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FACTORS AFFECTING THE LACK OF STUDENTS OUTCOMES IN LEARNING ENGLISH AT SMP NEGERI 8 SAMPOLAWA

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Abstract

Problem statement of this research was what are the factor affecting the lack of students outcomes in learning English at SMP Negeri 8 Sampolawa. Objective of this research was to find out what factor affecting the lack of students outcomes in learning English at SMP Negeri 8 Sampolawa. This research used descriptive qualitative method. The subject of this research consisted of twenty two on eight grade. The instruments used were interview. The data analysis technique used in the research was data reduction, data display and drawing conclusions and data verification. Based on this research, showed that: the result of students outcomes in learning English is in low category. Because there are three factor affecting the lack of students outcomes on external factor, consist : 1) Family factor, include parental education, relationship between family members, home atmosphere and economic status. 2) School factor, include the teaching the teacher strategy, fasilities and infrastructure, the relationship between students-teacher, the level of difficulty of learning material, and the atmosphere of the classroom. 3) Enviroment, include participate in social activities, relationship with the neighborhood and learning friends.

Abstrak

Rumusan masalah dalam penelitian ini adalah faktor apa yang mempengaruhi rendahnya hasil belajar siswa dalam belajar Bahasa Inggris di SMP Negeri 8 Sampolawa. Tujuan dari penelitian ini adalah untuk mengetahui faktor apa yang mempengaruhi rendahnya hasil belajar siswa dalam belajar Bahasa Inggris di SMP Negeri 8 Sampolawa. Penelitian ini menggunakan metode deskriptif kualitatif subyek penelitian ini terdiri dari 22 siswa pada kelas VIII. Intrumen yang di gunakan pada penelitian ini adalah panduan wawancara. Analisis

data yang di gunakan adalah reduksi data, penyajian data, penarkan kesimpulan dan verifikasi data. Hasil penelitian menunjukkan bahwa hasil belajar siswa pada pembelajaran Bahasa Inggris berada pada kategori rendah. Ada tiga faktor yang mempengaruhi rendahnya hasil belajar siswa yang bersumber dari faktor luar yaitu: 1) faktor keluarga, termasuk pendidikan orang tua, hubungan antar angota keluarga, atmosfer dalam rumah dan status ekonomi. 2) faktor sekolah, termasuk strategi guru dalam mengajar, fasilitas dan infrastruktur, hubungan siswa dan guru, tingkat kesulitan materi belajar dan atmosfer dalam kelas. 3) lingkungan termasuk partisipai dalam kegiatan social, hungan dengan tetangga dan teman sekelas.

INTRODUCTION

English lessons for some students is an interesting thing, but for most of the other students, English is a difficult subject. English lessons for many students become a burden during their school, even though English subject is a basic science from basic education level to higher education level. The current reality, many students find difficult to learn and mastering English lessons at school. This has an effect on the lack of students english learning outcomes, as well as like happened in SMP Negeri 8 Sampolawa.

Researcher got this fact when made direct observations on the Field Experience Practice II (PPL II) activities at SMP Negeri 8 Sampolawa. Students learning outcomes for English subjects are still relatively low because it is still below the Minimum Completeness Criteria (KKM). KKM on English subject in this school is 68.

When the researcher made observasion with the english teacher at SMP Negeri 8 Sampolawa, the researcher gave a test for students eight class to find out their learning outcomes, based on the material that had been received by students during the learning process. From 22 students in the class, there are 16 students who have a bad score below the Minimum Completeness Criteria (KKM), and there are 6 students who have a good score reach out the Minimum Completeness Criteria (KKM). So there are a lot of students who have a lack learning outcomes.

During the field observation period, researchers noticed that teachers only used printed books during learning and did not use learning media. This shows that the teaching and learning process is still conventional (lectures). So that it makes the learning process be monotonous and makes students fell bored so learning english becomes less interesting. [1], learning English in a monotonous way does not provide opportunities for students to interact with other students. Learning English is not limited to providing knowledge that is memorized (grammatically); it would be even better if in learning English there was interaction between one student and another.

Another problem experienced by students of SMP Negeri 8 Sampolawa is that there are differences thinking styles of students in one class. According to [2], thinking is a process of responding to knowledge, both knowledge in the form of sound or taste that comes from in memory.

There are so many conditions that cause the lack of student learning outcomes in English, so it is very important to do research. Therefore, the researchers took the initiative to conduct research on "Factors Affecting the Lack of Students English Learning Outcome at SMP Negeri 8 Sampolawa"

Understanding Learning Outcomes

According to [3] Learning is the development of knowledge, skills and new attitudes as the interaction of individuals with the information and the environment. Furthermore also say that examine the definition of two assumptions; The first, learning is seen as a change in human performance and the second, the change occurred as a result of the student experience and interaction with the environment.

As quoted [4] in his book Educational Psyhology: The Teaching-Learning Process, that opinion learning is a process of adaptation (adjustment behavior) which takes place progressively. This opinion was expressed in a summary statement, that learn is;

''..........a adaption process of progressive behavior ''. Based on experiments, B.F. Skinner believes that the adaptation process proficiency level will bring optimal results if he was given a booster (reinforcement).

[5] in the Dictionary of Psychology learning limit with two kinds of formula. The first of formula is: ''...acquisition of any relatively permanent change in behavior as a result of practice and experience ''. The second of formula is „"the process of acquiring both responses as a result of special practice"".

In the opinion above that learning is a viable process that reasonable at each stage in mastering the lesson, with the existence of a process the students have their own experience in learning. So, students can understand in the presence of a process that is so meaningful.

[6] learning is a business process that carried out by individuals to obtain the results of the individual experience itself in interaction with the environment. Student learning outcomes are essentially changes in behavior as a result of learning in a broader sense covering the fields of cognitive, affective, and psychomotor.

