

# Factors Affecting Good Learners In Learning English As A Foreign Language: A Case Study For The Grade Xi Students With High Achievement Of *Sma N 4 Kupang* In School Year 2015-2016

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## ABSTRACT

The authors argue that various factors are affecting students in learning which cover two big factors, i.e. internal factors and external factors. Those have characterized by students' learning aims which are not just to get much information needed, but also to be better in all aspects of learning as well as more competent in solving any problem they may face. Such a learning motivation, as proposed by Cenoz and Perales (2000), has the following major components, that is, intrinsic motivation, and extrinsic motivation. These can only happen if another aspect supports them in learning. In this sense, it is urgent that any factor arises in learning not only motivation but also the school, society, family, education stakeholders can affect learning.

## KEYWORDS

Factors, learning, internal, external, case study, Kupang, Indonesia.

## INTRODUCTION

Education serves a crucial role to improve the quality of human life for the reason that education is mainly aimed at making humans human. School as a formal education institution shares a big moral responsibility to achieve the intended aim. Such a moral responsibility is empirically implemented through the process of teaching and learning activities. The key to success in the process of teaching and learning activities in school depends greatly on the level of students' participation. The basic reason is that the students are the subjects of any teaching and learning activities. In the past, however, the curriculum of schools was centered on the roles of teacher and not on the roles of students as learners. It influences students' participation in classroom activities. Nowadays, by the use of new curriculum in schools, students participate actively in teaching and learning activities. They are not afraid of any information before because they learn in various ways and types now. In teaching and learning process, students learn a lot of things, such as knowledge, attitudes, and skills. Students can not deny that learning is affected by factors. It could be motivation, interest, aptitude, or even attitude (Lemke, 2001). These changes are fundamental to the topic of the study in this research. When people are in the process of learning, there are affected by certain factors. It is difficult to say that learning because of nothing. There will be a reason affecting learning (Mayer and Kress, 2001).

There are some factors controlling the student's success in learning. They are first, physiological factors, such as dietary habits, adequate rest, and use of the physical body. Second, psychological factors consist of motivation, age, and personality; third is social factors consist of each of the social aspects, such as school, society, and family; fourth, non-social factors consist of learning in natural context and learning in educational context (Cenoz and Perales, 2000). They stated that students have mostly controlled by factors in learning. Students can not be separated from what and why about learning. When students are learning, actually they have their opinion about learning although they are not pretty sure about the reasons for learning. Students learn because of their desire in exploring new things around. It can be seen through their reasons of learning and their ways of learning.

SMA N 4 Kupang has adopted thirteen curricula (K13) as the learning curriculum. Of course, it influences the teachers' teaching method. In the past, they adopted the teacher-centered method of teaching, now they have implemented a student-

centered method of teaching. It is a good breakthrough for teachers where they must put themselves as facilitators for students to create the meaning of knowledge. Based on the author's preliminary study at SMA N 4 Kupang, some of the teachers now adopt constructivism theory in teaching and others do not. In teaching, teachers who applied the constructivism theory of teaching and learning taught their students better than those who did not. By having this new model of teaching, students were also affected in learning.

Related to the background of the study above, the author wants to say that this was a good case to carry out because there were problems in finding out other factors affecting students in learning. The author believed that there were other factors affecting students in learning not only internal factors. These were an interesting case to study. The author conducted this study which deals with factors affecting learning in which the author tried to find out about internal and external factors affecting students in learning.

## FRAMEWORK

### *Factors in Learning*

In this part, the author provides some theories which are related to the factors in learning. The theories are internal factors in learning and external factors in learning. In this part, the author provides some internal factors, such as dietary habits, adequate rest, age, aptitude, motivation, personality attitude, cognitive style, and hemisphere specialization. It will be discussed one by one. In the part of (1), dietary habit informs physical health or appearances. Learners need better eating for better learning (Cenoz and Perales, 2000). They need nutritious foods to stimulate their bodies in good condition of learning. On the other hand, (2) adequate rest is important for learners. They get closer to a good condition of learning when adequate rest balance. It strengthens learners to accommodate aspects of learning.

In the level of (3) age, there are some effects of L2 learning. First is an effect of age on rate of L2 learning. Adults are superior to children in a rate of acquisition. Older children learn more rapidly than younger children with regards to morphology and syntax, the adolescents do best, followed by the adults and then the children (Cenoz and Perales, 2000). Grammar differences diminish over time, and children begin to catch up, but adults outperform children in the short term where pronunciation is concerned, adults do not always progress more rapidly than children do (Cenoz and Perales, 2000). Thus, adults learn faster than children, and this is more applicable to grammar than pronunciation, although in the case of formal learning situations adults seem to do better even in the pronunciation area. It is not clear when children start to catch up (Cenoz and Perales, 2000).

Second is the effect of age on the acquisition of native speaker proficiency. Some people say that under the right condition. Adults can achieve native-like proficiency in pronunciation. Other people believe that even very advanced learners lack some of the linguistic abilities of native speakers (Cenoz and Perales, 2000). Thus, it is possible that ideal circumstances learners can learn to produce speech and writing that cannot easily be distinguished from that of native speakers. In fact starting early is no guarantee that native-speaker abilities will be achieved, even in the most favorable learning situations (Cenoz and Perales, 2000).

The third is an effect of age on learners' second language achievement. Age has very little effect on the process of acquisition. The effect may be a minimal one in the case of grammar, interlanguage developmental stages, but perhaps a little bit more significant in the case of pronunciation. In naturalistic settings, learners who start as children achieve more native-like accent than those who start as teenagers or adults (Cenoz and Perales, 2000). In formal contexts this does not happen, perhaps because the amount of exposure needed for the age advantage of young learners to emerge is not enough. Even if younger is better, in the long run, it does not apply to the acquisition of English literacy skills: older is better, as they benefit from prior literacy experience (learners who already know how to read and write in their first language).

In the context of (4) aptitude, this study showed that aptitude consists of four sub-components, (Carroll, 1991). They are first, phonetic coding ability. It is about the capacity for sound discrimination and to code different sounds in such a way that they can be later recalled. It varies between individuals, but this variation does not correlate with language learning success. Second, associative memory. It is related to (ability to make links or connections between stimuli and responses, for example, native language words and foreign language equivalents, and to develop the strength of such bonds). Nowadays, the associative memory is not so important. And the capacity to memorize more auditory complex material and the capacity to impose organization and structure on the material are more powerful predictors of language learning success (Carroll, 1991). Third, analytical sensitivity. It is about an ability to understand the contribution that words make in sentences. It emphasizes recognition of function, rather than explicit representation. The fourth is inductive language analytic ability. It is related to the ability to examine a corpus of language material and from this to notice and identify patterns of correspondence and relationships.

