y. Since all were considered parametric data, Pearson's Product Moment Correlation was applied.

4.5.2. Regression Analysis

This analysis was used to test whether variable X significantly determined variable Y. t-test was implemented to test the significance. If t-obtained exceeds the t-table, it means the variable X significantly determine variable Y. In contrast, if the t-table exceeds the t-obtained, it means the variable X does not significantly determine variable Y. This analysis was used to support the significance of the correlation coefficient.

In identifying the extent to which variable X significantly determined variable Y, the equation $Y = a + bX$ will be utilized. In this equation *a* refers to the constant change of variable Y caused by variable X. While *b* refers to the regression coefficient (Scheffer,

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1988:427). By implementing this analysis, this contribution of variable X towards variable Y can be found out.

5. RESULT AND DISCUSSION

5.1. Analysis

The data of the students' internal factors, i.e.: interest in English and English learning habit, and the English academic achievement were presented in the form of scores. The data were tabulated and then analyzed based on the objectives of the study. In analyzing the data, two statistical analyses were applied. These analyses were the correlation analysis and the regression analysis.

5.1.1. The Correlation Analysis between Students' Internal Factors and Their English Academic Achievement

This analysis was applied to find out the correlation between students' internal factors (X), i.e.: interest in English and English learning habit and their English academic achievement (Y). The correlation coefficient was 0.389, then analyzed using t-test in order to test the significance of the correlation coefficient.

The t-obtained was 3.740. At the significance level of $p < 0.05$ and the degree of freedom 78, the critical value of t-table was 1.658. Since the t obtained exceeds the t-table, the research hypothesis: there is a correlation between internal factors, i.e.: interest in English and English learning habit, and students' English academic achievement, was confirmed. Therefore, there was a significant correlation between the students' internal factors and their English academic achievement as assumed.

5.1.2. Regression Analysis

The regression analysis was applied to test whether variable X significantly determined variable Y (students' English academic achievement). This analysis was intended to support the correlation analyses above. Based on this analysis, it was found that the t-ratio was 12.948 and the t-table was 1.658 at the significance level $p < 0.05$ and degree of freedom 78. The t-ratio was greater than the t-table, so students' internal factors, i.e.: interest in English and English learning habit, significantly determined their English academic achievement. The extent to which the students' internal factors, in the forms of interest in English and English learning habit, determined their English academic achievement was = 31.838 + (1.010) X. In this analysis, the coefficient of determination (r^2) which represents the percentage of variability in Y that is explained by linear relationship between X and Y was 0.093 or 9.3%. This percentage was taken from the formula:

$$r^2 = \frac{\text{Sum of Squares Regression (SSR)}}{\text{Total Sum of Squares for Y (SST)}}$$

$$= \frac{189.55}{298.76} = 0.093 \quad \text{or} \quad 9.3\%$$

This means that from the analysis of the sample data of the study based on 80 students' internal factors, i.e.: interest in English and English learning habit, it was found that 9.3 % of the variability in these students' English academic achievement was associated with or

explained by the variability in students' internal factors, i.e.: interest in English and English learning habit. In the other words, the contribution of students' internal factors, i.e.: interest in English and English learning habit, to their English academic achievement was 9.3%. It means that the internal factors, in the forms of interest in English and English learning habit, significantly determined the English academic achievement of the students.

5.2. Discussion

On the basis of the results of the study, the writer would like to say that the students internal factors, interest in English and English learning habit, were one of the factors that influenced the students' English academic achievement. The students who had high interest in English and good English learning habit got good English grades. It was found out from their responses of the questionnaire. The contribution of it was not much only 9.3%. However, it could partly determine students' success in learning English.

6. CONCLUSIONS

From the analysis of the data gathered during the study, it can be concluded that internal factors influenced the students' English academic achievement. It shows that the stronger the internal factors, i.e.: interest in English and English learning habit of the students, the better the English academic achievement the students got. Having high internal factors is important in order to increase students' English academic achievement. Therefore, it is suggested that teachers of English be able to increase their students' interest in English and English learning habit in order to make them feel interested in learning English and improve their English achievement.

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