As for the learning achievement is the results obtained from the learning process. The learning achievement of maximum achievement of the results according to the child's ability on a given time the something that worked, studied, understood and applied. All educational actors (students, parents and teachers) would want to reach of a high academic achievement.

Because, it is one indicator of the success in learning process. However, the fact that not all students have high academic achievement and there are also students who had lower educational achievement. The higher and lower the academic achievement on students affected is many factors

The process is a originated word from the Latin '' processus '' which means '' go forward ''. This word have order connotation of steps or progress that leads to a goal or purpose. According to [5], the process is: Any change in any object or organism, Particulary a behavioral or psychological change.

So, according to above that the results of learning (learning achievement) that occurred the existence of a stage called a process that will affect the level of achievement or student learning outcomes.

Student learning outcomes include three aspects, namely cognitive aspects, affective aspects, and psychomotor aspects: 1) Cognitive aspects, cognitive abilities which include: knowledge, understanding, application, analysis, synthesis, and evaluation; 2) Affective aspects, affective abilities include acceptance, participation, assessment, and determination of attitudes, organization, and the formation of life patterns; 3) Psychomotor aspects, psychomotor abilities include: perception, readiness, guided movements, accustomed movements, complex movements, adjustment movements and creativity [7] In this study, the aspect that was assessed was the child's cognitive ability.

Factors Affecting Learning Outcomes

[8] have the opinion that the learning outcomes achieved by a person are the result of the interaction of various factors that influence it both from within (internal factors) and from outside (external factors) individuals. These factors can be classified into two that are:

1.1 Internal factors (factors come from the students it self) consist of:

a. Physiological factors, both congenital and acquired, include sight, hearing, body structure, etc
b. Psychological factors are congenital or acquired, consisting of:
   1) Intellectual factors which include: a) Potential factors are intelligence and talent; b) The real skill factor is the achievement.
   2) Non-intellective factors, is certain personality elements such as attitudes, habits, interests, needs, motivations, emotions, adjustments.

c. Factors of physical and psychological maturity.

1.2 External factors (factors from outside the students themselves) which consist of:

a. Social factors consisting of: 1) family environment; 2)school environment; 3) community environment; 4) group environment.
b. Cultural factors such as customs, science, technology, art.
c. Physical environmental factors such as home facilities, learning facilities and climate.
d. Spiritual or religious environmental factors.

Expecially this research will use theory from [9]. Because the theory from [8] explain in general factors of learning, while the theory from Lighbown & Spada focus on factors of learning outcomes. So the writer choose [9] in completed explanation of learning outcomes, that are two factors which come from Internal and external factors.

a. Internal factors

Internal factors consist of two general groups these are physiological factors and psychological factors:

1) Physiological factors

There are two kinds of physiological condition. The first is general physiology condition. This condition influences students learning process. Students who have good health condition will increase their learning capacity. While students who are sick or have bad health condition has weak physic, so their sensory and motorist nerve become weak. As the result, students who are in poor health will find it difficult to learn because they become tired soon, dizzy, sleepy, less of concentration, and lazy to study.

The second is particular physiology condition that related to the function of five senses especially sight and hearing and also another physical Defect will distrub students concetration in learninf process.in learning process.

2) Psychological Factors

a) Motivation is the impulse that underlies a person to do something to achieve a certain goal. [10] says that motivation is highest when students are brought into the decision-making process. [11] states that if students see themselves in control of their learning, the result of their learning is intrinsic motivation or a motivation made by the awareness that they are learning achievement.

b) According to David Wechsler, intelligence is people ability to think and act in order and also handle and master the environment effectively. Intelligence factor is related to IQ. Every people have different IQ level. Someone who has IQ 110-140 is categorized as smart people, and people who have IQ over 140 are categorized as genius people. This category has potency to finish under graduated. Someone who has IQ less than 90 is categorized as dullard and has many difficulties in learning.

c) Talent is a potency or basic skill which is brought since we bore [12]. Every people have different talent and someone will learn something that appropriate with his/her talent. Someone will easier to learn something based on his/her talent. If someone learn about a subject that contrary with his/her talent, he will be bore and desperate soon. It is shown by students who always disturb learning process, make something crowded, and don"t pay attention to the subject so they get low grade.

d) Interest is trend to choose something that appear from us to pay attention,

accept and do something without compulsion and it is thought important or useful for ourselves. Students who don"t have interest to a subject will appear difficulties in learning. Interest occurs from students learning needed become support for them to do learning process.

e) Maturity is a stage/phase in a person's growth, where the organs of the body are ready to carry out new skills. Learning will be more successful if the child is ready (mature), so new progress to have skills that depend on maturity and learning. Maturity factor has important role for students" development either physical or spiritual to reach a good cognitive, affective and psychomotor development.

b. External factors

External factors can be divided into three, there is: family factors, school factors, and community factors.

1) Family

In educational psychology book explained that: "situation of family (father, mother, brother, sister, brother) very influential to children of the success in family. Parental education, economic status, home, the relationship of parents, words and guidance of parents can be affecting the learning achievement of children.

According to the above opinion that family factors is affect learning include how parents educate, relations between members of the family, the house, the family's economic situation, understanding parents, and cultural background.

Guidance and counseling play an important role for students who have learning difficulties. This guidance and counseling can be done by parents by educating their children when they are in the family environment.Of course, the way parents educate their children will affect their learning.Parents who do not pay attention to how to educate their children will result in unsatisfactory grades or learning outcomes and may even fail in their studies.

2) School

School is a place where direct students learn in classrooms alongside the existing facility to the school building. According to the experts say: "the place, school buildings, teacher quality, educational instrument, the school environment, and the pupil teacher ratio and 12 class size (40-50 students) can be affect of learning.