## METHODOLOGY

This study is categorized as the descriptive case study because of the data collected through observation, interview, and documentary study. The method used in this research is descriptive qualitative. The author is interested in carrying out the factors affecting the learning of good learners of grade XI at SMA N 4 Kupang since they admitted that they were only affected by their motivation factors in learning activities. They showed good performance, attitudes, and competencies in learning activities but the author doubts all of those attractive personalities represent only by motivation factors. During the author's six years' service as a teacher in school although not at SMA N 4 Kupang, the author has been spending time noticing,

interacting with, observing, and interviewing students who are showing attractive personalities in learning activities about learning aspects and learning the map. The point of doing this is to find out every single factor affecting them learning. In this research, the author took the students of grade XI at SMA N 4 Kupang. The author took four students of grade XI at SMA N 4 who have classified as good learners in foreign language learning. They had chosen for these reasons, (1) they have good competencies reflected their achievement during elementary school until now in senior high school. They are always in top ranks of achievement in every subject (rank 1 to 3); (2) they always demonstrate engaging personalities either at school or outside school; (3) they always exhibit outstanding performance in both curricular and extracurricular activities. They always represent their school in the various competition, such as debate competition, speech competition, and writing competition.

## RESULTS AND DISCUSSION

There are various factors affecting learning which can be categorized into two distinct factors. Such as internal factors (physiological factors consist of students dietary habits, adequate rest, and use of physical body; psychological consist of students motivation, age, and personality). And external factors (social factors have divided into school, society, and family; non-social factors have divided into learning in natural and educational contexts). The researcher provides findings which cover internal factors and external factors. Furthermore, the researcher discusses both of those factors with its sub-components as can be seen in the following.

### 4.1 Internal Factors in Learning

Internal factors pinpoint all related aspects of physical health. Which can be categorized into two parts, such as physiological factors which declare good learners of Grade XI students at SMA N 4 Kupang physical health (students dietary habits, adequate rest, and use of physical body). Psychological factors which reveal good learners of Grade XI students at SMA N 4 Kupang psychology aspects (students motivation, age, and personality. The description of those factors is presented below.

#### 4.1.1 Physiological Factors

Dietary habits are one-factor affecting learning. The result of the study shows that good learners of Grade XI students at SMA N 4 Kupang were strong enough in learning activity as they were lively in joining learning in the class and capable of doing any classroom exercises. All those things happen because their dietary habits affected them in learning. The following table 1 contains information dealing with the good learners of Grade XI students at SMA N 4 Kupang dietary habits in a day.

##### 4.1.1.1 Dietary Habits

Dietary habits is one factor affecting learning. The result of study shows that good learners of grade XI students at *SMA N 4 Kupang* were strong enough in learning activity as they were lively in joining learning in the class, and capable of doing any classroom exercises. All those things happen because their dietary habits affected them in learning. The following table 1 contains information dealing with the good learners of grade XI students at *SMA N 4 Kupang* dietary habits in a day.

Table 1  
Students' Dietary Habits in a Day

No	Student	Time	Foods
1	I	06.00 a.m	<b>Breakfast</b> (Cooked rice + A glass of tea/coffee)
		02.15 p.m	<b>Lunch</b> (Cooked rice + Soup + Egg/Fish)
		07.30 p.m	<b>Dinner</b> (Cooked rice + Soup + Egg/Fish/Soto/Sate)
2	II	06.10 a.m	<b>Breakfast</b> (Rice porridge+ A glass of tea/coffee)
		02.30 p.m	<b>Lunch</b> (Cooked rice + soup)
		08.00 p.m	<b>Dinner</b> (Cooked rice + soup)
3	III	06.30 a.m	<b>Breakfast</b> (Cooked rice + A glass of tea/ coffee)
		02.20 p.m	<b>Lunch</b> (cooked rice + Soup)
		07.15 p.m	<b>Dinner</b> (Cooked rice + Soup)
4	IV	06.15 a.m	<b>Breakfast</b> (Fried rice + A glass of tea/ coffee)
		02.45 p.m	<b>Lunch</b> (Cooked rice + Soup + Egg/Fish)
		08.15 p.m	<b>Dinner</b> (Cooked rice + Soup+ Egg/Fish/Soto/Sate)

In connections of good learners of Grade XI students at SMA N 4 Kupang dietary habits, it can be seen that every of the students had almost similar dietary habits in case of time of eating. Also, the difference is shown only in the kinds of meals where student one (1) and student four (4) had different meals with others students in the part of lunch and dinner time where they had complete foods. In the context of the time of eating, it can be observed that the students had almost related time of eating. Moreover, the table 11 also shows that the dietary habits which affect students learning can be categorized into physiological factors or what Cenoz and Perales mention in their theory of factors in learning which stated that students' dietary habits affected students' performance in classroom activities.

Better eating is an aspect of factors affecting good learners of Grade XI students at SMA N 4 Kupang in learning which can be seen through nutritious food consumed. In the case of dietary habits, the effect of nutritious food to the good learners of Grade XI students at SMA N 4 Kupang performance plays a role. Which affected them in giving new energy before learning in the class, and giving them better performance in classroom activities although others factors also affect, such as personality and motivation. In connection of dietary habits, the researcher agrees that dietary habits changed good learners

of Grade XI students at SMA N 4 Kupang in learning English as a foreign language, and better eating provides better learning which can be seen through their performance in classroom activities.

#### 4.1.1.2 Adequate Rest

Adequate rest means that time and period of both taking a nap and sleeping at night which does not cover and take a rest in the case of leisure time or relaxation. The result of the study shows that adequate rest affected good learners of Grade XI students at SMA N 4 Kupang in learning which can be seen through their capability in learning from the beginning until the end of the class as participated in all classroom learning activities and completed every lesson in class. Moreover, those things were forms of action which affecting by having adequate rest regularly every day. About adequate rest, the researcher provides the next table 2 below to describe' adequate rest of good learners of Grade XI students at SMA N 4 Kupang.

