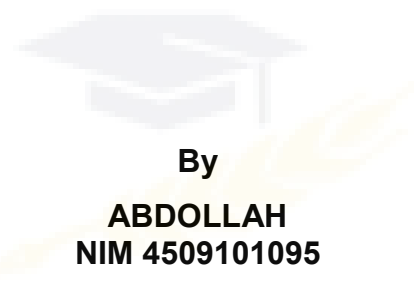


**ANALYSIS OF SOME CAUSAL FACTORS STUDENTS' PROBLEM IN
LEARNING ENGLISH OF SECOND YEAR STUDENTS
AT SMPN 3 BELO BIMA**

SKRIPSI



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UNIVERSITAS

BOSOWA



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY "45" MAKASSAR
2015**

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SKRIPSI

Submitted to the Fulfillment in Partial of the Requirements
for Sarjana Degree (S.Pd.)

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “Analysis of Some Causal Factors of Students Problem in Learning Englis of Second Year Students at SMPN 3 Belo Bima” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 27 Februari 2015

Yang membuat pernyataan,

Abdollah

ABSTRAK

Abdollah. 2015. *Analysis of Some Causal Factors of Students Problem in Learning Englis of Second Year Students at SMPN 3 Belo Bima*. Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh H. Herman Mustafa, M,Pd dan Hj. St. Haliah Batau., S.S., M.Hum.

Tujuan utama penulisan skripsi ini adalah untuk mengetahui faktor-faktor penyebab kesulitan belajar siswa kelas VIII SMPN 3 Belo Bima dalam mempelajari bahasa Inggris.

Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan analisis kualitatif. Penulis mendiskripsikan data yang telah diperoleh melalui angket dengan menggunakan presentase, kemudian data tersebut dianalisa secara kualitatif. Penulis telah mengadakan penelitian di SMPN 3 Belo- Bima, dikhususkan pada siswa-siswi kelas VIII, tahun pelajaran 2014- 2015.

Setelah melakukan penelitian, penulis menyimpulkan bahwa faktor penyebab kesulitan belajar bahasa Inggris siswa kelas VIII SMPN 3 Belo-Bima dominan pada faktor keluarga. Ini berarti bahwa keluarga belum mamaksimalkan peran mereka dalam mendukung, memotivasi, memberikan perhatian dan mengawasi perkembangan belajar para siswa. Oleh sebab itu, siswa- siswa tersebut tidak menyadari akan pentingnya belajar bahasa Inggris dan mereka tidak mempelajarinya dengan serius.

Key word: Causal Factors, Learning English

ABSTRACT

Abdollah. 2015. *Analysis of Some Causal Factors of Students Problem in Learning English of Second Year Students at SMPN 3 Belo Bima*. Skripsi, English Education Departement. Gueded by H. Herman Mustafa, M.Pd dan Hj. St. Haliah Batau, S.S., M.Hum.

The purpose of writing this skripsi is to know some factors of students' problem in learning English language at SMPN 3 Belo Bima.

The method used in this research is descriptive with qualitative analysis. The writer describe the data that are taken trough questionnaire by using precentage. Then the writer analyzed the data qualitatively. The writer has conducted the research at SMPN 3 Belo- Bima, specified to the second year students in 2014- 2015 academic year.

After doing the research, the writer concluded that the dominant causal factor of student' English learning problem at second grade students of SMPN 3 Belo- Bima comes from family. It means that the family has not maximized their role in supporting, motivating, paying attention and monitoring student' English learning. Therefore, the students are not aware and do not study seriously.

Key word: Causal Factors, Learning English

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the benefcent, the merciful

All praise be to Allah SWT, the Lord of the word, the mercies and blessings, and given the write chance, ability, easiness, in finishing this skripsi, entitled: Analisis of some Causal Factors of Students' Problem in Learning English. Peace and Mercy of Allah may be upon with the prophet Muhammad SAW (peace be upon him), his family and followers.

The writer would like to express his sincere thanks to Drs. H. Herman Mustafa, M.Pd as the first supervisor and the writer's second supervisor Hj. St. Haliah Batau, S.S., M.Hum. who have provided direction and guidance with full sincerity and patience until the completion of writing this skripsi.

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Makassar, 27 Februari 2015

Abdollah

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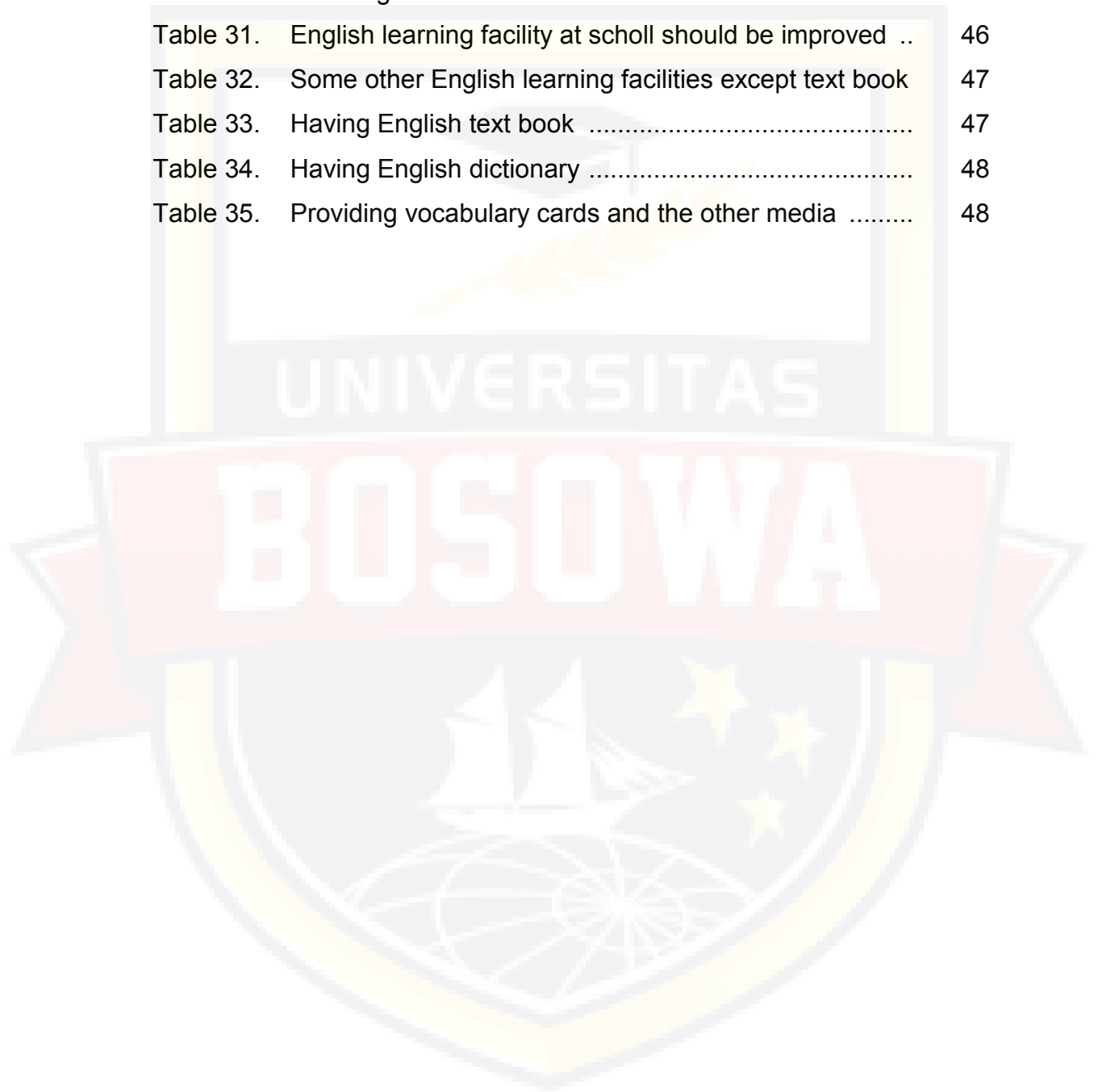
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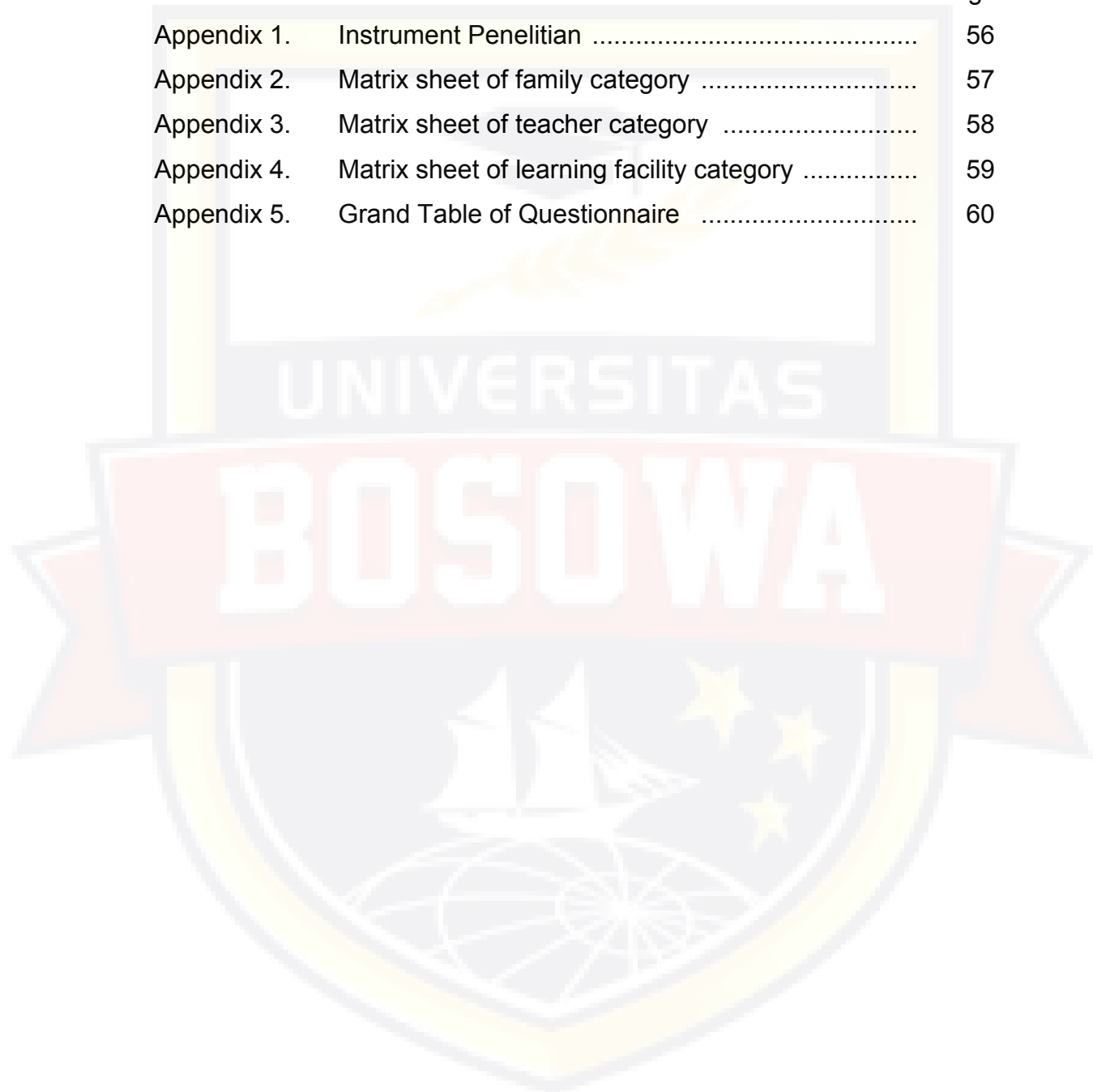
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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statements, objective of the research, significance of the research, scope of the research.