3) Community

Communities are external factors that also affect student learning. It happened because of the influence of the student presence in the community. Community factors discuss about students' activity in society, massa media, friends hang out, and shape people's lives, all of which affect learning.

METHOD

The research will use a qualitative approach with descriptive method. Qualitative descriptive research is research that presents its findings in the form descriptions of detailed, complete, and in-depth sentence about the procces why and how something is done. Meanwhile, [13] states that the research. Qualitative method is a research method based on the philosophy of Post positivism, used to e the xamine the conditions of a scientific object, (as the joke is an experiment) where the researcher is the key instrument.

The data to be collected is not in the form of numbers, but the data comes from questionnaires and interview. According to [14], descriptive research is intended to describe or describe existing phenomena, both natural phenomena or human engineering. The aim of this research is to find out factor effecting the

lack of students learning outcome in English lesson at SMP Negeri 8 Sampolawa.

Time and Place of the Research

This research was done at SMP Negeri 8 Sampolawa.

Subject of the Research

The population of the research is the all eight students of SMP Negeri 8 Sampolawa in the school year of 2020/2021. Based on the data obtained from the school, the total population is 62 students which consist of eight classes.

Procedure of the Research

In taking the sample of this research, it will use simple purposive sampling technique. Purposive sampling technique is a sampling technique that is determined by adjusting to the research objectives or certain considerations.In accordance with the purpose of this study, the subjects in this study all students of SMP Negeri 8 Sampolawa who scored low or below average in English lessons. [15]. The criteria of the sampel in this selection is the students who have a value under of Minimum Completeness Criteria (KKM). In SMP Negeri 8 Sampolawa value of KKM in English subject is 68. So total sample in this research is 5 students.

Instrument and Technique of Data Collection

The instrument of this research is a interview. The interviw method conducted on this research is an open interview to eighth grade students of SMP Negeri 8 Sampolawa with the aim of can provide information about influence students outcomes. Interview guidelines in this study contains a description of the research n the form of a lis of quastions with the purpose of he interviw process going well.

These indicators are based on the opinion of [9], is the factors that influence a person's learning outcomes are internal factors and external. Especially focus on this research is about external factor, such as family, school and community. So the focus of this interview is

three aspect that are family, school and community.

Technique of Data Analysis

Techniques data collection is the most important step in the research, because the main purpose of the research is to get the data. according to [13] when viewed in terms of ways or techniques of data collection, the technique of data collection can be done by observation, interviews, questionnaires and documentation. But in this research the data collection technique conducted by the researcher is through one methods, namely:

Interview

[13] defines an interview as a meeting of two or more people to exchange information and ideas through question and answer, so it can be constructed meaning in a topic. By interviewing, the researcher will know more deeply about informant in interpreting situation and phenomenon that happened, where this cannot be found through observation. In conducting the interview. The researcher prepares the research instrument in the form of written questions to ask, and notes what the informant put forward, therefore the type of interview used by the researcher is included into the type of open interview.

In this research, the researcher uses a qualitative data analysis technique. Data analysis in qualitative research according to Bogdan as cited by [13] is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that it can be accumulate to increase researcher own understanding of them and to enable the researcher to present what the researcher have discovered to others.

Technique of Data Analysis

Analysis data in qualitative research done inductively to find the path of the data collected and synthesize it. The qualitative data is analyzed using interactive model offered by [13].

Technique of data Analysis used is descriptive data analysis method, which is a method that analyzes data or information that has been collected to describe the factors that affect the English skills of SMP Negeri 8 Sampolawa students. The data analysis process can be carried out through several stages.

Data Reduction

The first step of qualitative data analysis is data reduction. According to [13], data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns.

Data Presentation

Presentation is a structured collection of information that provides the possibility of drawing conclusions and taking action. The presentation of data needs to be arranged in a simple way from complex information into an easy-to-understand analysis form.

Drawing Conclusion

Conclusion drawing is to provide conclusions on the results of interpretation and evaluation. This activity includes searcing for the meaning of data and providing exlanations. The conclusion in this study is a new finding that has never existed before. These findings can be in the form of a descriptions of an object that was previously unclear, so that after being examined it becomes clear. If the result these conclusions are not strong then verification is needed. Verification is testing the truth, robustness and matching the meanings that arise from the data. The implementation of verification is a re-objective of field review and exchance of ideas with colleagues.

RESEARCH FINDING AND DISCUSSION

1. Finding

This chapter analyzed and presented the information obtained from the test and interview. The information given describes factor afecting the lack of student outcomes in learning english at SMP Negeri 8 Sampolawa.

1.1 Results of the Interview

Based on the data collected from eighth-grade students at SMP Negeri 8 Sampolawa from the test, there are some students who have low scores below the KKM. So this students become sample for the interview.

a. Family Factors
1) Interviewer: *Pada waktu di rumah dan saat jam belajar, kamu tidak belajar bahasa inggris, bagaimana sikap orang tuakamu?* (At home and during study hours, you don't learn English, what is the attitude of your parents?)

Interviewee:
DE: Biasa saja, mereka lebih memperhatikan pekerjaannya (It'snormal, they pay more attention to their work)
GA: Biasa saja, karena bahasa inggris bukan pelajaran yang penting (It's okay, because English is not an important lesson)
HA: Kadang-kadang menegur, tapi saya bosan belajar bahasa inggris (Sometimes reprimand, but I'm tired of studying English)
RE: Kadang-kadang menegur, tapi saya bosan belajar bahasa inggris (It's normal, even I was invited to help my parents' work)
WK: Mereka sering menegur, tapi say memang malas belajar bahasa inggris (They often reprimand, but I'm really lazy to learn English)

Based on the results of the student statements above, it can be concluded that students DE, GA and HA have the same answer that the attitudes of parents towards them during study hours and find their children are not studying, they look normal for different reasons, such as someone who They prioritize their work, think English is not an important lesson, and some say that their children are even invited to help their parents with their

work. Then student HA said that sometimes he got reprimanded while student WK said that he often got reprimanded from his parents when he didn't study but he felt lazy to learn English.