**Table 2**  
**Students' Resting Time in a Day**

No	Student	Resting Time	Resting Period
1	I	Afternoon (14.45-15.45)	1 (one hour)
		At Night (23.00-05.00)	6 (six hours)
		<b>Total</b>	<b>7 (seven hours)</b>
2	II	Afternoon (14.35-15.35)	1 (one hour)
		At Night (22.00-05.00)	7 (seven hours)
		<b>Total</b>	<b>8 (eight hours)</b>
3	III	Afternoon (15.10-16.10)	1 (one hour)
		At Night (23.00-05.00)	6 (six hours)
		<b>Total</b>	<b>7 (seven hours)</b>
4	IV	Afternoon (15.50-16.50)	1 (one hour)
		At Night (22.00-05.00)	7 (seven hours)
		<b>Total</b>	<b>8 (eight hours)</b>

In the case of adequate rest, the data in the table above show that those students had similar resting time in a day where student one (1) and student three (3) spends seven hours, student two (2) and student four (4) spends eight hours a day. Furthermore, the data on Table 2 also concluded that good learners of Grade XI students at SMA N 4 Kupang had a normal resting period in a day, and they could learn well during the classes which means that adequate rest affected themselves in learning.

Regarding adequate rest, sleep seems to benefit the consolidation of both implicit and explicit forms of memory which means that by having adequate rest, somebody can create both implicit and explicit remembrance. The result of the study revealed similar findings that good learners of Grade XI students at SMA N 4 Kupang remembered well when they were learning in good condition, such as feeling their body and brain were rilex enough to memorize any kinds of material. Furthermore, learning is better when having sufficient period of sleep to the consolidation of procedural memory for good learners of grade XI students at SMA N 4 Kupang. Based by adequate rest, learning connects to sufficient period of sleep which covers the typical rest period for good learners of grade XI students at SMA N 4 Kupang. Also, good learners of grade XI students at SMA N 4 Kupang memorized any learning material well for the reason that adequate rest affected them in learning.

#### 4.1.1.3 Use of Physical Body

Use of physical body means that good learners of Grade XI students at SMA N 4 Kupang use their physical body, such as mouth to speak and hands to write in learning. Also, there are some indicators of use of the physical bodies, such as speaking actively (answering questions orally and discussing in the group work) and writing correctly (write assignments in the form of short and long English texts) in which supporting students in elaborating all information in learning.

#### Speaking Actively

The result of the study shows that good learners of grade XI students at SMA N 4 Kupang spoke actively during the class through asking and answering questions to the teacher and their peers and in the group discussion. While some indicators are used to know good learners of grade XI students at SMA N 4 Kupang active speaking, such as confidence, pronunciation, intonation, and accuracy. In the case of use of the physical body, the researcher provides the following table 3 to show the result of good learners of grade XI students at SMA N 4 Kupang speaking aspect.

**Table 3**  
**Students' English Speaking Score**

No	Name	Scoring Aspects				Total Score	Score	Average
		Confidence	Pronunciation	Intonation	Accuracy			
1	Student 1	5	4	5	5	19	95	4,75
2	Student 2	5	5	5	4	19	95	4,75
3	Student 3	5	5	4	4	18	90	4,50
4	Student 4	5	4	4	5	18	90	4,50

*Source: Speaking Score Format in K13 Lesson Plan*

**Score range:**20-59 = *low*60-69 = *good enough*70-79 = *good*80-89 = *very good*90-100 = *excellent*

$$\text{Score} = \frac{\text{Total Score}}{\text{Max.Score}} \times 100$$

5 = *Perfect and very clear*4 = *There is a mistake but does not disrupt the meaning*3 = *There are some mistake and disrupt the meaning*2 = *A lot of mistakes and disrupt the meaning*1 = *Many mistakes and can not be understood*

In connection of speaking actively, the data showing in the table above conclude that good learners of Grade XI students at SMA N 4 Kupang have equivalent score indicators (confidence, pronunciation, intonation, and accuracy). And the difference is shown by the total score and score between student one (1) and student two (2) and the other students who looked from the total score and average score. Besides, the difference has also seen through score in scoring indicators among the students. Such as student one (1) got to score four in pronunciation and the rest indicators were five, student two (2) did not have the problem in pronunciation. But only inaccuracy which was scored four, student three (3) did not problems in confidence and pronunciation aspects but she had a problem in intonation and accuracy, while student four (4) had a problem in pronunciation and intonation aspects but did not have a problem with confidence and accuracy. Furthermore, the researcher can conclude that good learners of Grade XI students at SMA N 4 Kupang were in an equal level of speaking ability although there was a difference among them.

In the case of use of the physical body, good learners of Grade XI students at SMA N 4 Kupang promoted their sensory learning through interaction in the given mode. Which can be distinguished through their ways of learning, such as explored themselves on everything they knew about on the topic of discussion and shared it during the class. Likewise, the interaction in a given mode provided chances for good learners of Grade XI students at SMA N 4 Kupang in organizing their learning model in such a way to develop themselves in learning rather than self-dependence on to make others instruction during the class. About use of the physical body, the researcher concludes that interaction in the classroom helps good learners of Grade XI students at SMA N 4 Kupang to be active during the class through discussion, presentation, or even asking and answering questions.

**1. Writing Correctly**

The result of the study shows that students wrote correctly according to the instructions given based on some indicators used, such as vocabulary, grammar, cohesion, and coherence. Regarding writing correctly, the researcher provides table 4 below representing the indicators used to describe learners' or students' ability in writing.

**Table 4**  
**Students' English Writing Score**

No	Name	Scoring Aspects				Total Score	Score	Average
		Vocabulary	Grammar	Cohesion	Coherence			
1	Student 1	5	5	5	4	19	95	4,75
2	Student 2	5	5	4	5	19	95	4,75
3	Student 3	5	5	4	4	18	90	4,50
4	Student 4	4	5	5	4	18	90	4,50

**Source: Writing Score Format in K13 Lesson Plan**

**Score range:**20-59 = *low*60-69 = *good enough*70-79 = *good*80-89 = *very good*90-100 = *excellent*

$$\text{Score} = \frac{\text{Total Score}}{\text{Max.Score}} \times 100$$

5 = *Almost perfect*4 = *There is a mistake but does not disrupt the meaning*3 = *There are some mistake and disrupt the meaning*2 = *A lot of mistakes and disrupt the meaning*1 = *Many mistakes and can not be understood*

About writing correctly, good learners of Grade XI students at SMA N 4 Kupang had several score indicators, such as vocabulary, grammar, cohesion, and coherence which were used to describe their writing ability during the class. Moreover, the difference is shown by the total score and average score among students where student one (1) got to score four in coherence. And the rest indicators were five, student two (2) did not have the problem in coherence. But only in cohesion which was scored four, student three (3) had a problem in cohesion and coherence aspects but did not have a problem in vocabulary and grammar aspects, while student four (4) did not have the problem in grammar and cohesion aspects but has the problem in vocabulary and coherence.