A. Background

Language is an essential aspect of human life. It has a big role for every individual in communication. People need language to share ideas, opinions or feelings. Zainuri in Fox and Skolnick (2003: 1) defines that a language is an arbitrary system relating sounds and meaning. While Brown in Finocchiaro (1980: 5) said that language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or the interact. Therefore to language is a tool of communication.

In the era of globalization, there are much information which is spoken or written in English. It can be in newspaper, magazine, advertisement, television, radio, internet and so on. English is a language mostly used by people in many countries because English is the international language. As an international language, automatically English is learnt by many students around the world.

Realizing the reality of globalization, Indonesia government has considered that English is a compulsory subject that must be learnt by

students especially from junior high school. English also become the first foreign language which must be taught at school.

However, English become a compulsory subject, in fact there are many students who feel worried to learn English. It can be known from the scores of their learning. As a result not many students who get good score in learning English. Most of them have problem to learn it. Learn is an aspect which can not be separated from human life. It becomes a characteristics of human as the learning creatures, someone who can think.

There are some definitions of learning which are provided by Suryabrata in Psikologi Pendidikan that have been quoted from some resources :

1. Cronbarch (2007: 231) in Educational Psychology book stated, that learning is shown by a change in behavior as a result of experience. So, according to Cornbrach, the effective learning is by experiencing.
2. Cronbrach and Harold (2007: 231) also has his definition that learning to observe, to read, to imitate, to try something themselves, to listen, to follow direction.
3. Hilgrad (2007: 232) defines that learning is the process by which an activity originates or is changed through training procedures (whether in the laboratory or in natural environment) as distinguished from change by factors not attributable to learning”.

From the definition above, the writer concludes that learning is an effort that can change our behavior and improve our knowledge. However, learning is a natural thing from human. Sometimes it has some barriers and problem.

There are some factors causing learning to students. In Syah (2005: 173) causal factors of students' learning problem are divided into two categories; they are Internal and External factors. The Internal factors include cognitive, affective and psychomotor. Meanwhile the External factors include family, society, and school environment (e.g. school building condition, the teacher and learning facility). Besides, Harmer (1991: 3) has his own opinion. He stated that factor which seems to have a strong effect on a students' success or failure in language learning is motivation. Then, he separates it into two main categories: extrinsic motivation which is concerned with factors outside the classroom (e.g. integrative motivation and instrumental motivation) and Intrinsic motivation which is concerned with what takes place inside the classroom (e.g. physical condition, method, the teacher and success). In addition, Ahmadi and Supriyono (2004: 78) classified causal factors of students' learning problem into two categories: Internal, which include physiology factor and psychology factor, and External which include social, family and school.

A school also becomes the main role of the students' learning process. The important aspects of school that influence or fail of

students' learning are the teacher and learning facility. Teacher is a person who changes the parents' role when a child is in the school. Students learn many lessons from the teacher. When the students accept and comprehend the information and material well from the teacher, it can be said that the learning process is succes. In the other hand, when most of the students are unable to understand the materials which are given by the teacher, it can be siad that the learning process is fail. The teacher also can be a factor in students' learning problem. In line with the teacher, learning facility also has role to the success of students' learning. Learning facility can enable learning process to be more effective. The lack of learning facility can be a barrier of the learning process.

Family is the smallest of society. Family is the first place of a child's learns. A child learns many things at home, like languange, norms, ways to behave with other poeple, etc. Therefore family has essential role to build some good habits of the children including learning. Children need support to learn from the family. The students who have support and attention for their study, especially from the family, they Swill try to do their best in learning. While, a family who is ignoring about the child's education will be the factor of their child's learning problem.

SMPN 3 Belo is one of the State School that also applies English as a compulsory subject. It is located at Ncera village Street Tente-

Karumbu, Subdistrict Belo Regency of Bima. This is school was built on 10th February 2005 and began the operation on 1 May 2005. The writer had already observed the students when they learnt English subject. There are no students who care and participate in learning. Some of them do not understand their study. The writer concludes that some of them have problem in learning English. Therefore, the research is curious to know the most dominant factor that is caused English learning problem to the SMPN 3 Belo- Bima at second year Students.

Based on the background above, the writer intends to discuss and analyze the causal factors of students' problem in learning English at the second year students of SMPN 3 Belo- Bima.

B. Problem Statements

The study is aim to analyze and discribe the most dominant factor of students' problem in learning English whether it comes from the family, the teacher and the facilities.

C. Objective of the Research

The objective of the study is to find out some causal factors students' in learning English.

D. Significance of the Research

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The result of this research is expected to be an input to the English teacher in solving his/her students' learning problem especially in English subject. By knowing the main factors, it hopefully will enable the teacher in teaching and using the right strategy to help students learning English. And the writer hopes this analysis will be useful for someone to enrich and improve his/her knowledge and skill.

E. Scope of the Research

In doing the research, the writer limits the problem only at the causal factors of students' English learning problem focused on family, teacher and learning facility factors; because he thinks that family, teacher and learning facility have the important role in students' learning process and the writer also interested in these 3 factors. The writer carried out the research to the second year students of SMPN 3 Belo- Bima.

Based on the limitation above, the writer also formulates the problem of the study as follow: "which is the most dominant factor for students' problem in learning English ?"

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some sections, namely definition of English Language, objective of teaching and learning English, and some factors affecting students' learning of English.

A. English Language

Language is the expression of human personality in words, whether it is written or spoken. Language is a vehicle to communicate, to convey message, to share ideas and opinion, etc. It is the universal medium alike for conveying the common facts and feelings of everyday life.

In the principle of Language Learning and Teaching, Brown (1980: 4) provides some definition of language:

1. According to Finocchiaro (1980: 40) language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or interact.
2. While Pei state (1980: 48) language is a system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meaning.