2) Interviewer: *Apakah orang tua kamu sering mengawasi kamu saat sedang belajar?* (Do your parents often supervise you while studying?)

Interviewee:
DE: Tidak (Not)
GA: Tidak(Not)
HA: Tidak (Not)
RE: Tidak (Not)
WK: *Ya, tapi hanya sebentar saja* (Yes, but only for a moment)

Based on the results of the student statements above, it can be concluded that students DE, GA, HA and RE expressed the same thing that their parents did not supervise when they were studying. Meanwhile, student WK said that his parents often supervised him when he studied but only briefly.

3) Interviewer: *Bagaimana hubungan antar anggota keluarga kamu selama ini?* (How is the relationship between your family members so far?)

Interviewee:
DE: Saya merasa kurang diperhatikan arang tua (I feel less cared for by old charcoal)
GA: Orang tua saya suka bertengkar membuat saya jadi depresi (My parents like to fight makes me depressed)
HA: Saya suka bertengkar dengan kakak saya (I like to fight with my sister)
RE: Saya merasa iri dengan adik bungsu saya yamg lebih diperhatikan orang tua (I feel jealous of my youngest sister who is more cared for by parents)
WK: Baik-baik saja (Just fine)

Based on the results of the student statements above, it can be concluded that students DE, GA, HA and RE have poor relationships with members in the family environment, ranging from parents, to their younger brother and sister. This can be seen from the answers of the students who said various reasons, ranging from lack of parental attention, frequent parental fights in the house, student HA often quarreled with his brother and student RE felt jealous of his youngest brother because his younger brother was getting attention. More than his parents. Meanwhile, student DE has a good relationship with family members at home.

4) Interviewer: *Apakah keluarga di rumah perhatian terhadap kegiatan belajar bahasa inggris kamu?* (Does the family at home pay attention to your English learning activities?)

Interviewee:
DE: Tidak (Not)
GA: Tidak (Not)
HA: Tidak (Not)
RE: Tidak (Not)
WK: Tidak (Not)

Based on the results of the student statements above, it can be concluded that all students participating in the interview had the same answer that they did not get attention to English learning activities from family members while at home.

5) Interviewer: Bagaimana kondisi rumah kamu pada saat pada saat kamu sedang belajar? (How was the condition of your house when you werestudying?

Interviewee:
DE: Keadaannya cukup ramai/ribut karena adik-adikku suka bermain/bertengkar (The situation is quite crowded/noisy because my younger siblings like to play/fight)
GA: Saya kadang kadang terganggu karena orang tua sering bertengkar (I

get annoyed sometimes because my parents often fight)

HA: Sepi, masing-masing urus diri sendiri (It's lonely, everyone takes care of themselves)

RE: Adik saya suka menggangu saya ketika belajar (My sister likes to annoy me when studying)

WK: Sepi, kadang saya jadi bosan belakjar (It's lonely, sometimes I get bored studying)

Based on the results of the student statements above, it can be concluded that students DE, GA and RE feel uncomfortable while studying at home because they often get interference from their family members, such as student DE feels disturbed because his house is quite noisy because his younger siblings often play and fight. , student GA said that his parents often quarreled, while student RE was often bullied by his sister when studying. Then students HA and WK said the condition of their house was quite quiet, but student HA did not get attention from family members because their family members only took care of themselves, and student WK felt bored when studying.

6) Interviewer: Berapa jumlah penghasilan orang tua kamu? (How much do your parents earn?)

Interviewee:
DE: Cukup besar, sehingga untuk fasilitas belajar saya cukup (It's big enough, so it's enough for my learning facilities)

GA: Lumayan untuk hidup sehari-hari (Not bad for everyday life)

HA: Cukup untuk hidup sehari-hari (Enough for everyday life)

RE: Kami merasa kekurangan (We feel deprived)

WK: Saya merasa cukup (I feel enough)

Based on the results of the student statements above, it can be concluded that student DE said that the amount of income

of their parents was quite large so that the learning facilities could be fulfilled properly. In contrast to student RE, who said that his parents' income was still insufficient to meet the necessities of life. Meanwhile, students GA, HA and WK said that their parents' income was sufficient to meet their daily needs.

7) Interviewer: Apakah dalam pelajaran bahasa inggris, orang tua kamu selalu memenuhi kebetuhan belajar kamu? (Do your parents always fulfill in English lessons? do you need to study?)

Interviewee:
DE: Ya (Yes)
GA: Sebagian saja (Just some)
HA: Tidak (Not)
RE: Tidak (Not)
WK: Tidak (Not)

Based on the results of the student statements above, it can be concluded that student DE that his parents have been able to learn, while student GA expresses only part of it. Then students HA, RE and WK that their parents have not met their learning needs.

8) Interviewer: Berapa waktu yang kamu sisihkan untuk belajar bahasa inggris di rumah? (How much time do you set aside to study English at home?)

