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## INVESTIGATION INTO THE FACTORS THAT REDUCE THE ENGLISH LEARNING PERFORMANCE STUDENTS OF SMKN 3 TANA TORAJA

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### ABSTRACT

This study is a qualitative descriptive study study. This study investigated factors causing the low learning results of Students of SMKN 3 Tana Toraja, in English Class. This study can be the reference for English lecturers in determining the best strategy in teaching English to Automotive Engineering students. The respondents were the students who got bad scores in English class. To find out the internal and external factors causing the low learning results of the students, they were given a questionnaire. The results show that the intelligence factor, the difficulty of getting friends to practice English, the explanation of the English lecturer, and the laziness to study can be some factors causing the low learning result of some SMKN 3 Tana Toraja students in English class. Meanwhile, the internal and the external factors like physical health, attention, interest, motivation to learn English, teaching methods, lessons, the relationship with the lecturer, learning tools, classroom condition, the respondents' learning methods both in class and outside class are not the cause of the low learning results of the respondents in English class.

Keywords: learning results, English class, external and internal factors.

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## Introduction

The success of the learning process in a subject, including English subjects, can be seen from student learning outcomes. Learning outcomes in a subject can be seen from the results of student learning evaluations in one semester. As stated by Arikunto (2001:63), learning outcomes are the results that a person has achieved after experiencing the learning process by first conducting an evaluation of the learning process carried out. Based on the author's observations while teaching the subject English in some program studies at the Ujung Pandang State Polytechnic, Automotive Engineering students showed the most low English learning outcomes compared to students in other study programs. Most of these students diligently participate in lessons, but their learning outcomes are still low. Others tend to be lazy about taking lessons. Researchers also act as teachers in English subjects has made various efforts by applying various learning methods. However, the students' learning outcomes were not as expected. Therefore, research is needed to reveal the causes of the problems mentioned above so that they do not drag on and the right way to overcome them can be found. The problems mentioned above became the basis for carrying out this research. With this research, English teachers can determine the best strategy in teaching English in the study program.

Research on the factors causing low learning outcomes has been carried out previously. Like Ladiku (2011) who in his research found that the factors causing the low learning achievement of class XI students at SMAN I Tapa, Bone Bolago were psychological factors and environmental factors. These results are in line with experts' opinions about factors causing low learning outcomes. According to Munadi (Rusman: 2012), learning outcomes are influenced by internal factors and external factors. Factor These internal factors are psychological factors and physiological factors. Psychological factors include intelligence (IQ), attention, interest, talent, motive, motivation, cognitive and reasoning power of participants educate. Meanwhile, physiological factors are current physical conditions accept lesson. As for factor external which influence results Study is factor environmental, social and instrumental factors, such as classroom temperature and conditions, curriculum, facilities and teachers. These factors will be investigated in this research to reveal the causes of low student learning outcomes in English subjects, especially in the Ujung Pandang State Polytechnic Automotive Study Program.

## METHOD STUDY

The method used in this research is descriptive with a qualitative approach. The data to be collected is not in the form of numbers, rather, the data comes from interview scripts, field notes, and personal documents. According to Sukmadinata, N. S, (2011), descriptive research is aimed at describing or illustrating existing phenomena, whether natural phenomena or human engineering. This research is a case study research that focuses on students of SMKN 3 Tana Toraja who get low grades in English subjects. especially in the Odd Semester 2022/2023.

To understand the research problem more clearly and to avoid misunderstandings, the author wrote several operational definitions as follows:

- a. Learning outcomes are the result of an interaction of learning actions and teaching actions (Dimiyati and Mudjiono, 2006: 3-4). So it can be said that learning outcomes are the result of the learning process in class. In this research, English learning

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outcomes are the result of the learning process student in eye Lesson Language English during One that semester realized in the form of a letter grade. The low grades in this study are D and E. These grades under the good category (Decree Letter of the Director of Ujung Pandang State Polytechnic Number: 759/PL10/AK/2015 of 2015)

- b. The factors causing low student learning outcomes that will be tried to be revealed in this research are external factors and internal factors.

The determination of samples or subjects in this research was carried out using *purposive techniques sampling*. According to Djam'an (2007), *purposive sampling* is technique taking The sample is determined by adjusting the research objectives or certain considerations. In accordance with the aim of this research, the subjects in this research were all students of SMKN 3 Tana Toraja who got low grades, namely D and E grades in the English subject in the Odd Semester of the 2022/2023 Academic Year. totaling 8 people.

Data was collected through questionnaires to obtain free, honest, fearless and unabashed answers from respondents. The type of questionnaire used in this research is a mixed questionnaire, namely a combination of closed and open questionnaires. The questionnaire was prepared based on indicators regarding factors that influence a person's learning outcomes. These indicators are based on the opinion of Slameto (2010), namely that the factors that influence a person's learning outcomes are internal factors and external factors such as physical health, the function of the five senses, especially vision and hearing, intelligence, attention and interest, motivation, readiness,

factors , friends, teaching methods used by English lecturers, lesson hours, the respondent's relationship with the English lecturer, learning tools, English study hours, the condition of the classroom, the respondent's method of learning English both in class and in class, and homework assignments in the English subject.