In connection with the use of the physical body, the massive growth of learning has based on perception and understanding which has observed through good learners of Grade XI students at SMA N 4 Kupang performance in writing, covering its indicators. Besides, the result of the study also showed that learners performance in writing consists of self-exploring in learning, such as wrote anything related to the topic discussed during the class and students' perception about learning in class was important when they were doing any assignment from the teacher. Thus, good learners of Grade XI students at SMA N 4 Kupang had good understanding and perception which reveal as the result of having no blocks in learning. Also, constraints in writing faced by good learners of Grade XI students at SMA N 4 Kupang when they did not have good perception and understanding. Therefore, the researcher concluded that having good perception and understanding is important to guide good learners of Grade XI students at SMA N 4 Kupang in writing performance.

#### 4.1.2 Psychological Factors

In the psychological factors, there are three aspects affecting good learners of Grade XI students at SMA N 4 Kupang. Such as motivation (intrinsic and extrinsic motivation), age (age on foreign language learning, age on an acquisition of native speaker proficiency, and age on foreign language achievement), and personalities (self-esteem, extroversion/introversion, and risk-taking).

##### 4.1.2.1 Motivation

Motivation is one-factor affecting learning which can be divided into two types, such as intrinsic motivation coming from oneself, and extrinsic motivation coming from outside oneself. Also, the result of the study shows that good learners of Grade XI students at SMA N 4 Kupang had motivation in learning as wanted to learn every subject including learning English, and enthusiastic when teaching and learning process started. Moreover, the following table 16 contains information dealing with good learners of Grade XI students at SMA N 4 Kupang motivation in joining the class.

##### 1. Intrinsic Motivation

The result of the study shows that good learners of Grade XI students at SMA N 4 Kupang intrinsic motivation played a role when learning which can be seen through their actual talking and enthusiastic attitudes. Besides, the researcher used some criteria in describing good learners of Grade XI students at SMA N 4 Kupang active talking and enthusiastic attitudes, such as giving questions, answering questions, group discussion, and team work in class activity.

Table 5  
Rubric for Learners' Active Talking

No	Name	Scoring Aspects				Total Score	Score	Average
		Giving Question	Answering Question	Group Discuss	Team Work			
1	Student 1	5	5	5	5	20	100	5,00
2	Student 2	5	4	5	5	19	95	4,75
3	Student 3	5	4	5	5	19	95	4,75
4	Student 4	5	4	5	5	19	95	4,75

Source: Active Talking Score Format in K13 Lesson Plan

#### Score range:

20-59 = low

60-69 = good enough

70-79 = good

80-89 = very good

90-100 = excellent

$$\text{Score} = \frac{\text{Total Score}}{\text{Max.Score}} \times 100$$

Note:

5 = Very active and perfect

4 = Active and almost perfect

3 = Active enough and good

2 = Not active enough and low

1 = Not active and poor

About the scoring indicators, the table above suggests that good learners of Grade XI students at SMA N 4 Kupang had similar score indicators, such as giving questions, answering questions, group discussion, and team work. Also, the difference is shown by the total score and score between student one (1) and the rest of the students which can be looked at the total score and score where student one (1) got the highest score than others students. In the case of scoring criteria, the researcher used different criteria in describing good learners of Grade XI students at SMA N 4 Kupang enthusiastic attitudes, such as exercises, presentation, arguments, and confirmation which is presented in the following table 16.

**Table 6**  
**Rubric for Learners' Enthusiastic Attitudes**

No	Name	Scoring Aspects				Total Score	Score	Average
		Exercise	Presentation	Arguments	Confirmation			
1	Student 1	5	5	5	5	20	100	5,00
2	Student 2	5	5	5	5	20	100	5,00
3	Student 3	5	5	5	4	19	95	4,75
4	Student 4	5	5	5	4	19	95	4,75

**Source: Enthusiastic Attitudes Score Format in K13 Lesson Plan**

**Score range:**

20-59 = *low*

60-69 = *good enough*

70-79 = *good*

80-89 = *very good*

90-100 = *excellent*

$$\text{Score} = \frac{\text{Total Score}}{\text{Max.Score}} \times 100$$

**Note:**

5 = *Almost perfect in attitudes;*

4 = *Very good in attitudes;*

3 = *Good in attitudes*

2 = *Low in attitudes*

1 = *Very low in attitudes*

In connection with intrinsic motivation, the data in the table above state that good learners of Grade XI students at SMA N 4 Kupang had several score indicators. Such as exercise, presentation, arguments, and confirmation, but the difference is shown by the total score. And score between student one (1) and two (2) with the rest of the students in which they got a higher score than others students, while students three (3) and student four (4) had a problem in doing confirmation, but they did not have problem in others criteria. Consequently, the researcher concluded that most students were at the same level on the part of enthusiastic attitudes in learning although there was a difference in certain aspect.

Regarding motivation, intrinsic motivation is one of the main factors in learning which also affecting good learners of Grade XI students at SMA N 4 Kupang. Hence, the result of the study which showed that intrinsic motivation played a role in learning for learners or students. And linked to the various points, such as self-desire to seek new things or new challenges, to analyze one's capacity, and to observe and get knowledge; and the researcher found those things happened to the students.

## 2. Extrinsic Motivation

The result of the study shows that good learners of Grade XI students at SMA N 4 Kupang were also affected by extrinsic motivation which can be seen through their English conversation practice and English individual performance. The researcher used some criteria in describing students' English conversation practice, such as vocabulary, structure, grammar and word choice which are presented in the following table 7.