3. Based on Webster's New International Dictionary of the English Language (1980: 67) the definition of language is any means, vocal or other, of expressing or communicating feeling or thought ... a system of conventionalized signs, especially words or gesture having fixed meanings.

Zainuri in Fox and Skolnick (2003: 1) said that a language is an arbitrary system relating sounds and meaning.

Based on several definition above, it can be summarize that language is a system of communication; it can be gesture and especially words relating meaning, as a tool to communicate, to interact with other.

People live in the world. They belong to their own nationality. Their country has their own national language. Therefore poeple use many different native language depending on where they live. Because of the characteristic of human who is a social creature, who communicate and do many activities such as trading, business, education, entertainment, even though politics and diplomacy, people need an International language which is used to interact.

An International language equated with a language that has a large number of native Speakers. Mc Kay (2002: 11) has quoted from Smith that an International language is one which is used by people different nations to communicate with onether. McKay (2002: 5) also said that some linguist maintains a language achieved global status

when it develops a special role that is recognized in every country, and this special status can be achieved either by making it an official language of the country or by a country giving special priority to the language by requiring its the study as foreign language.

English is the International language par excellence, or as a language of wider communication McKay (2002: 5). In many instances, English used both among individuals from different countries and between individual from one country. English is a widely spoken language now. It has often been referred to as a world language. (<http://en.wikipedia.org/> *English language*. 05th may 014).

Harmer (2001: 1) said that English becomes a lingua franca in this modern era. Lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a second language.

English is used spread over the world. It can be oral or written. Many books used this language, such as science, medicine and so on. It is also written in mass media, for example newspaper, magazine, and internet. English has often become as a requirement in a number of fields, occupations and profession. The massive growth of using English can not be separated from the influence of globalization. Since everyone knows and uses English, people are almost forced to learn it better. While English is not official language in most countries,

it is currently the language that most often taught at school around the world.

The reality of how important the English language has been considered by Indonesian Government. It can be seen in many schools, especially from middle school where the English become a compulsory subject. Moreover, English includes to one four subjects that is required in National Examination (Ujian Nasional). In addition, Zurianal and Sayuti (2006: 202) have quoted from Undang-Undang Republik Indonesia tentang Sistem Pendidikan Nasional that Indonesian government has regulated the English teaching in Undang-Undang Republik Indonesia tentang Sistem Pendidikan Nasional, pasal 37 ayat 1. It is explained :

(... The material of English teaching including bahasa indonesia, bahasa daerah and foreign language with some considerations:

1. Bahasa Indonesia is the national language
2. Bahasa daerah is the native language
3. Foreign language especially English language is the International language which is very important in global interaction).

B. Objective of Teaching and Learning English

In Kurikulum 2004 (Puskur, 2004: 50) defines, the objectives of Teaching and Learning at Junior High School (SMP or MTs) are:

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1. To develop communication skill in written and oral English. The communicative skill covers Listening, Speaking, Reading and Writing
2. To grow the awareness of the importance of English as one of foreign language, this can support their study
3. To develop students' comprehension about the relation of the language and culture and get involved in culture pluralism.

C. Some Factors Affecting Students' Learning of English

In doing the research, the writer limits the problem only at the causal factors of students' English learning problem focused on family, teacher and learning facility factors; because I think that family, teacher and learning facility have the important role in students' learning process and the writer also interests in these 3 factors.

1. Family

In Sociology, Ahmadi (2004: 167) notes some definitions of family which has been quoted from some resources:

1. According to Bureau of the Census of USA, "family is group of two or more persons residing together who are related by blood, marriage or adoption."
2. Similar limitation was given by Rose who stated "a family is a group of interacting persons who recognize a relationship with each other based on common parentage, marriage, and or adoption."

3. The family is a small social group, normally composed of a father, a mother and one or more children, in which affection and responsibility shared and which the children are reared to become self controlled and socially motivated persons, it was stated by Emory S. Borgadus.

4. Francis E. Marill said, in functional terms, the family may be viewed as an enduring relationship of parents and children that performs such functions as the protection, rearing, and socialization of children and the providing of intimate responses between its members.

In addition, Oxford Advanced Learner's Dictionary of Current English defines family as a group consisting of one or two parents and their children.

From the definitions above, it can be concluded that family has some characteristics:

- a. Family is a small social group consists of a father, a mother and one more children.
- b. The relation among the family members based on affection and responsibility.
- c. The social relationship among the members of family is relatively constant and based on blood relation, marriage or adoption.
- d. Some functions of a family are for protection, care, share love and affection in order to grow a child who has social mental.

Family is place which has important role for individual, and also as the first social group where the children are the members in it. Of course it also become the first place for the children to learn, to socialize. Ahmadi in Oqbum (2004: 108) stated that family has some function as follows:

- a. Love function
- b. Economic function
- c. Educational function
- d. Protection function

Family is one of basic elements where the children learn everything for the first time. Family has a big obligation on students' education. They have their own background and condition each other. For instance, the lack of parent's education. Single parent, economic problem, had broken home family, etc. Those situation determine how well and how far the learning can be achieved, so that they have a big role in supporting students' learning.

In Psikologi Belajar Ahmadi and Supriyono (2004: 85) stated that mainly, family is the center of education. But somehow, it also can be the factors of students' learning.

- a. The way of parents in teaching the children

Parent who are paying attention and ignoring their children's education many become the factors of students' learning. Parent who act cruel, dictator, will cause unhealthy mental of their

children. And generally, parents who are not supporting the children's learning even can make them dislike to learn.

b. The relationship between parents and children

Parents who care, give love, understanding and appreciation to their children will make them have healthy mental.

c. The way of parents in guiding and behaving

Parents are the closest example for the children to act, to behave. Every behavior done by their parents usually will be followed by them. Therefore the family, especially the parents, should give laudable behavior and guide them to be a good learner.

d. The situation in family

The situation at home also has an important role in learning. The noise, especially caused by a broken home family. Of course will bring a bad impact to the children. They will not be able to concentrate, then they will seek some other place which more comfortable outside the home.

e. The economic situation of the family

The economic factor sometimes is the general one which can be found in the reality. The low economic situation can be a barrier for children in learning, because it is needed some media like books, text book, ballpoint, pencil etc. A proper place for study is also needed in order to learn effectively.

English is a foreign language in Indonesia. Children of course do not acquire the English, because their family, especially their parents, have their own native language. The process needed to master the English is through learning. Then the family has support their children's learning, in order to make them able in using English. There are responsibilities of family in supporting the children's educational, especially in studying English, for example: giving attention to their development in learning English, motivating them to keep studying, making them aware of the importance of English, giving facility to enable their learning, like books, magazine, dictionary etc.

2. Teacher

The learning process and the teacher are closely associated. The success of a course depends on several factors; one of them is a teacher. The learners need to be stimulated. It is the teacher who provides this kind of stimulation that will enable the students to become an active learner.

The leader of education even the government plan the new educational programs, but it is the teacher who guides and inspires the pupils. Teacher transmit their own joy of living and learning as they share with their students the reach experiece and knowledge. They light the torch of learning which later may shine out over the world. They egender the love of knowledge through personal contact as they

help their pupils gain knowledge through books and other avenues of learning.

In *The Practice Language Teaching*, Harmer (1980: 56) gives the definitions of teacher, which has quoted from some resources:

1. Cambridge International Dictionary of English defines teaching is to give (someone) knowledge or to instructs or to train (someone). Therefore a teacher is a person who gives knowledge, instructs or trains someone.
2. Whereas The Longman Dictionary of Contemporary English suggests that teaching is to show somebody how to do something or to change somebody's ideas. Instantly, a teacher is a person who shows how to do something or who changes somebody's ideas.

Another definition of teaching is to show somebody how to do something so that they will be able to do it themselves, while teacher is a person who teaches or show somebody how to do something so that they will be able to do it themselves.

(Teacher is a professional educator who has main task to educate, to teach, to guide, to direct, to train, to appraise and to evaluate the learner on early age children education on education formal line, elementary education and middle education).

Based on definitions above, it can be summarized that the teacher is not only a person who gives knowledge to the learners but

also a professional who makes the learners able to analyze, to apply the lesson that was given. Then, an English teacher can be defined as a person who gives knowledge of English language components (for example vocabulary, grammar) as the means to learn language skills and make the learners able to overcome the English language skills. In the Practice of English Language Teaching, Harmer (2001: 58) the teacher's roles in teaching learning process include many things. He classified the roles of teacher as follows.

- a. *Controller*; when teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from situation where students are working in their own groups. Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.
- b. *Organizer*; one of the most important roles that teacher have to perform is that organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.
- c. *Assessor*; one of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.