Interviewee:
DE: Cuma sedikit, karena saya lebih suka main game online (Just alittle, because I prefer to play online games)

GA: Cuma sedikit, saya lebih banyak merenung dengan keadaan keluarga (Just a little, I think more about the family situation)

HA: Sedikit, saya tidak suka pelajaran bahasa inggris (A little, I don't like English lessons)

RE: Sedikit, karena saya lebih sering membantu orang tua (A little,

because I help my parents more often)

WK: Sedikit saja, saya lebih suka pelajaran lain (Just a little bit, I prefer other lessons)

Based on the results of the student statements above, it can be concluded that all students set aside only a little time to learn English at home, as expressed by student DE that he prefers to play online games than learn English. Student GA who thinks more about the condition of his family. Student HA said that he did not like English lessons, while student RE preferred to help his parents and student WK preferred to study other subjects than learning English.

b. Family Factors

1) Interviewer: Bagimana metode pembelajaran bahasa inggris yang digunakan oleh guru dalam menyampaikan materi pelajaran? (How is the English learning method used by the teacher in delivering the subject matter?)

Interviewee:

DE: Saya tidak suka cara mengajar guru bahasa inggris, saya tidak terlalu paham apa yang di jelaskan oleh guru. (I don't like the way the English teacher teachers; I don't really understand what the teacher is explaining)

GA: Menurut saya cara mengajar guru sudah cukup membuat saya mengerti tapi saya tidak mengulanginya di rumah sehingga saya lupa. (I think the teacher's way of teaching is enough to make me understand but I don't repeat it at home so I forge)

HA: Saya tidak senang dengan cara mengajar guru karena materi yang di ajarkan kurang bervariasi sehingga saya cepat bosan. (I am not happy with the teacher's way of teaching because the material being taught is less varied so I get bored quickly)

RE: Saya tidak suka dengan cara guru menyampaikan materi pelajaran bahasa inggris dan saya juga sulit memahami materi pelajaran. (I don't like the way the teacher delivers English subject matter and I also have a hard time understanding the subject matter)

WK: Saya suka dengan guru bahasa inggris, tapi saya tidak suka dengan mata pelajaran bahasa inggris. (I like the English teacher, but I don't like the English subject)

Based on the results of the student statements above, it can be concluded that students DE, HA and RE have the same answer that they do not like and are not happy with the learning methods used by English teachers for various reasons. For example, student DE does not understand the teacher's explanation, student HA is not happy with the way the teacher teaches because the material being taught is less varied so he feels bored quickly, while student RE has difficulty understanding the subject matter of English. Then student GA said that he had quite understood the material conveyed by the teacher, it was just that he did not study at home so he forgot the material he had received. And students WK like their English teacher, but not with the subjects.

2) Interviewer: Apakah setiap kali pertemuan pelajaran bahasa inggris guru kamu selalu memberikan tugas rumah?
(Does your teacher always give homework every time you meet English lessons?)

Interviewee:

DE: Sering. (Often)

GA: Kadang-kadang tapi tidak setiap pertemuan. (Sometimes but not every meeting)

HA: Kadang-kadang. (Sometimes)

RE: Cukup sering. (Often enough)

WK: Sering. (Often)

Based on the students' statements above, it can be concluded that students DE, RE and WK revealed that their English teacher often gave homework every time they met in English lessons. While students GA and HA gave a statement that sometimes the teacher gave homework, but not every meeting.

3) Interviewer: Berapa kali guru kamu datang terlambat ketika mengajar materi bahasa inggris?
(How many times did your teacher come late when teaching English material?)

Interviewee :
DE: Kalau bahasa inggris mata pelajaran yang pertama, guru kamisering datang terlambat karena guru kami dari desa sebelah yang jaraknya lumayan jauh dengan sekolah. (If English is the first subject, our teacher often comes late because our teacher is from the next village which is quite far from the school)
GA: Pernah, mungkin sudah 3 kali. (Never, maybe 3 times)
HA: Kadang-kadang. (Sometimes)
RE: Sering. (often)
WK: Menurut saya sering, kami juga sering tidak belajar kalau sudah mata pelajaran bahasa inggris karena guru kami tidak datang. (In my opinion, we often don't study when it comes to English because our teacher doesn't come).

Based on the student statements above, it can be concluded that students DE, RE and WK have the same answer that their teacher is often late, as said by student DE that his teacher often comes late because their English teacher is from a neighboring village which is quite far away. with the school, even e students add when their teacher's English subject doesn't come. Students GA and HA also revealed that their English teacher sometimes and never came late as seen from the answers of student GA who stated that they had, maybe 3 times.

4) Interviewer: Bagaimana hubungan guru bahasa inggris dengan murid dalam lingkungan sekolah kamu?
(How is the relationship between the English teacher and the students in your school environment?)

Interviewee:
DE: Banyak siswa yang takut dengan guru bahasa inggris karena kejam. (Many students are afraid of the English teacher because they are cruel)
GA: Disegani. (Respected)
HA: Banyak yang tidak suka dengan guru itu. (Many do not like the teacher)
RE: Takut, guru bahasa inggris kami suka marah-marah. (Afraid, our English teacher likes to be angry)
WK: Saya tidak suka dengan guru itu. (I don't like thatteacher)

Based on the students' statements above, it can be concluded that almost all students have this answer. This is based on the statements of students who tend to be afraid of their English teacher and think that they do not like the teacher. As expressed by student DE who thinks their English teacher is cruel, student GA feels reluctant, students HA and d don't like the english teacher, and student RE feels afraid, because the teacher is often angry.

5) Interviewer: Bagaimana pendapat kamu terhadap tingkat kesulitan materi pembelajaran bahasa inggris?
(What do you think about the difficulty level of English learning materials?)

Interviewee:
DE: Sangat sulit, sehingga saya kurang memahami pelajaran bahasa inggris. (It's very difficult, so I don't understand English lessons very well)

GA: Saya kurang paham dengan pelajaran bahasa inggris. (I don't understand English lessons)

HA: Saya sulit memahami pelajaran bahasa inggris. (I have hard time understanding English lessons)

RE: Kebanyakan saya belum paham dengan pelajaran bahasaingris karena terlalu sulit. (Mostly I don't understand English lessons because it's too difficult)

WK: Pelajarannya sangat sulit untuk dipahami. (The lessons are very difficult to understand)

Based on the students' statements above, it can be concluded that all students have the same opinion that they find it difficult to learn English in the classroom so that they do not understand the subject matter well.