The data that has been collected is then compiled and analyzed. The data will be reduced, summarized, looked for patterns and themes, then the data is presented in the form of brief descriptions, charts, relationships between categories, etc. This is intended to understand what happened and after that, conclusions will be drawn.

## RESULTS AND DISCUSSION

The data that has been obtained is analyzed based on the factors that cause low learning outcomes developed in the questionnaire. The following is an analysis of the data obtained through the questionnaire.

### A. Factor Internal

#### 1. Health physical

Data obtained through questionnaires shows that almost all respondents do not feel tired or sleepy when learning English. Among all the respondents, only one respondent felt sometimes tired and sleepy when learning English. Not only in English class but also in other classes. From the data obtained, it is known that the respondent has a side job.

From the data above, it can be concluded that the results of learning English are low for most respondents not caused by physical factors or their physical health. Is known Also, having a side job can affect students' stamina in learning.

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### 2. Function five sense

The five senses greatly influence a person's success in the learning process, including English. From the data obtained, it is known that all respondents did not experience hearing problems. Meanwhile, regarding vision, only one respondent feel disturbed on his sight. By Because that, it can be concluded that the function of the five senses is not a factor causing the low English learning outcomes of the respondents

Attention, interest, And motivation on eye Lesson Language English  
From the data obtained through the questionnaire, it is known that all respondents feel interested in learning English both in the classroom and outside the classroom. All respondents felt happy with learning English in class. They diligently do the English assignments given. All respondents stated that it is important to learn English. They also diligently participate in English lessons, except for two respondents. According to them, they are not only lazy in English class but also sometimes in other classes.

From the data above, it can be concluded that attention, interest and motivation are not factors causing the low learning outcomes of respondents or students at SMKN 3 Tana Toraja in English subjects.

### Readiness follow subjects Language English

Readiness is also an important factor in successfully doing something, including taking English classes. From data obtained from the questionnaire, it can be seen that all respondents had prepared well before they took English lessons. They prepare notebooks before taking part English lessons. From this data, it was concluded that readiness was not a factor causes of low English learning outcomes for students at SMKN 3 Tana Toraja.

### Intelligence

It has been stated in the operational definition that intelligence in this study is the result of respondents' learning in other subjects in the same semester, namely odd 2022/2023.

From the data obtained, among the eight respondents, there were three respondents who got low scores in most other subjects. Their GPA is less than 3.00. The rest, the five respondents got fair, good and very good grades in other subjects. This indicates that the majority of respondents got low scores in English subjects not because of intelligence factors. However, for the three respondents, intelligence could be a factor in their low learning outcomes.

### Factor External

#### Factor family

The role of providing support to students certainly has an impact on the students' psychology in participating in each lesson. Based on the questionnaire filled out by respondents, data was obtained that all respondents without exception were supported by their families in terms of education. With this data, it can be concluded that family factors are not a factor causing students' low English learning outcomes.

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### Factor school

As explained above, these school factors include teaching methods, lesson hours, the respondent's relationship with the lecturer, learning tools, the condition of the classroom that is usually used, the respondent's learning methods both in class and outside of class, and homework assignments.

Data obtained through questionnaires shows that almost all respondents stated that the English lecturers' teaching methods were not boring. Only one respondent stated that the lecturer's way of teaching was sometimes boring. Part Most of them stated that the English lecturer's explanations were not difficult to understand. There were two respondents who felt that the English lecturer's explanations were sometimes difficult to understand. With these data, it can be concluded that the explanation of the material by English lecturers are not a factor causing low English learning outcomes for the majority of respondents.

The data that has been obtained also shows that English learning hours and classrooms place Study Language English it's not factor Which cause low results Study. they . All respondents felt there were no problems with study hours and the classroom where they studied English.

Next is about English assignments both in class and at home. All respondents except one stated that English assignments, whether done in class or at home, were not difficult. This also shows that assignments are not a factor in their low learning outcomes in English subjects.

### Factor social

What is meant by social factors here is the respondent's relationship with his friends, especially those related to the English language learning process both in class and outside of class. Data obtained from the questionnaire showed that none of the respondents found it difficult to find dialogue partners or group friends when learning English in class. Apart from that, they also have no difficulty finding friends to do their English homework assignments. Likewise, when practicing English outside of class, they do not find it difficult to find friends to practice with. Only two respondents found it difficult to find friends to practice English outside of class. The data shows that social factors are not the cause of most respondents getting low grades in English subjects.

## **CONCLUSION**

From the data that has been obtained and analyzed, it can be concluded that intelligence factors, difficulty in finding friends to practice English, explanations of English lecturers' material which are sometimes difficult to understand, and feeling lazy about following lessons can be factors causing low learning outcomes for some SMKN 3 Tana Toraja students in English class. As for internal factors such as physical health, five functions sense, attention And interest, motivation, and readiness to follow the lesson, and external factors such as family factors, school factors and social factors are not the cause of the low level Learning outcomes of SMKN 3 Tana Toraja students in English subjects.

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