- d. *Prompter*; when the teacher prompts he/ she needs to do it sensitively and encouragingly but about all, with discretion. If he/ she is too adamant, he/ she is risk taking initiative away from the students. If, on the other hand, he/ she is too retired, he/ she may not supply the right amount of encouragement.
- e. *Participant*; the danger of teachers as participants, of course is that the teachers can easily dominate the proceedings. This is hardly surprising since the teachers usually have more English at their disposal than their students do.
- f. *Resource*; students might ask how to say or write something, a word or phrases meaning. They might want to know information in the middle of an activity about the activity or they might want information about where to look for something, a book or a website for example. This is where we can be one of the most important resources they have. When the teachers are acting as a resource they will want to be helpful and available, but at the same time we have to resist the urge to spoon- feed their students, so that the students become over-reliant on them.
- g. *Tutor*; when the students are working on longer projects, such as pieces of writing or preparations for a talk or debate, the teachers can act as a tutor, working with individuals or small groups, pointing them in directions they have not yet thought of taking. In

such situations the teachers are combining the roles of prompter and resource, acting as a tutor.

- h. *Observer*; when observing the students, the teachers should be careful not to be intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time. Above all the teachers should avoid drawing attention to them since to do may well distract from the task they are involved in.

A teacher becomes a second parent for every student. He/ she has to bring up the students or be educated people. Teacher's behavior, personality, education and the way he/ she teach determine the achievement of the students.

Richard I. Arends, et al., have quoted from David Ryan, (2001: 49) an educational research, that the effective teachers exhibit the characteristics of warmth, fairness, responsiveness, understanding, democratic, kind, alert, attractive, steady, poised and confident. further more, he summarized the personal qualities of the teacher, and some of them are:

- a. Superior intellectual abilities
- b. Good emotional adjustment
- c. Favorable attitudes toward pupils
- d. Enjoyment of pupil relationships
- e. Generosity in the appraisal of others

- f. Strong interests in reading and literary matters
- g. Interest in social and communicaty affairs
- h. Early experiences in caring for and linking children
- i. Family support of teaching as a vocation
- j. Strong ocial server interest

In Exploring Teaching: an Introduction to Educatuion, Richard I. at. al. (2001: 5) concluded that several domains of teacher behavior that were strongly associated with student's learning are:

- a. Affective used the time
- b. High performance expectations
- c. Clear roles and procedures
- d. Work requirements and feedback
- e. Appropriate use of praise
- f. Clarity of presentation
- g. Enthusiasm

However, those characteristics are the ideals figure of a teacher profile. In reality, somehow the teaching learning process still has some barriers causes problems of the students learning. It is the teacher who can be one of the factors.

According to Ahmadi and Supriyono (2004: 89) that the teacher can be the factor of student's learning problem if he/ she are having some the criterion:

- a. Unqualified; it can be in using the methodology or in mastery the materials.
- b. Havine negative relations with the pupils
- c. Ignoring the ability standard of the students
- d. Having no ability in diagnose the learners' problem
- e. Inappropriate methodology

3. Learning Facility

Mulyasa (2005: 49) notes in his book that learning facility is all of instruments or tools used to conduct education process especially teaching learning process, like school building, classroom, table, chair and teaching media. While Bafadal (2004: 2) states learning facility is all of instruments, tools, equipments wich are directly used in education process in school. The last, facility is a piece of equipement, a building, a service, etc. That is provided for particular purpose. Then, learning facility is a piece of equipement, a building, a service etc. That is provided for learning purpose.

From those definition, it is obvious that learning facility is the equipments, instruments or tools used to support the teaching and learning process.

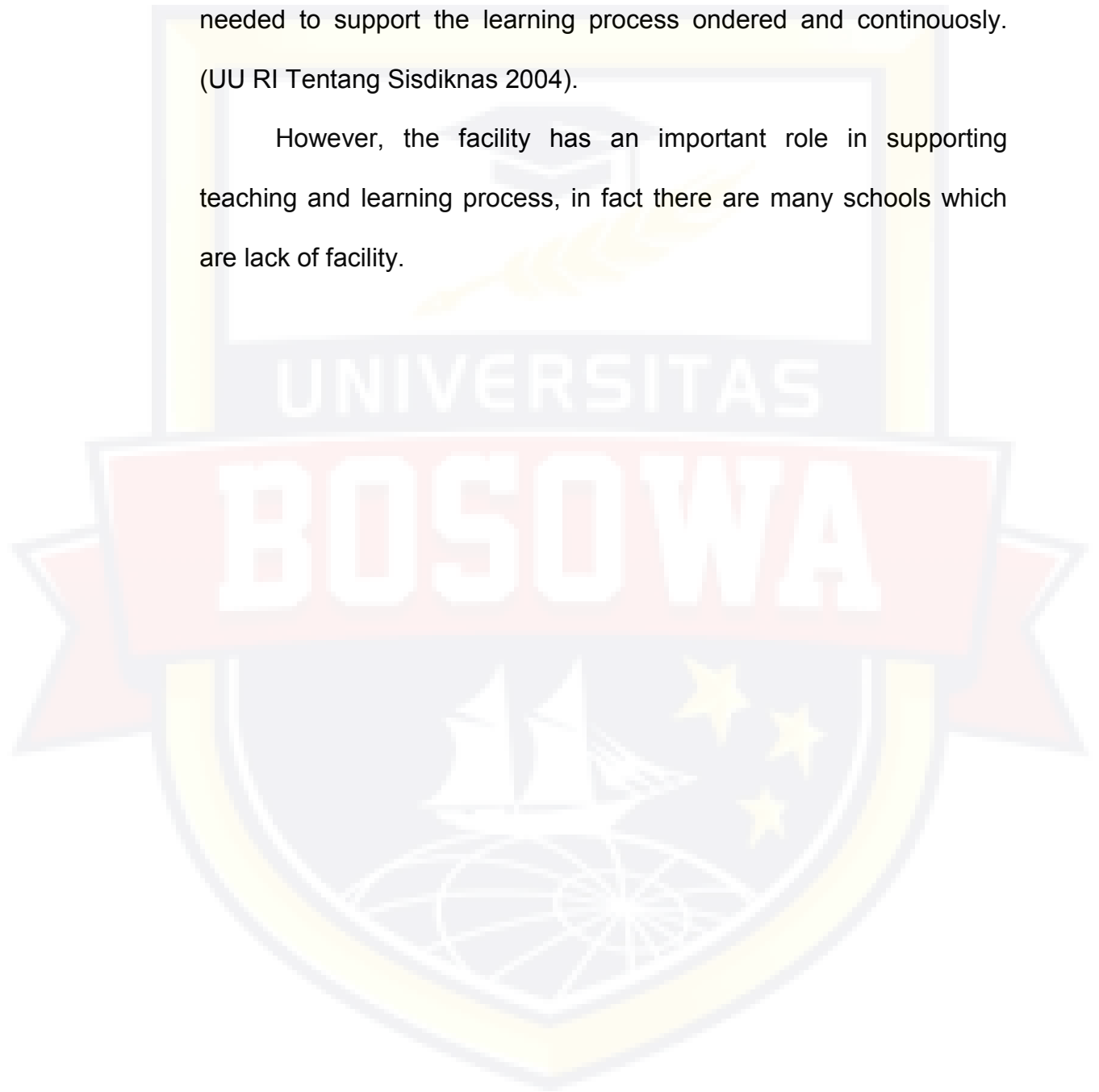
It can not be avoided that facility gives many contribution to learning process, especially in school. Sabri (1999: 7) said that according to some educational experts, there are five factors wich are influencing the educational process, they are: teacher, learner,

objective, tool and environment. With these five factors, the teaching learning process can be done, although the result is still not satisfied. In order to improve the result of learning, it will be more effective if the learning facility is provide. Dalyono (2005: 59) stated that the school condotion where the students learn also influences the success level of learning, besides the teacher quality, the methods, curriculum, learning facilities, classroom condition, the amounts of students etc. The teaching learning process will run effective and efficient if by complete facility. That is why; the problem of learning facility is also an essential thing in educational field.

The importance of learning facility is also considered by our goverment. Zurinal and Sayuti (2006: 177) stated in UU Sisdiknas pasal 45 ayat 1: “setiap santun pendidikan formal dan nonformal menyediakan sarana dan prasarana yang memenuhi keperluan pendidikan sesuai dengan pertumbuhan dan perkembangan potonsi fisik, kecerdasan intelektual, sosial, emosional dan kejiwaan peserta didik. (every formal and non-formal education unite provides facilities which fulfill the needs of education according with the growth and development of physic potential, intelegence quotient, social, emotional and spiritual of the learner. Moreover, according to the facility standard which is developed by BSNP (Badan Standar Nasional Pendidikan), and approved by the regulation of Ministry: “every education unit is obligated to have facilities including tools and

equipments of education, media, textbook and other resources of learning, empty used matter and the other equipments which is needed to support the learning process ordered and continuously. (UU RI Tentang Sisdiknas 2004).