6) Interviewer: Apakah kamu pernah datang terlambat pada saat pelajaran bahasa inggris? (Have you ever arrived late for English lessons?)

Interviewee:

DE: Kadang-kadang saya terlambat. (Sometimes I'm late)

GA: Saya sering terlambat ketika pelajaran bahasa ingris. (I'm often late for English lessons)

HA: Saya suka terlambat bahkan sering bolos. (I like to be late and even skip class)

RE: Saya kadang tgerlambat karena saya harus membantu orang tua sebelum kesekolah. (I am sometimes late because I have to help my parents before going to school)

WK: Kadang kadang saya memang sengaja datang terlambat. (Sometimes I accidentally come late)

Based on the students' statements above, it can be concluded that almost all students have come late during English lessons. Even students HA and WK revealed intentionally that he often skipped and deliberately came late for English lessons. Meanwhile, student RE came late because he had to help his parents before going to school.

7) Interviewer: Apakah kamu pernah terlambat dalam mengumpulkan tugas bahasa inggris? (Have you ever been late in submitting an English assignment?)

Interviewee:

DE: Pernah. (Once)

GA: Kadang-kadang. (Sometimes)

HA: Sering. (Often)

RE: Jarang. (Seldom)

WK: Sering. (Often)

Based on the students' statements above, it can be concluded that all students other than student RE revealed that they were and were often late in collecting English assignments. Especially students HA and WK who stated that they were often late in submitting assignments. Only student GA expresses sometimes and student RE states that he is rarely late in submitting English assignments.

8) Interviewer: Bagaimana kelengkapan buku bahasa inggris yang ada di perpustakaan? (How is the completeness of English books in the library?)

Interviewee:

DE: Tidak ada, kami juga tidak punya perpustakaan. (Nothing, we don't have a library either)

GA: Tidak lengkap. (Incomplete)

HA: Tidak ada perpustakaan di sekolah kami. (There is no library in our school)

RE: Hanya ada satu buku bahasa inggris di sekolah, buku itu hanya di bagikan saat mata pelajarannya saja, habis itu di kumpul lagi. (There is only one English book at school, the book is

only distributed during the subject, after that it is gathered again)

WK: Tidak lengkap menurut saya. (Incomplete in my opinion)

Based on the students' statements above, it can be concluded that all students have the same answer that according to them, the provision of complete English books in the library is still not complete. Student DE said that even in their school there was no library, and student RE added that in their school there was only one English handbook, and even then after class ended, the book had to be returned to the office.

9) Interviewer: Menurut pendapat kamu, bagaimana kelengkapan sarana dan prasarana yang di sediakan sekolah dalam proses belajar mengajar bahasa inggris? (In your opinion, how is the completeness of the facilities and infrastructure provided by the school in the teaching and learning process of English?)

Interviewee:

DE: Tidak lengkap. (Incomplete)

GA: Kurang lengkap. (Less complete)

HA: Masih belum lengkap. (Still not complete)

RE: Saya sering kepanasan di dalam kelas. (I often overheat in class)

WK: Menurut saya masih kurang lengkap. (I think it's still incomplete)

Based on the students' statements above, it can be concluded that all students think that the existing facilities and infrastructure at the school are still classified as incomplete. Student RE also added that he was often hot in class.

10) Interviewer: Bagaimana keadaan ruang kelas yang kamu tempati untuk belajar, apakah nyaman dan mendukung proses pembelajaran? (How is the state of the classroom that you live in to study, is it comfortable and supports the learning process?)

Interviewee:

DE: Cukup nyaman. (Quite comfortable)

GA: Menurut saya keadaan di dalam kelas tidak baik karena siswa laki-laki sering ribut di dalam kelas. (In my opinion, the situation in the class is not good because the male students are often noisy in the class)

HA: Saya kurang tenang di kelas, kerena sering diganggu teman. (I am not calm in class, because my friends are often disturbed)

RE: Saya merasa keadaan ruang kelas cukup nyaman untuk belajar. (I feel that the classroom environment is quite comfortable for studying)

WK: Tidak nyaman, karena teman teman sering ribut. (Not comfortable, because friends are often noisy)

Based on the student statements above, it can be concluded that students GA, HA, and WK stated that they were uncomfortable during the process of learning English in the classroom for different reasons, such as student GA stating that they were not comfortable studying in class because they were disturbed by male students who are often noisy. Then students DE and RE revealed that they were quite comfortable during the lesson.

11) Interviewer: Bagaiamana suasana kelas kamu pada saat kegiatan belajar mengajar bahasa inggris? (How is your class atmosphere during teaching and learning activities in English?)

Interviewee:

DE: Teman teman suka lebih banyak tidak memperhatikan ketika guru menjelaskan. (Friends like to pay more attention when the teacher explains)

GA: Saya sering takut di dalam kelas kalau mata pelajaran bahasa inggris. (I am often afraid in class when it comes to English)

HA: Saya sering takut di dalam kelas kalau mata pelajaran bahasa inggris (I am often afraid in class when it comes to English)

RE: Saya sering tidak konsentrasi belajar di kelas kerena sering kepanasan. (I often don't concentrate on studying in class because it's often too hot)

WK: Kadang-kadang teman-teman suka membuat keributan dikelas. (Sometimes friends like to make a fuss in class)

Based on the student statements above, it can be concluded that students the atmosphere of the class at the time of teaching and learning English is not going well for a variety of reasons. As expressed by student DE, he stated that many friends did not pay much attention to the teacher's explanation, student GA said that he was more afraid of the English teacher, students HA and RE often could not concentrate when taking English lessons, while student WK felt disturbed. By friends who like to make a fuss.

c. Environment
1) Interviewer: Apakah kamu mengikuti kegiatan sosial di lingkungan masyarakat? (Do you participate in social activities in the community?)