**Table 7**  
**Rubric for Learners' English Conversation Practice**

No	Name	Scoring Aspects				Total Score	Score	Average
		Vocabulary	Structure	Grammar	Word Choice			
1	Student 1	5	5	4	4	19	95	4,75
2	Student 2	5	5	4	4	19	95	4,75
3	Student 3	5	4	5	4	19	95	4,75
4	Student 4	5	4	5	4	19	95	4,75

**Source: Conversation Practice Score Format in K13 Lesson Plan**

**Score range:**

20-59 = *low*

60-69 = *good enough*

70-79 = *good*  
 80-89 = *very good*  
 90-100 = *excellent*

$$\text{Score} = \frac{\text{Total Score}}{\text{Max.Score}} \times 100$$

Note:

5 = *Almost perfect and very clear*  
 4 = *Very good and clear*  
 3 = *Good and clear enough*  
 2 = *Low and not clear*  
 1 = *Very low and not clear*

In connections of extrinsic motivation, the data in the table above show that good learners of Grade XI students at SMA N 4 Kupang had several score indicators, such as vocabulary, structure, grammar, and word choice to know their English conversation practice while learning English. Student one (1) and two (2) had problems in grammar and word choice while others students had problems in structure and word choice, but most of the good learners of Grade XI students at SMA N 4 Kupang were in the equal level of English conversation practice. Furthermore, in describing good learners of Grade XI students at SMA N 4 Kupang English individual performance, the researcher used different criteria, such as confidence, braveness, readiness, and handiness which are shown in the following table 8.

**Table 8**  
**Rubric for Learners' English Individual Performance**

No	Name	Scoring Aspects				Total Score	Score	Average
		Confidence	Braveness	Readiness	Handiness			
1	Student 1	5	5	5	5	20	100	5,00
2	Student 2	5	5	5	5	20	100	5,00
3	Student 3	5	5	5	4	19	95	4,75
4	Student 4	5	5	5	5	20	100	5,00

Source: *Individual Performance Score Format in K13 Lesson Plan*

Score range:

20-59 = *low*  
 60-69 = *good enough*  
 70-79 = *good*  
 80-89 = *very good*  
 90-100 = *excellent*

$$\text{Score} = \frac{\text{Total Score}}{\text{Max.Score}} \times 100$$

Note:

5 = *Almost perfect during performance*  
 4 = *Very good during performance*  
 3 = *Good during performance*  
 2 = *Low during performance*  
 1 = *Very low during performance*

In the case of extrinsic motivation, the table above states that good learners of Grade XI students at SMA N 4 Kupang had some score indicators. Such as confidence, braveness, readiness, and handiness to describe their English individual performance where most of the good learners of Grade XI students at SMA N 4 Kupang succeeded in this level but the only third student (3) had the problem in handiness aspect. As a result, based on the data in the table above, the researcher concluded that most good learners of Grade XI students at SMA N 4 Kupang did not have problems in English individual performance or they were the success in this level.

About English individual performance, extrinsic motivation is the factor in learning. As well, the researcher also agreed with the statement since the researcher also found that extrinsic motivation also affected good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language. Such as performance in an activity to attain the desired outcome, get rewards (money or grades), and joining competition (encourage the performer to win and to beat others). Therefore, the researcher concluded that extrinsic motivation was one of the factors affecting good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language in which extrinsic motivation which encouraged themselves affected learning.

**4.1.2.2 Age**

Age is one factor affecting learning which consists of rate of foreign language learning (periods of learning, learning focus, and learning style), acquisition of native speaker proficiency (periods of proficiency and learning of linguistic proficiency), students' foreign language achievement (grammar proficiency, interlanguage developmental stages, and pronunciation

proficiency). The result of the study shows that age of good learners of Grade XI students at SMA N 4 Kupang affected learning which can be seen through their English proficiency (speak English fluently, writing English text correctly, and the use of appropriate English grammar in English presentation or discussion). Moreover, the researcher discusses the effects of age on learning in the following.

### 1. Students' Rate of Foreign Language Learning

In this section, good learners of Grade XI students at SMA N 4 Kupang rate in foreign language learning was various in which each of the students had the different rate in foreign language learning. Furthermore, the researcher provides the following Table 9 to describe it.

**Table 9**  
**Students' Rate of Foreign Language Learning**

No	Name	Rate of Foreign Language Aspects		
		Period of Learning	Learning Focus	Learning Style
1	Student 1	11 years	Grammar	Memorizing
2	Student 2	8 years	Pronunciation	Practicing
3	Student 3	8 years	Structure	Writing
4	Student 4	8 years	Vocabulary	Practicing

Regarding the rate of foreign language learning, the data in the table above indicate that every good learner of Grade XI students at SMA N 4 Kupang did not have the similar rate of foreign language aspect. In which student one (1) had already been learning English for eleven years which focused on grammar by memorizing. Student two (2) had already been learning English for eight years which focused on pronunciation by practicing. Student three (3) has already been learning English for eight years which focused on structure by writing. While student four (4) has already been learning English for eight years which focused on vocabulary by practicing.

In connection with the rate of foreign language learning, period in learning a foreign language determined the success of foreign language proficiency. Moreover, the researcher also found that good learners of Grade XI students at SMA N 4 Kupang had already been learning English for years which make them have a few problems in learning English. The researcher concluded that rate in learning English guarantees learners' or students' English proficiency because by having sufficient period in learning English as a foreign language, students were solved problems when they were practicing English.

### 2. Students' Acquisition of Native Speaker Proficiency

In this part, the acquisition of native speaker proficiency can be achieved by good learners of Grade XI students at SMA N 4 Kupang in the certain condition, and every of them had the similar problem in acquiring English proficiency which has shown in the following table 10 below.

**Table 10**  
**Students' Acquisition of Native Speaker Proficiency**

No	Name	Acquisition of Native Speaker Proficiency
1	Student 1	When speaking and writing English under the right condition, the pronunciation sounds native like but having lack on some linguistics abilities of English native speakers proficiency
2	Student 2	During speaking and writing English in certain condition, the native speaker proficiency can be achieved but getting problem in linguistics abilities of English
3	Student 3	The English native speaker proficiency can be achieved in the most favorable learning situation but linguistics abilities of English native speakers are the main problem
4	Student 4	By having good time in practicing speaking and writing, the English native speaker proficiency can be achieved. But the problem is found on linguistics abilities of English

In the case of acquisition of native speaker proficiency, the table above illustrates that good learner of Grade XI students at SMA N 4 Kupang had the similar problem in linguistics abilities of English native speakers proficiency in which they were difficult in English proficiency when the condition did not support them in acquiring speaking and writing English. The researcher concluded that English proficiency could be achieved by good learners of Grade XI students at SMA N 4 Kupang when the circumstances give them support, by having daily exercises in English proficiency, and needs to learn more about linguistic abilities of English native speakers proficiency to make them look like English native like.