However, the facility has an important role in supporting teaching and learning process, in fact there are many schools which are lack of facility.



CHAPTER III

RESEARCH METHOD

This chapter presents the research method, place and time, research instrument, population and sample, technique of collecting data and technique of data analysis.

A. Research Method

The writer used descriptive qualitative method. It is to explore and classify the phenomena or social facts by describing some variables related with the research problem.

B. Location and Time

a. Place

The writer conducted the research at SMP Negeri 3 Belo. It is located on Ncera village Street Tente- Karumbu, Subdistrict of Belo, Regency of Bima (Provinsi of Nusa Tenggara Barat). The other information of the school is stated on the table below:

Table 1. Teacher and Staff Data of SMPN 3 Belo- Bima

No	Teacher and Staff	Degree of Certificate	Total
(1)	(2)	(3)	(4)
1	PNS	Strata 1	4
		SLTA	-
2	Honorary	SLTA	2
		Strata 1	14
		D3/ D2/ D1	1

To be continued

Continuation

(1)	(2)	(3)	(4)
		Strata 1	1
3	Staff TU	SLTA	1
		SLTP	-
Total			24

Table 2. Rooms Data of SMPN 3 Belo- Bima

No.	Rooms	Total
1.	Classroom of VII grade	4
2.	Classroom of VIII grade	3
3.	Calassroom of IX grade	2
4.	Headmaster's room	1
5.	Teacher's room	1
6.	Library	1
7.	Computer Practicum	0
8.	Laboratory	0
9.	Languange Laboratory	0
10.	Mushola	1
Total		13

b. Time

The writer conducted the research for five days, started on October 27th until 31th 2014.

C. Research Instrument

There are two instruments applied to obtain the data in this study. The writer used observation and questionnaire to obtain the qualitative data.

D. Population and Sample

1. Population

The population of the research is the second year students at SMP Negeri 3 Belo- Bima in precept year 2014. The population is consist of 3 classes namely class A which consisted of 44 students, class B consisted of 41 students and clas C consisted of 40 students. It means the total of population are 125 students.

2. Sample

The writer took the student from class A randomly as the sample. In this research the writer took 40 students as the sample.

D. Technique of Collecting Data

a. Observation

The writer observed the school, to know some data related with the research, like the building condition, the books, the other learning facilities and media. The writer also visited the classroom when the students studying English subject.

b. Questionnaire

This writer used questionnaire to collect the data. Questionnaires as the instrument in collecting data contain a list of written questions which are given to the subject or responden of research (Faisal, 1992: 122).

The writer used a structured questionnaire to get information about causal factors of second year students' in English learning

problem at SMPN 3 Belo- Bima 2014- 2015. The questionnaire consists of 30 questions. The option only consist of two choices, namely A for yes answer and B for no answer.

The questions are categorized into three aspects that the writer tends to know as the object of the study, they are family, teacher and learning facility. Questions number 1- 10 are about the role of family in supporting the students' English learning. Question number 11- 20 are about the role of teacher in learning and motivating the students' English learning. The questions number 21- 30 are about the conditions of English learning facilities at school or at their homes.

Table 3. Item Category

No.	Category	Number
1.	Family	1- 10
2.	Teacher	11- 20
3.	Learning Fascility	21- 30
Total Questions		30

Table 4. Data Description of Questionnaire

Category	Item	Percentage %	
		Yes	No
(1)	(2)	(3)	(4)
Family	1. Explaining the important of English learning		
	2. Introducing English language		
	3. Improvement in English learning		
	4. Motivation in learning English		

To be continued

Continuation

(1)	(2)	(3)	(4)
	5. Following English course or Bimbel 6. Care and support for low English score 7. Expecting to be clever in English 8. Privinging facility to enable English learning 9. Family role in succes or failure English learning 10. Reward for learning improvement		
Teacher	11. The teacher has nice attitude 12. The way he/ she teaches is funny 13. Full spirit to learn with him/ her 14. Inspiring to be capable in English 15. Motivating to like and learn English 16. Teaching well, and understanding the lesson 17. Explaning clearly, and comperehending well 18. Giving more knowledge of English languange 19. Capable in English because of teacher 20. Teacher has the main role on excellent English		

To be continued

Continuation

(1)	(2)	(3)	(4)
Learning Facility	21. School provides English text book 22. Feeling comfort to learn English in classroom 23. Conducive school environment in supporting English learning 24. School has provided English learning facility sufficiently 25. Classroom is pleasant place to support English learning 26. English learning facility at school should be improved 27. Some other English learning facility except tex book 28. Having English text book 29. Having English dictionary 30. Providing vocabulary cards, pictures and the other medi		

Source : SMPN 3 Belo- Bima

E. Technique of Data Analysis

Technique of data analysis is used to explain the information or data that will be obtained, Therefore, the data can be comprehend by the writer or anybody who wants to know the result of the research.

In analyzing the data, the writer used percentage formula to describe the data and then analyze them qualitatively, by giving some related theory to give more explanation.

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CHAPTER IV

RESEARCH FINDING

A. Data Description

The description of data the research findings, that is about factors causing students' learning problem at second grade students of SMPN 3 Belo- Bima, the year 2014/2015 academic year could be seen on the table below.

Table 5. Data Description of Questionnaire

Category	Item	Percentage %	
		Yes	No
(1)	(2)	(3)	(4)
Family	1. Is your family explaining the important of English learning?	47,5	52,5
	2. Is your family introducing English language?	22,5	77,5
	3. Is there are any improvement in English learning?	60	40
	4. Is your family give motivation in learning English?	60	40
	5. Is your family ask you to following English course or Bimbel?	15	85
	6. Is your family care and support for low English score?	55	47
	7. Is your family expect to be clever in English?	57,5	42,5
	8. Is your family provide facility to enable English learning?	65	35

To be continued

Continuation

(1)	(2)	(3)	(4)
	9. Is your family become a reason in succes or failure English learning?	40	60
	10. Is your family give a riward for learning improvement?	30	70
		452,5	547,5
Teacher	11. Is your teacher has nice attitude?	100	0
	12. Is the way he/ she teaches is funny?	95	5
	13. Do you have a full spirit to learn with him/ her?	77,5	22,5
	14. Are you inspiring to be capable in English?	95	5
	15. Is your teacher motivating to like and learn English?	100	0
	16. Is your teacher teaching well, and understanding the lesson?	55	45
	17. Is your teacher explaining clearly, and comperehend well ing?	52,5	47,5
	18. Is your teacher give more knowledge of English languange?	95	5
	19. Are your capable in English because of your teacher?	92,5	7,5
	20. Is your teacher has the main role on excellent English?	77,5	22,5
		840	160

To be contiued

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Continuation

(1)	(2)	(3)	(4)
Learning Facility	21. Is your school provide English text book?	100	0
	22. Are you feeling comfort to learn English in classroom?	70	30
	23. Is your conducive school environment has a role in supporting English learning?	52,5	47,5
	24. Is your school has provided English learning facility sufficiently?	35	65
	25. Is your classroom is plesant place to support English learning?	72,5	27,5
	26. Is your English learning facility at school should be improved?	97,5	2,5
	27. Is your school some other English learning facility exept tex book?	0	100
	28. Is your school have English text book?	65	35
	29. Is your school have English dictionary?	52,5	47,5
	30. Is your school provide vocabulary cards, pictures and the other medi?	2,5	97,5
		547,5	452,5

Source : SMPN 3 Belo- Bima

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B. Data Analysis

1. Family

Table 6. (1). Explaining the importance of English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	19	47,5%
B	No	21	52,5%
Total		40	100%

From the table 6 above, there was 19 students (47,5 %) who are explained the importance of learning English by their family. Meanwhile, 21 students (52,5 %) are not explained. It means that most of students have not been given attention of the importance in English learning. Therefore some of them have no interested, even eagerness to study English. Meanwhile, Ahmadi (2004: 108) said in Sisiologi Pendidikan that the parents who are ignoring their children's learning may become the factors of students learning. So the parents have to keep paying attention of their children's education, including giving understanding of the importance of English, in order to make them like interest in studying.

Table 7. (2). Introducing English language

Options	Answer	Frequency of Answer	Percentage
A	Yes	9	22,5%
B	No	31	77,5%
Total		40	100%

Based on the table 7 at page 33 there was 9 students (22,5 %) who know English language from the member of their family and 31 students (77,5 %) do not. It can be known that the role of family in introducing knowledge, especially English language, is still lack.

Table 8. (3). Improvement in English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	24	60%
B	No	16	40%
Total		40	100%

From the table 8 above, there was 24 students (60 %) who are asked about their improvement in English learning and 16 students (40 %) are not. It can be inferred that most of students have been given attention sufficiently about the improvement of their learning. By asking the development of the English learning. The students will be motivated to make the increasing in their studying.