Interviewee:
DE: Saya sering mengikuti kegiatan dimasjid dekat rumah saya (I often take part in activities at the mosque near my house)

GA: Saya sering mengikuti kegiatan di kelurahan (I often follow activities in the village)

HA: Saya tidak mengikuti kegiatan apapun (I do not participate in any activities)

RE: Saya tidak mengikuti kegiatan (I don't follow activities)

WK: Kadang-kadang saya mengikuti kegiatan di masjid (Sometimes I take part in activities at the mosque)

Based on the students' statements above, it can be concluded that students DE and GA have the same answer that they often participate in social activities in the community. Students HA and RE also had the same answer but they said that they did not participate in any activities. Meanwhile, student WK said that he only occasionally participated in social activities.

2) Interviewer: Apakah kamu mengikuti bimbingan belajar bahasa inggris? (Do you take English tutoring?)

Interviewee:
DE: Tidak (Not)
GA: Tidak (Not)
HA: Tidak (Not)
RE: Tidak (Not)
WK: Tidak Pernah (Never)

Based on the student statements above, it can be concluded that all students stated that they did not participate in English tutoring activities outside of school.

3) Interviewer: Bagaimana keadaan masyarakat di lingkungan sekitar kamu (How is the condition of the people in your neighborhood?)

Interviewee:
DE: Ramah dan sopan (Friendly and polite)

GA: Tidak mau tau dengan tetangga (Don't want to know the neighbors)

HA: Tentram tapi kadang-kadang terjadi perkelahian (Peaceful but sometimes fights)

RE: Bersahabat dan suka tolong menolong (Friendly and likes to help)

WK: Suka bertengkar dengan tetangga dan saling mengejek (Likes to fight with

neighbors and make fun of each other)

Based on the students' statements above, it can be concluded that the condition of the community around students DE, HA, and RE is quite good. This is based on the answers of the students, the students said that the condition of the community around where they lived was friendly and polite. Student RE said that they are friendly and please help, while student HA said that they are peaceful, but sometimes fights often occur. Then the state of the community environment for students GA and WK is in a bad environment, such as people who are lazy and also people who like to fight and mock each other.

4) Interviewer: Bagaimana kondisi lingkungan tempat tinggal yang kamu tempati untuk belajar bahasa inggris? (What is the condition of the environment where you live to learn English?)

Interviewee:
DE: Sebenarnya cukup mendukung untuk belajar bahasa inggris hanya saja teman-teman tidak termotivasi untuk belajar sehingga saya juga kurang tertarik untuk belajar bahasa inggris (Actually it's quite supportive to learn English, it's just that my friends are not motivated to learn so I'm also less interested in learning)

GA: Saya tidak termotivasi untuk belajar bahasa inggris karena tidak ada teman untuk saling bekerja sama dalam belajar bahasa inggris (I am not motivated to learn English because there are no friends to work with each other in learning English)

HA: Saya kurang suka belajar bahasa inggris di tambah lagi kondisi lingkungan di tempat tinggal saya, teman-teman sering mengajak saya jalan-jalan sehingga saya tidak belajar bahasa inggris (I don't like learning English, plus the environmental conditions where I live, my friends often take me for walks so I don't learn English)

RE: Saya kadang-kadang belajar bahasa inggris hanya saja teman-teman suka memanggil saya untuk bermain (I sometimes study english it's just that my friends like to call me to play)

WK: Saya sebenarnya suka dengan bahasa inggris tapi saya selalu terganggu dengan keadaan lingkungan yang tidak kondusif untuk belajar bahasa inggris misalnya ada perkelahian. (I actually like English but I'm always bothered by environmental conditions that are not conducive to learning English, for example there are fights)

Based on the students' statements above, it can be concluded that almost all of these students are less interested in learning English because of environmental conditions that do not support learning English. As stated by student DE, he said that many of his friends were not motivated to learn English so he was not interested in learning English. In addition, student HA revealed that they spend more time playing and traveling than studying. Even student WK said he didn't like studying English.

5) Interviewer: Apakah kamu sering belajar bahasa inggris bersama dengan teman bergaul di luar sekolah kamu? (Do you often study English together with friends outside your school?)

Interviewee:
DE: Tidak, mereka cenderung menajak saya untuk bermain game online (No, they tend to invite me to play online games)

GA: Saya tidak belajar karena teman-teman tidak ada yang mau belajar bahasa inggris (I don't study because

none of my friends want to learn English)

HA: Tidak pernah, karena teman-teman suka mengajak saya jalan-jalan (Never, because my friends like to take me for walks)

RE: Saya kadang-kadang suka belajar bahasa inggris tapi teman-teman suka memanggil saya untuk bermain (I sometimes like to learn english but my friends like to call me to play)

WK: Tidak, setiap kali saya mengajak teman untuk belajar bahasa inggris tetapi mereka selalu menolak (No, every time I invite friends to learn English but they always refuse)

Based on the students' statements above, it can be concluded that students DE, GA, HA and WK they tend to be more concerned with playing together than gathering to learn English, starting from playing, traveling, to gathering to play online games. Meanwhile, student RE has a desire to learn English, but friends often invite him to play.

6) Interviewer: Apakah kamu sering belajar bahasa inggris bersama dengan teman bergaul di luar sekolah kamu? (Do you often study English together with friends outside your school?)