About acquisition of native speaker proficiency, good learners of Grade XI students at SMA N 4 Kupang can be English native like upon a right condition in ideal circumstances. Also, the researcher also found similar things, good learners of Grade XI students at SMA N 4 Kupang could be a native-like even in the ideal circumstances when they had self-desired and self-competence. Therefore, the researcher concluded that good learners of Grade XI students at SMA N 4 Kupang were a native-like when they were practicing English well.

### 3. Students' Foreign Language Achievement

In this part, good learners of Grade XI students at SMA N 4 Kupang foreign language achievement was varied among themselves where every of them had different foreign language achievement. Moreover, the researcher provides the following Table 11 to describe it.

**Table 11**  
**Students' Foreign Language Achievement**

No	Name	Foreign Language Achievement
1	Student 1	Start learning English since at first grade of elementary school by joining English course, parents teaching and joining education in school make her better in english both oral and written
2	Student 2	Learn English since at fourth grade of elementary school. Practice English in daily life make him better in English proficiency
3	Student 3	English is learnt since at fourth grade of elementary school. Better in English writing and also in English speaking. Learn English by writing make her have a good English
4	Student 4	Learn English since at the fourth grade of elementary school. Learning English by practicing everyday make him good in English proficiency

Regarding foreign language achievement, the data in the table above conclude that good learners of Grade XI students at SMA N 4 Kupang possessed almost equivalent ability in foreign language achievement. In which student one (1) learned English early than the rest of the students (learning English since at first grade of elementary school and joining courses, parents teaching, and learning at school make her better in English proficiency). Student two (2) started learning English since at the fourth grade of elementary school (learning English by practicing which make him good in English). Student three (3) also learned English since at the fourth grade of elementary school (learning English through English writing). Student four (4) learned English since at the fourth grade of elementary school (learning English in school by practicing). Therefore, the researcher concluded that students had good English proficiency by use various of learning style that is accustomed to themselves.

In connection of foreign language achievement, good learners of Grade XI students at SMA N 4 Kupang who start as children achieve more native-like accent than those who start as teenagers or adults. Besides, since they learn English as a foreign language and not as a second language, such as in India and Philipines, good learners of Grade XI students at SMA N 4 Kupang had experienced in English for years. Furthermore, foreign language achievement can be achieved by good learners of Grade XI students at SMA N 4 Kupang through effort on learning its components, such as grammar, vocabulary, and pronunciation.

#### 4.1.2.3 Personality

Regarding personality, it is separated into self-esteem, extroversion/introversion, risk-taking, empathy, inhibition, and tolerance of ambiguity. Also, the result of the study shows that some similar personality aspects were found, such as self-esteem, extroversion/introversion, and risk taking. Moreover, the researcher provides the following Table 12 to describe those personality aspects.

**Table 12**  
**Students' Personality Factor**

No	Name	Personality Variable		
		Self-Esteem	Extroversion/introversion	Risk-taking
1	Student 1	High learning target	Learning new things around	Confirm learning ideas
2	Student 2	High learning objectives	Adopt new learning ideas	Practice in learning
3	Student 3	Use appropriate learning strategy	Put egos in learning	Creative in learning
4	Student 4	Define ideas of learning	Learning is self dependence	High learning effort

In the case of personality factor, the data in the table above conclude that good learners of Grade XI students at SMA N 4 Kupang possessed different ideas on personality factor, such as self-esteem, extroversion/introversion, and risk-taking. Student one (1) had a good self-esteem who put high learning target in learning new things. She was a kind of extrovert student who learned new things around. She was also a kind of risk-taking the student who usually confirmed all learning things. Student two (2) has classified as a good self-esteem student who put high learning objectives in learning. He was categorized into a kind of extroversion student who always adopted new learning ideas. He was also grouped as a risk-taking student who usually practiced in learning. Student three (3) was a kind of good self-esteem student who used appropriate learning strategy. She could be grouped in a kind of introversion student who always put egos in learning. She could also be classified as risk taking the student who usually creative in learning. Student four (4) was categorized into a kind of good self-esteem student who always defined ideas of learning. He was also grouped as a risk-taking the student who had high learning effort in learning.

In connections of personality factor, it has connections to foreign language success and extroversion has a strong connection to foreign language success, in this case, good learners of Grade XI students at SMA N 4 Kupang interpersonal skill. Moreover, the result of the study also showed similar ideas that students who were classified as self-esteem students and risk-taking students had good capabilities in foreign language learning. Furthermore, the researcher emphasized that personality factors affected good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language, such as self-esteem, extroversion/introversion, and risk-taking which connect to foreign language learning.

## 4.2 External Factors in Learning

Environmental aspects consist of social factors (school aspect, society aspect, and family aspect), and nonsocial factors (learning in natural and learning in educational contexts). Also, the researcher discusses the two different factors in the following.

### 4.2.1 Social Factors

In the case of social factors, it consists of three main categories, first is school aspects (school teachers and school facilities). Second is society aspects (education stakeholders' support and civilians' support). A third is family aspects (parents' support and parents' awareness which are described in the following.

#### 4.2.1.1 School

Regarding school, it can be divided into some aspects, such as teachers (teachers' learning media and teachers' teaching method), and school facilities. Likewise, the researcher describes those things as follows.

##### 1. School Teachers

Good learners of Grade XI students at SMA N 4 Kupang participated actively and enjoyed learning in the class when teachers applied various learning media. Such as pictures, powerpoint presentation, flashcard, and videos which were related to teaching the material, and teachers also applied the new approach in teaching, such as student-centered approach in 2013 curriculum. Furthermore, the researcher puts the following table 13 contains information dealing with students' social factors in the level of school aspect.