Table 9. (4). Motivation in learning English

Options	Answer	Frequency of Answer	Percentage
A	Yes	24	60%
B	No	16	40%
Total		40	100%

Based on the table 9 above, there was 24 students (60 %) are motivated by their family in learning English and 16 students (40 %) are not.

are not. It means that most of students have been given motivation in learning English, however, there are almost almost a half who have not been given yet. Meanwhile, motivation is needed to support the students in learning. As stated by Harmer (2001: 3) that factor which seems to have a strong effect on a students' success or failure in language learning is motivation.

Table 10. (5). Following English course or Bimbel

Options	Answer	Frequency of Answer	Percentage
A	Yes	16	15%
B	No	34	85%
Total		40	100%

Based on the table 10 above, there was 16 students (15 %) who are asked by their parents to follow English course or same additional English lesson. Meanwhile 34 (85 %) are not. However, following the additional lesson or course is a positive thing which can make the students have more knowledge of English. By following the course, the students will understand the lesson more optimized.

Table 11. (6). Care and support for low English score

Options	Answer	Frequency of Answer	Percentage
A	Yes	22	55%
B	No	18	45%
Total		40	100%

From the table 11 at page 35, it can be known that 22 students (55 %) are given care and support when their English score is low and 18 students (45 %) are not. It means that there are still many students who have not been given attention when they have decreasing in studying. However, the attention of their family, especially parents, have important in motivating them to study.

Table 12. (7). Expecting to be clever in English

Options	Answer	Frequency of Answer	Percentage
A	Yes	17	57,5%
B	No	23	42,5%
Total		40	100%

Based on the table 12 above, there was 17 (57,5 %) who are expected to be clever in English by their parents and 23 students (42,5 %) are not. By telling the students about their parents' expectation, it may become the motivation for students in studying English seriously.

Table 13. (8). Providing facility to enable English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	26	65%
B	No	14	35%
Total		40	100%

From the table 13 above, there are 26 students (65 %) students are provided English learning facility by their family and 14

students (35 %) are not. It means that most of students have been given facility to enable them in studying English.

Table 14. (9). Family role in success or failure English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	16	40%
B	No	24	60%
Total		40%	100%

Based on the table 14 above, there was 16 students (40 %) who think taht their family have role in their success or failure of learning English and 24 students (60 %) do not. It can be conclude that most of students have not felt yet the role of their family in supporting their English studying. Therefore the family has to increase their attention to the students' learning. If the students fell that their family has the role in their studying, they will study it seriously.

Table 15. (10). Reward for learning improvement

Options	Answer	Frequency of Answer	Percentage
A	Yes	12	30%
B	No	28	70%
Total		40	100%

From the table 15 above, there was only 12 students (30 %) who are given reward when they get improvement in learning English and 28 students (78 %) are not. Actually, by giving reward when the

students make improvement or positive development in learning. The students will feel that their achievement is appreciated. It will make them increase their effort in studying. Unfortunately, most of family does not have understanding yet.

2. Teacher

Table 16. (11). The teacher has nice attitude

Options	Answer	Frequency of Answer	Percentage
A	Yes	40	100%
B	No	0	0%
Total		40	100%

Based on the table 16, all of the students (100%) feel that their English teacher has nice attitude. It means that the English teacher at SMPN 3 Belo- Bima has been appropriate with the criteria of a figure of a teacher, namely favorable attitudes towards pupils.

Table 17. (12). The way he/ she teacher is funny

Options	Answer	Frequency of Answer	Percentage
A	Yes	38	95%
B	No	2	5%
Total		40	100%

From the table 17 above, there was 38 students (95 %) think their English teacher teaches with fun and 2 students (5 %) do not. It means that most of students feel that their teacher has appropriate

with their expectation. The English teacher has proper criteria with the characteristics of a good teacher that is enjoyment of pupil relationship.

Table 18. (13). Full spirit to learn with him/ her

Options	Answer	Frequency of Answer	Percentage
A	Yes	31	77,5%
B	No	9	22,5%
Total		40	100%

Based on the table 18 above, there was 31 students (77,5 %) students have full spirit to learn English with their teacher and 9 students (22,5 %) do not. It can be conclude that the students are feeling the enjoyment when studying their English teacher. It also can be inferred that the English teacher has fulfill the characteristics of a good teacher that is enjoyment of pupil relationship.

Table 19. (14). Inspiring to be capable in English

Options	Answer	Frequency of Answer	Percentage
A	Yes	38	95%
B	No	2	5%
Total		40	100%

From the table 19 above, there was 38 students (95 %) feel that they are inspired to be capable in English by they the teacher, meanwhile, only 2 students (5 %) do not. It can be inferred that most

of students are inspired by their teacher to be able in English language. The students expect to be like their teacher, who is excellent in English.

Table 20. (15). Motivating to like and learn English

Options	Answer	Frequency of Answer	Percentage
A	Yes	40	100%
B	No	0	0%
Total		40	100%

Based on the table 20, there was 40 students (100%) students are motivated by their teacher. All of student felt that their teacher has motivated them to like and keep studying English. It means that the teacher also has given not only knowledge but also spirit. In order to make the pupils like English.

Table 21. (16). Teaching well, and understanding the lesson

Options	Answer	Frequency of Answer	Percentage
A	Yes	22	55%
B	No	18	45%
Total		40	100%

From the table 21, it can be seen that, there was 22 (55%) who think that their English teacher teaches well, therefore they can understand the lesson and there are 18 students (45%) students who do not think their English teacher teaches well, that is why they do not

understand the lesson the material which has been taught by teacher. The teacher should find another method or technique in teaching, to make students more comprehend the lesson.

Table 22. (17). Explaining clearly, and comprehending well

Options	Answer	Frequency of Answer	Percentage
A	Yes	21	52,5%
B	No	19	47,5%
Total		40	100%

Based on the table 22 above, there was 21 students (52,5%) feel their teacher explains the material clearly, so that they can comprehend it well, meanwhile 19 students (47,5%) students do not feel their teacher explains the lesson clearly and then they can not comprehend it well, it can be inferred that some students still have problem in comprehending the material. Therefore the teacher should make clearer in explaining the material. In order to make the other students who can still can not understand the lesson able to understand.

Table 23. (18). Giving more knowledge of English language

Options	Answer	Frequency of Answer	Percentage
A	Yes	38	95%
B	No	2	5%
Total		40	100%

From the table 23 at page 41, there was 38 students (95%) who felt that they get more English knowledge from their teacher and 2 students (5%)s students who do not felt that their English teacher has given mor given English knowledge. It can be known that most of students feel that their teacher has given more knowldage of English language. Most of students noe about the English from their teacher.

Table 24. (19). Capable in English because of teacher

Options	Answer	Frequency of Answer	Percentage
A	Yes	37	92,5%
B	No	3	7,5%
Total		40	100%

From the table 24, it can be known that there was 37 students (92,5%) who think that they can understand English because of their English teacher and 3 students (7,5%) who do not. It means that the students know the English from the teacher, and they fell that their teacher who help them to be able in English.

Table 25. (20). Teacher has the main role on excellent English

Options	Answer	Frequency of Answer	Percentage
A	Yes	32	77,5%
B	No	9	22,5%
Total		40	100%

Based on the table 25 at page 42 there was 32 students (77,5%) students think that their English teacher who has the main role if they are excellent in English language and 9 students (22,5%) who do not think that their English teacher has the main role. It means that most of students feel that the teacher has the main role in making them excellent in English. Meanwhile, there are some students who do not feel the role of their teacher in making them excellent in English.

3. Learning Facility

Table 26. (21). School provides English text book

Options	Answer	Frequency of Answer	Percentage
A	Yes	40	100%
B	No	0	0%
Total		40	100%

Based on the table 26 above, there was 40 students (100%) who say that their school provides English text book. It can be known that the school has provided the English textbook to support and enable the pupils in learning English. Therefore the school has already fulfilled one of the requirements of the facility standard which was developed by BNSP. It said “every education is obligated to have facilities including tools and equipments of education, media, *textbook* and other equipments which is needed to support the learning process ordered and continuously.

Table 27. (22). Feeling comfort to learn English in classroom

Options	Answer	Frequency of Answer	Percentage
A	Yes	28	70%
B	No	12	30%
Total		40	100%

From the table above, there was 28 students (70%) feel comfort when they are learning English in classroom and 12 students (30%) do not feel comfort. It can be said that most of students are feeling comfort with their studying in classroom. But some students are not feeling comfort to learn in classroom. Based on this reality, it can be suggested to the teacher to find strategy in teaching, for example to teach the pupils in library, to avoid the students of boring while studying in classroom.

Table 28. (23). Conducive school environment in supporting English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	21	52,5%
B	No	19	47,5%
Total		40	100%

From table 28, it can be seen that there was 21 students (52,5%) who think that their school environment is conducive to support the English learning and 19 students (47,5%) do not think that

the school environment is conducive. It means that there are still many students who feel that their school environment is not conducive; therefore they are not comfort in learning. Based on the reality, the school environment has not support the pupils yet learning English. Meanwhile, the environment also has role in support the learning. The environment which is noise for example, is not conducive for effective learning.