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HA: Tidak pernah, karena teman-teman suka mengajak saya jalan-jalan (Never, because my friends like to take me for walks)

RE: Saya kadang-kadang suka belajar bahasa inggris tapi teman-teman suka memanggil saya untuk bermain (I sometimes like to learn english but my friends like to call me to play)

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7) Interviewer: Bagaimana keadaan tingkat pendidikan masyarakat di lingkungan tempat tinggalmu? (How is the level of education in the community where you live?)

Interviewee:
DE: Bagaimana keadaan tingkat pendidikan masyarakat di lingkungan tempat tinggalmu? (Most parents don't go to school)

GA: Sebagian besar orang tua tidak bisa membanca dan menulis (Most parents can't read and write)

HA: Banyak anak muda sudah banyak yang lulus SMA (Many young people have graduated from high school)

RE: Teman-teman sebaya saya sudah masuk sekolah (My friends are already in school)

WK: Hanya sedikit teman-teman saya yang putus sekolah (Only a few of my friends dropped out of school)

Based on the students' statements above, it can be concluded that students DE and GA said that most of the parents in their

neighborhood did not go to school so some could not read and write. Then students HA, RE and WK assume that the current generation has a pretty good level of education. It can be seen from the answer of student HA who said that many young people have graduated from school, and there has even been a decrease in the dropout.

2. Discussion

Based on the result in finding above, the researcher get many students low score comparison high score in English learning outcomes. And the students should search the data or material to make learning easier, faster, more enjoyable, more effective, and more transferable to new situations. So that, they do not get low score. According [16] states that learner with strategy consciously applying rules to produce and understand the second language, working with one or more peers to obtain feedback, information, or model a language activity. But when the researcher do interview to the students who get low score. That their get low score because there are some problem.

2.1 Family Factor

a. Parental Education

Based on the interviewed, student DE, GA, HA and RE said the same answer that they dont get any attention and supervision from their parents because some factor like the parents are more concerned their job rather than to give parental education from their children, and students WK said that get attention from her parents at home but she fellings lazy to studied. Parental education is really important for children to give attantion and supervision to controlled the activities of their children, like according to [17] parental supervision is the way success of their children.

b. Family members

Based on the interviewed the students DE, GA, HA and RE have bad relationships with members in the family environment, ranging from parents, to their younger brother and sister. According to [18] the family members consists of individuals, family members and a wider network. Bad relationship occur because of problems at their home, in the form of quarrels between family members, lack of love from the parents, and to feel jealous with siblings. This causes made students to feel depressed and uncomfortable to study at home

c. Home Atmosphere

Based on the interviewed, the students DE, GA and RE get annoyed from their member on conditions and atmosphere in their family, according to [19] the conditions and atmosphere in the family also determine how the nature and learning outcomes are achieved by the children. So noisy house condition, fights, getting disturbed from the siblings are the main factor for students not studying.

d. Socioeconomis Status

[20] reported on their jurnal, they concluded that the factors influence students learning outccomes are the motivation, responsibility of the students, teacher, socioeconomis status and home/family. See page 29 and 30. Based on the interviewed of students GA, HA, RE, and WK said that their economic status just enough for their live for everiday. So that many students learning motivation needs have not been met

2.2 School Factor

a. Teacher Learning Strategy

According to [21] learning strategies are the particular processes that the students use with individual learning task. See page 31 and 32. Based on the interviewed of students DE, HA, and RE said that they dont like the learning strategy from the teacher. Application of learning strategies that are not good so that it makes

student do not like the English material. This happens because the way teacher learning strategy is still convensional, hard to understand, and less varied so students get bored quickly.

b. Punctuality and Discipline

The second is punctuality and discipline from the teacher and the students, See page 34 and 36, according to [22], discipline is an orderly state in which people who are members of an organization obey the existing rules with pleasure. Based on the interviewed of students DE, GA, HA, RE and WK said that their teacher not on time and often late so that the student has affecting interest of learning english.

c. Relationship Between Students and Teacher

Based on the interviewed of students DE, GA, HA, RE and WK said that all of them feel unconfortable and afraid with their English teacher beacuse because that tecaher is the cruel, likes to be angry and feel dont like.

d. Difficulty of Learning Material

Based on the interviewed of students DE, GA, HA, RE and WK said that English material is one of the difficulty learning material and most of them consider that English learning difficult to undarstan. We can see this from the way learning strategy of the teacher is still not good resulting in all of the consider that English learning material is become difficulty to understand.

e. Facilitiiies and Infrastructure

The five is complteness of existing facilitiiies and infrastructure, See page 38-40. Based on the interviewed the most of students said that complteness of existing facilitiiies and infrastructure still do not complete, starting from the book of Englih learning, the library, school building, and other suporting facilities, according to [23]

facilities are the all types of equipment, work equipment and infrastructure that function as the main/ auxiliary tool in carrying out work or work interests.

2.3 Environment

a. Social Activities

Based on the interviewed of students DE, GA and WK said that they have some activities in their community, but the most of them never to follow the tutoring in English class, according to [24] in his book, The Study of Second Language Acqsuition, explains there are three factors that can influence learning outcomes; they are external factors, internal factors, and in dividual differences.

b. Relationship with Neighborhood

Based on the interviewed of students GA, HA, and WK said that they have a bad relationship with their neighborhood like dont want to care about the neighbors, peaceful but sometimes they fights, and mocking with each others. The bad relationship in community environment not supporting for learning activity, so they do not have motivation and interested to learn English.

c. Learning Friends.

Based on the interviewed of students DE, GA, HA, RE and WK have a bad habit with their friends in community, they spend more time playing than learning English.

CONCLUSION

Based on the finding of the research and the data analysis, this research concludes that there is factor affecting the lack of engish learning outcomes at grade VIII B of SMP Negeri 8 Sampolawa. This conclusion is based the result of analysis which in those low scores and it can be known that the students english learning outcomes is in low category.

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