**Table 13**  
**Teachers' Factors**

No	Name	Teachers' Aspects	
		Teachers' Learning Media	Teachers' Teaching Method
1	Student 1	Apply teaching videos	Use discussion method
2	Student 2	Apply pictures in teaching	Use role play method
3	Student 3	Apply powerpoint presentation	Use picture and picture method
4	Student 4	Apply flashcard	Use example non example method

Regarding teacher factors, the data in the table above clearly show that there were different opinions on teachers' learning media and teachers' teaching method among students. That student one (1) stated that it was better for teachers applying videos and use discussion method in teaching and learning to make students explore themselves in learning. Student two (2) wanted teachers applying pictures and using role play method in teaching and learning for activating students' ability. Student three (3) preferred teachers applying power point presentation and using picture and picture method in teaching and learning, and student 4 who preferred teachers used flashcard and example non-example in teaching and learning. The various use of learning media and teaching methods by the teachers could affect students in learning.

Related to the teacher's factors, the use of technology and information in teaching is important to increase the quality of teaching and learning. Also, the result of the study also found that good learners of Grade XI students at SMA N 4 Kupang enjoyed English classes because the teachers applied various media and methods in teaching them. The use of new approach, different learning media and kinds teaching method promotes good teaching both for educators and students. Therefore, the researcher wanted to emphasize that school's teacher's factors affect good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language that could be seen through learning media used and teaching method used.

##### 2. School's Facilities

In connections of school facilities, there are useful school's facilities that can affect good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language, such as school library and school laboratories. The result of the study shows that good learners of Grade XI students at SMA N 4 Kupang were assisted in learning because of those facilities, such as enriching their knowledge by reading books in a library and developing their learning skills in laboratories. Also, it could be stated that students learned both theoretically and practically using those facilities. Moreover, the following table 14 is presented by the researcher to figure out students' opinion about school facilities which assist them in learning.

**Table 14**  
**School's Facilities Factors**

No	Name	School Facilities	
		Library	Laboratories
1	Student 1	It is good and complete enough	Need more laboratories
2	Student 2	Need more science books	Need more lab.equipment
3	Student 3	It is comfortable and clean	It is good enough
4	Student 4	Need more English books	It is quite complete

In the case of school facilities, the data in the table above show that there were different opinion about school's facilities among good learners of Grade XI students at SMA N 4 Kupang that student one (1) stated that school's facilities were good enough but it was quite better when there are more laboratories, and by having more laboratories, students can improve their skills in all areas; student two (2) stated that language and science books were least in library, but it was better to have more additional science book; student three (3) stated that school library was comfortable and clean and there was no problem about school laboratories; student four (4) stated that school's library needed more English books because English books

were limited and school's laboratories quite completed. Thus, the researcher concluded that school's facilities could affect good learners of Grade XI students at SMA N 4 Kupang to learn.

About school facilities, well-designed facilities in school produce skilled and competent learners. Good learners of Grade XI students at SMA N 4 Kupang have well-designed facilities but not complete because the number of laboratories is limited (computers and chemistry laboratories).

#### 4.2.1.2 Society

In connection with society aspect, it is also a factor that affecting good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language which consists of education stakeholders' support (the education and non-education institutions programs to develop students' competence and skills in learning), civilians' support (civilians control and civilians inputs). Furthermore, the researcher describes those things in the following.

##### 1. Education Stakeholders Support

In the case of education stakeholders support, there are some programs made in this part which aim at strengthening students' learning behavior, such as education olympiad, education seminar, and education extracurricular competition. Moreover, the following table 15 is presented to describe those programs that affect students in learning.

**Table 15**  
**Education/Non Education Stakeholders Factors**

No	Stakeholders' Programs	
	Competences	Skills
1	Education olimpiads (English olimpiad, physic olimpiad and chemistry olimpiad)	Education speech competition (English speech competition and Indonesian speech competition)
2	Education seminar (language seminar, teaching seminar, and learning seminar)	Education musical competition (choire competition, vocal group competition, and music band competition)
3	Education elucidation (green and clean movement, planting tree movement, and healthy life movement)	Education sports championship (football championship, volleyball championship, and basketball competition)

About education stakeholders support, the data in Table 16 above clearly show that there are different programs made by the education and noneducation stakeholder to make students better in learning. The first programs concerned with students' learning competence which consists of education olympiads (English Olympiad, Physics Olympiad, and Chemistry Olympiad), education seminar (language seminar, teaching a seminar, and learning seminar), and education elucidation (green and clean movement, planting tree movement, and healthy life movement).

The second programs concerned with students' learning skills, such as education speech competition (English speech competition and Indonesian speech competition), education musical competition (choir competition, vocal group competition, and music band competition), and education sports competition (football championship, volleyball championship, and basketball competition). Education stakeholders' programs affect good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language.

Regarding education stakeholders support, it can be expressed that innovative educational programs increase students' learning quality. Also, the result of the study also shows similar evidence, such as students become more competent and skillful.

##### 2. Civilians Supports

Civilians support also affect good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language which covers civilians control (the use of teaching material, the teachers presence, and school facilities), civilians inputs (school's regulations, teaching and learning activities, and school's learning programs). Likewise, the following table 26 is presented to describe those aspects.

**Table 16**  
**Civilians Support Factors**

No	Civilians Support	
	Control	Inputs
1	The use of teaching material (sources of the books, teaching aids, and teaching media)	School's regulation (time to learn, what is learnt, and where does learning take place)
2	The teachers' presence (what is taught, what is used to teach, and how long teaching is done)	Teaching and learning activities (teachers' teaching method, teaching materials, and teaching media)
3	School's facilities (kinds of facilities, the quality of facilities, and the number of facilities)	Learning programs (what is learnt, time to learn, and learning quality)

There were two main categories of civilians' support, such as civilian control which deals with civilian awareness on teaching in school, teachers who teaching, and all facilities supporting students in learning; and civilian inputs which concern suggestions given to the school to improve its quality, such as school regulations, learning activities in school, and learning programs. Civilian support such as civilians' controls and inputs affected good learners of Grade XI students at SMA N 4

Kupang in learning English as a foreign language.

About civilian support factors, it seems that society control is an additional key element for good learners of Grade XI students at SMA N 4 Kupang success in learning. The researcher agreed with that opinion because by civilians participation, good learners of Grade XI students at SMA N 4 Kupang experienced good things in learning and gave them chances to participate in learning it self. Thus, the researcher concluded that civilian support affected good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language that can be seen through private support, such as controls and inputs.