Table 29. (24). School has provided English learning facility sufficiently

Options	Answer	Frequency of Answer	Percentage
A	Yes	14	35%
B	No	26	65%
Total		40	100%

Based on the table 29 above, only 14 students (35%) who feel that their school has provided English learning facility sufficiently, meanwhile 26 students (65%) students do not feel that their school has provided is sufficiently. It means that the English learning facility has not been sufficient yet most of students. Therefore the school should complete the facilities to be more suffiecient.

Table 30. (25). Classroom is a pleasant place to support English learning

Options	Answer	Frequency of Answer	Percentage
A	Yes	29	75,5%
B	No	11	27,5%
Total		40	100%

From the table 30 above, there was 29 students (72,5%) who feel that their classroom is a pleasant place to support the English learning and 11 students (27,5%) do not feel it. It means that the classroom is a pleasant place for most of students.

Table 31. (26). English learning facility at school should be improved

Options	Answer	Frequency of Answer	Percentage
A	Yes	39	97,5%
B	No	1	2,5%
Total		40	100%

Based on the table 31, almost students want their school to improve the English learning facility, which is 39 students (97,5%) and only 1 students (2,5%) do not want their learning facility to be improved. It means that the learning facilities in school should be improved, because the learning can be more effective if it is supported by facilities.

Table 32. (27). Some other English learning facility except text book

Options	Answer	Frequency of Answer	Percentage
A	Yes	0	0%
B	No	40	100%
Total		40	100%

Based on the table 32 above, there was 40 students (100%) do not inform that there are some learning facilities. It means there are not English learning facilities at school except book. Meanwhile, if the facilities are more vary. It will make students more spirit full in learning. If the facility on focused in using book, sometimes it makes monotonous and make students bored.

Table 33. (28). Having English text book

Options	Answer	Frequency of Answer	Percentage
A	Yes	26	65%
B	No	14	35%
Total		40	100%

Based on the table 33, it can be known that there was 26 students (65%) have their own English text books and 14 students (35%) do not. It can be known that there are still many students who do not have their own textbook. Meanwhile, they have to learnt not only at school but also at home. If the students do not have textbook, how can they study at home. Therefore the teacher should suggest not

only to the students but also the family about the importance of textbook.

Table 34. (29). Having English dictionary

Options	Answer	Frequency of Answer	Percentage
A	Yes	26	65%
B	No	14	35%
Total		40	100%

From the table 34 above, there was 26 students (52,5%) have English dictionaries and 14 students (47,5%) do not have English dictionaries. It can be inferred that there are still many students who do not have their own English dictionary. However, dictionary is an important facility to be used in learning a foreign language.

Table 35. (30). Providing vocabulary cards, pictures and the other media

Options	Answer	Frequency of Answer	Percentage
A	Yes	0	0%
B	No	40	100%
Total		40	100%

Based on the table 35 above, there was 40 students (100%) who have informed that there are no vocabulary card, pictures or other media. It means that the scholl does not provide the learning meadia. In fact, such media is also can enable the English teaching and

learning process to be more effective. As stated by Jeremy Harmer, “as language teacher, we use a variety of teaching aids to explain language meaning and construction...” Therefore, it suggested to the English teacher, especially to school to provide the English teaching aids.

C. Discussion

After describing and analyzing the data, it can be known that the information about how the role of the family, teacher and facility in learning English. Mainly, the family have play the role properly, like motivating the pupils, giving facilities, telling the importance of English learning, but it only for some of the students. Most of students do not fell the role of the family in supporting English learning. Therefore the family should give more attention, motivation, guidance and monitoring, in order to make them more interest to learn English.

The English teacher of SMPN 3 Belo Bima has played his role properly. It can be seen from the data analysis, where most of the task and the characteristics of a teacher has been done, for example having nice attitudes toward pupils, motivating the students to like English, Inspiring the students to be able in English, and enjoyment of pupil relationship. The teacher only expected to make variety strategies and technique, and to give more clear explanation while teaching. Because

there are some students who still can not understand and comprehend the lesson was given.

The learning facility of SMPN 3 Belo- Bima can be categorized into standard category, where the school only provides textbook as the media of learning. There are no additional text readings such as magazine, novel, or other different English text book. Teaching aids like pictures, vocabulary cards, moreover language laboratory, are not provided. The classroom can be said as a proper place to study, because the condition is good, and most of students feel comfort while learning. The school should increase the reading material, to make students interest in reading English, besides the teaching aids is also needed to enable the teacher in teaching and help students comprehend the material effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

After doing the research about “ Causal Factor of Students’ English Learning Problems at SMPN 3 Belo- Bima”, the writer concludes and suggests the following points:

A. Conclusion

After analysis the data on the chapter IV, the writer comes up to the conclusion of the research. The most domain causal factor of the English learning problem to the second grade students of SMPN 3 Belo- Bima, in year 2014/2015 academic year, comes from family factor. It can be seen from the table in data description, where the percentage of negative (no) answer is the highest one. It means that most of students have not felt yet the role of family in supporting, paying attention, guiding and monitoring the learning and the achievement of the students in learning English.

B. Suggestion

The writer would like to give suggestions that the might be useful for both students of SMPN 3 Belo- Bima in order to seen that the Causal Factor of Students’ English Learning Problems, the writer suggest :

- a. Family should increase their monitoring to the students’ English learning.

- b. School should make a meeting program which specially discusses the development and improvement of the students' learning.
- c. School should make coordination with the family to give awareness of the importance of in English learning.
- d. School and the English teacher should build the awareness of the family and the students that English text book, English dictionary and other media are needed in order to get success and effective in learning.
- e. Students should have a daily report book in order to enable the family especially parents in monitoring the students' learning.

BOSOWA

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APPENDICES

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Appendix 1. INSTRUMENT PENELITIAN

JUDUL : Analysis of Some Causal Factors Students' Problem in

Learning English of Second Year Students at SMPN 3 Belo

Bima.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Penelitian ini mengharapkan kiranya para siswa- siswi menjawab soal ini dengan jujur.
3. Atas partisipasinya dan bantuan para siswa- siswi diucapkan terimakasih

Nama :

Nis:

Kelas :

Petunjuk Pengisian

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang sesuai !

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Appendix 2. Matrix sheet of family category

Sample	Question Number										Total
	1	2	3	4	5	6	7	8	9	10	
1	1	1	0	0	0	1	1	0	0	0	4
2	0	0	1	0	0	0	1	0	1	1	4
3	0	0	1	0	0	1	0	0	1	0	3
4	1	0	0	1	0	0	0	0	1	1	4
5	1	1	1	1	0	0	0	0	0	0	4
6	0	0	0	0	0	0	0	1	0	0	1
7	0	0	0	0	0	0	1	0	0	1	2
8	1	0	1	0	0	0	0	1	0	0	3
9	1	0	1	1	0	1	1	1	0	0	6
10	0	0	0	0	0	1	0	1	1	1	4
11	0	0	0	1	0	0	0	1	0	1	3
12	1	0	0	0	0	1	1	0	0	0	2
13	0	0	1	0	0	1	0	1	0	1	4
14	1	0	1	0	0	0	1	1	1	0	5
15	0	0	1	0	0	0	0	1	0	0	2
16	0	0	1	0	0	0	0	1	0	1	3
17	1	0	1	0	0	0	1	0	0	0	3
18	0	0	0	1	0	0	1	1	0	0	3
19	1	1	0	1	0	0	0	1	1	0	5
20	0	0	0	1	0	0	0	0	0	0	1
21	0	0	1	0	0	1	0	0	1	0	3
22	1	1	0	0	0	1	0	1	0	1	5
23	1	0	1	1	1	1	0	1	1	0	7
24	1	0	1	1	0	1	1	0	1	1	7
25	1	0	1	1	1	1	0	1	0	0	6
26	1	1	1	1	1	1	1	1	1	0	9
27	0	0	1	1	0	0	0	1	0	1	4
28	1	0	1	0	0	1	0	0	1	0	4
29	1	1	0	1	0	1	1	1	0	1	7
30	1	0	0	1	0	0	0	0	0	1	3
31	1	0	1	1	1	1	0	1	1	0	7
32	0	0	1	1	1	1	1	1	0	0	6
33	0	1	1	1	0	1	0	1	0	0	5
34	1	0	1	1	0	1	1	1	1	1	8
35	0	0	1	1	1	1	1	1	0	0	6
36	0	1	1	1	0	1	0	1	1	1	7
37	0	0	1	1	0	1	1	1	0	0	5
38	0	1	0	1	0	1	0	1	1	0	5
39	0	0	0	1	0	0	1	0	0	0	2
40	0	0	0	1	0	0	1	1	0	0	3
	19	9	24	24	5	22	17	26	15	14	175

Appendix 3. Matrix sheet of teacher category

Sample	Question Number										Total
	11	12	13	14	15	16	17	18	19	20	
1	1	1	1	1	1	1	0	1	1	1	9
2	1	1	1	1	1	0	0	1	1	1	8
3	1	1	1	1	1	0	0	1	1	1	8
4	1	1	1	0	1	1	1	1	1	1	9
5	1	1	1	1	1	0	0	1	1	1	8
6	1	1	1	1	1	0	0	1	1	0	7
7	1	1	0	1	1	0	1	1	0	0	6
8	1	1	1	1	1	1	1	1	1	1	10
9	1	1	1	1	1	1	1	1	1	1	10
10	1	1	1	1	1	1	1	1	1	1	10
11	1	1	1	1	1	0	0	1	1	1	8
12	1	1	1	1	1	1	1	1	1	1	10
13	1	1	1	1	1	1	1	1	1	1	10
14	1	1	1	1	1	1	1	1	1	1	10
15	1	0	0	1	1	0	0	1	1	1	6
16	1	1	1	1	1	0	0	1	1	1	8
17	1	1	1	1	1	0	0	1	1	1	8
18	1	1	1	1	1	0	0	1	1	1	8
19	1	1	1	1	1	0	0	1	1	1	8
20	1	1	0	1	1	0	0	1	1	1	7
21	1	1	1	1	1	0	0	1	1	0	8
22	1	1	1	1	1	0	0	1	1	1	8
23	1	1	1	1	1	0	1	1	1	1	9
24	1	1	1	1	1	1	1	1	1	1	10
25	1	1	1	1	1	1	1	1	1	1	10
26	1	1	1	1	1	1	1	1	1	1	10
27	1	1	1	1	1	1	1	1	1	1	10
28	1	1	1	1	1	1	1	1	1	0	9
29	1	1	1	1	1	1	1	1	1	1	10
30	1	1	1	1	1	1	1	1	1	1	10
31	1	1	1	1	1	1	1	1	1	1	10
32	1	1	1	1	1	1	0	1	1	0	8
33	1	1	0	1	1	1	1	1	1	0	8
34	1	1	1	1	1	1	1	1	1	1	10
35	1	1	0	1	1	1	1	1	1	0	8
36	1	1	0	0	1	0	0	1	1	1	6
37	1	1	1	1	1	1	1	1	1	1	10
38	1	1	0	1	1	0	1	1	1	1	7
39	1	0	0	1	1	0	0	0	0	0	4
40	1	1	0	1	1	0	0	0	0	0	4
	40	38	31	38	40	22	21	38	37	32	303

Appendix 4. Matrix sheet of learning facility category

Sample	Question Number										Total
	21	22	23	24	25	26	27	28	29	30	
1	1	1	0	1	1	1	0	0	0	0	5
2	1	1	1	1	0	1	0	1	0	0	6
3	1	1	0	0	0	1	0	1	0	0	4
4	1	0	0	0	1	1	1	0	0	0	4
5	1	0	0	0	0	1	0	1	1	0	4
6	1	0	0	0	1	1	0	0	0	0	3
7	1	0	0	0	1	1	0	0	0	0	3
8	1	1	1	0	1	1	0	0	0	0	5
9	1	1	0	0	0	1	0	1	1	0	5
10	1	1	0	1	0	1	0	0	0	0	5
11	1	1	1	0	1	1	0	0	0	0	5
12	1	0	1	1	1	1	0	1	0	0	4
13	1	1	1	0	1	1	0	1	1	0	7
14	1	0	1	0	1	1	0	1	1	0	6
15	1	1	1	1	1	1	0	0	0	0	5
16	1	1	1	0	1	1	0	1	1	0	7
17	1	1	0	0	0	1	0	0	1	0	4
18	1	1	0	0	1	1	0	1	1	0	6
19	1	1	1	0	1	1	0	1	0	0	7
20	1	1	1	1	1	1	0	1	0	0	6
21	1	0	0	1	1	1	0	1	0	0	5
22	1	1	1	0	1	1	0	1	0	0	6
23	1	0	0	1	0	1	0	0	1	0	4
24	1	1	0	0	0	1	0	0	1	0	4
25	1	0	0	0	1	1	0	1	0	0	4
26	1	1	1	0	1	1	0	1	1	0	7
27	1	1	1	1	1	1	0	0	1	0	7
28	1	1	1	1	1	1	0	0	1	0	7
29	1	1	1	1	1	1	0	1	0	0	7
30	1	0	1	1	1	1	0	0	1	0	7
31	1	1	0	0	1	1	0	1	1	0	6
32	1	1	0	0	0	1	0	0	1	0	4
33	1	1	1	0	1	1	0	1	1	0	7
34	1	1	1	1	1	1	0	1	1	0	8
35	1	1	0	0	0	1	0	1	1	0	5
36	1	1	0	1	1	1	0	1	1	0	7
37	1	0	0	0	0	1	0	1	0	0	3
38	1	0	1	0	1	1	0	1	1	0	6
39	1	1	1	0	0	1	0	0	0	0	4
40	1	1	0	0	1	0	0	1	0	0	4
	40	28	21	14	29	39	0	26	26	0	213

Appendix 5. Grand table of questionnaire

Category	Item	Percentage	
		Yes	No
(1)	(2)	(3)	(4)
Family	1. Is your family explaining the important of English learning?	19	21
	2. Is your family introducing English language?	9	31
	3. Is there are any improvement in English learning?	24	16
	4. Is your family give motivation in learning English?	24	16
	5. Is your family ask you to following English course or Bimbel?	5	34
	6. Is your family care and support for low English score?	22	18
	7. Is your family expect to be clever in English?	17	24
	8. Is your family provide facility to enable English learning?	26	25
	9. Is your family become a reason in succes or failure English learning?	15	15
	10. Is your family give a riward for learning improvement?	14	28
		175	228

To be continued

Contunuation

(1)	(2)	(3)	(4)
Teacher	11. Is your teacher has nice attitude?	40	0
	12. Is the way he/ she teaches is funny?	38	2
	13. Do you have a full spirit to learn with him/ her?	31	9
	14. Are you inspiring to be capable in English?	38	2
	15. Is your teacher motivating to like and learn English?	40	0
	16. Is your teacher teaching well, and understanding the lesson?	22	18
	17. Is your teacher explaining clearly, and comperehend well ing?	21	19
	18. Is your teacher give more knowledge of English languange?	38	2
	19. Are your capable in English because of your teacher?	37	3
	20. Is your teacher has the main role on excellent English?	32	8
		337	63
	21. Is your school provide English text book?	40	0
	22. Are you feeling comfort to learn English in classroom?	28	12
	23. Is your conducive school environment has a role in supporting English learning?	21	19

To be continued

Continuation

(1)	(2)	(3)	(4)
Learning Facility	24. Is your school has provided English learning facility sufficiently?	14	26
	25. Is your classroom is plesant place to support English learning?	29	11
	26. Is your English learning facility at school should be improved?	39	1
	27. Is your school some other English learning facility exept tex book	0	40
	28. Is your school have English text book?	26	14
	29. Is your school have English dictionary?	26	14
	30. Is your school providing vocabulary cards, pictures and the other medi	0	40
		223	177

Source : SMPN 3 Belo- Bima

Based on the table above it can be known that the most domain causal factor of the English learning problem to the second grade students of SMPN 3 Belo- Bima, in year 2014/2015 academic, comes from family factor. It can be seen from the table in data description, where the precentage of negative (no) answer is the highest one. It means that most of students have not felt yet the role of family in supporting, paying attention, guiding and monitoring the learning and the achievement of the students in learning English.

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BIOGRAPHY



Abdollah, was born in Bima on February 05th in 1991, from the marriage of his parents, Ibrahim and Safiah. He is the oldest son in his family. He began his Elementary School at SDN INPRES NCERA, Bima in 1999 and graduated in 2005. He continued his study at Junior High School at SMP Karya Ikhlas Ncera , Bima and graduated in 2007. After finished his Junior High School, he continued his study at SMAN 1 Belo- Bima, in 2007 and graduated in 2009. He entered to University 45 of Makassar in English Education 2009.

As long as he study at this University, he involved himself in many organizations namely: member of Lingkar Study Ncera (LSN) 2009- 2010, member of UKM Takewondo periode 2009- 2010, management of UKM Lembaga Dakwah Kampus (LDK-AL-FURQAN “45”) periode 2010- 2011, member of Ikatan Mahasiswa Bima Dompu (IMBID) Universitas “45” Makassar periode 2010-2011, management of Himpunan Mahasiswa Islam Majelis Penyelamat Organisasi (HMI-MPO) Komisariat Univ.”45” periode 2011-2012.