### 3. Family

In terms of family, it also affects good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language that consists of family support (paying school fee, let them follow courses, and accommodating them go to school), and family inputs (following school regulations, keeping learning disciplines, and applying learning habits). Also, the researcher presents the following table 17 to describe those points.

**Table 17**  
**Family Factors**

No	Family Aspects	
	Supports	Inputs
1	Paying school fee (uniforms, committee, and contribution)	Following school regulations (learning schedule, periods of learning, and learning assignments)
2	Following courses (English, physics, and chemistry)	Keeping learning discipline (learning on time, finish assignments on time, and joining learning groups)
3	Accommodation for going to school (Ojek, Bemo, and Bus)	Applying learning habits (learning in school, learning at home, and learning in surrounding)

Related to the family aspects, the data in the table above show that there are two main categories of family aspects, such as family support which deals with aspects in supporting students learning in school, family inputs which helped students to have good characters in learning. Family aspects, such as family support and family inputs affected good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language. They were assisted by those aspects in learning in school.

In the case of family aspects, Family awareness affects good learners of Grade XI students at SMA N 4 Kupang succeed in learning. Moreover, the researcher agreed with the theory because by family participation; students had a good condition of learning without worried about the financial problem, and students had good chances to get much knowledge by joining other learning in courses. Therefore, the researcher stated that family factors affected students in learning, such as family supports and inputs.

#### 4.2.2 Non Social Factors

About nonsocial factors, it consists of two main categories, such as learning in natural/informal contexts (majority learning context and second language learning in official language context), and learning in educational/formal context (foreign language classrooms and foreign language disciplines). Moreover, the researcher describes those aspects in the following.

##### 4.2.2.1 Natural/Learning in informal Context

Regarding natural/learning in informal context, it deals with two aspects, such as majority language context which covers learners competence in learning a new language (second language or foreign language), and foreign language learning which covers existence of a foreign language and implication of foreign language to the learners or speakers. Also, the researcher provides the following table 18 in describing those aspects.

**Table 18**  
**Learning in Natural Contexts Factors**

No	Learning in Natural Context	
	Majority Language Context	Foreign Language Learning in Official Lang.Context
1	Competence determined by length of stay	Social and economic advancement
2	Contact leisure time	Replacement of any language (resistance)
3	Age of arrival	Additional language (without resistance)
4	Professional training	Official language

Learning in natural context could affect good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language. Moreover, aspects of the learning in natural and language context showed that learning could be done in two ways, such as majority language context and second language learning in official language context. Furthermore, the researcher found that only two aspects of both factors affected good learners of grade XI at SMA N 4 Kupang in learning a foreign language, such as majority language context in the level of contact leisure time (like to sing an English song, listening to English broadcasts, and listening to English song), majority language context in the level of professional training (following English courses), foreign language learning in official language context on the part of social and economic advancement (learning English because of some reasons, such as to have a good competence in English for a globalization trading (Asean

Economy Community (AEC)), foreign language learning in official language context in the part of additional language (learning English in Indonesia is a must across schools, begin with elementary schools up to the university level). Teaching and learning English in Indonesia is now as an additional language which means that language which is used to communicate within multilingual communities. Thus, the researcher wants to emphasize that learning in natural/informal context affected good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language which can be seen by some indicators, such as majority language context and foreign language learning in official language context.

In the case of learning in natural context factors, it is stated that acquisition and learning as the keys where learning is done in natural/informal context and education/formal context. Besides, the researcher agreed the theory because the researcher also found it in the research field in which students' learning acquisition in natural /informal context could be seen by some indicators, such as contact in leisure time and professional training and students' learning acquisition in education/formal context could be seen through social and economic advancement, and additional language.

#### 4.2.2.2 Educational/ Learning in Informal Context

In relation to educational/learning in formal context, it deals with two aspects, such as foreign language classroom which covers learners activities in learning a foreign language, and foreign language disciplines which covers types of learning disciplines in a foreign language (English skills and English language components). In addition, the researcher provides the following table 19 in describing those points.

**Table 19**  
**Educational Learning in Formal Contexts Factors**

No	Learning in Education Context	
	Foreign Language Classroom	Foreign Language Discipline
1	Communication (oral and written)	1. Language Skills Disciplines (speaking, writing, listening, and reading)
2	Cultures (life and mindset)	
3	Connections (foreign language use)	
4	Comparison (nature of language and ways of viewing the world)	2. Language Component Discipline (structure, vocabulary, sounds, and spelling)
5	Communities (participate in multilingual communities and multilingual cultures)	

There were two main aspects of learning in education contexts, such as foreign language classroom and foreign language discipline. Also, in the level of foreign language classroom, there were some aspects, such as communication, cultures, connections, comparison, and communities. Moreover, in communication, the researcher found that good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language engaged in conversation, provided and obtained information, expressed feelings and emotions, and exchanged opinions. Furthermore, in cultures, the researcher found that good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language demonstrated an understanding of the relationship between the practices and perspectives of the culture studied. Besides, in connections, the researcher found that students reinforced their knowledge of other disciplines through the foreign language.

Good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language also acquired information and recognized the distinctive viewpoints that were only available through the foreign language. Likewise, in comparisons, the researcher found that good learners of Grade XI students at SMA N 4 Kupang in learning English as a foreign language demonstrated the understanding of nature of language through comparisons of the language studied and their own. Students also showed understanding of the concept of culture through comparisons of the cultures studied and their own. Additionally, the researcher found that students used the language both within and beyond the school setting. Students also showed evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

On the other part, there were two aspects found in the level of foreign language disciplines, such as language skills disciplines and language components discipline. In the part of language skills disciplines, the researcher found that English teachers at SMA N 4 Kupang taught those skills integrated because those language skills were not the single discipline, and students learned language skills through topics learned. Equally, on the part of language component disciplines, the researcher found that English teachers at SMA N 4 Kupang taught those language components integrated because those things could not be separated one to another, and good learners of Grade XI students at SMA N 4 Kupang learned those aspects through topic was given.

Instruction in foreign language classroom leads to the success of foreign language learning. Additionally, the researcher agreed with the theory because the researcher also found that good learners of Grade XI students at SMA N 4 Kupang wanted to learn because of foreign language necessity and the development of information and technology in communication.

## CONCLUSIONS

After doing the research in finding out factors in learning, especially in learning English, the author presents the conclusions. There were two factors affecting learners/students in learning. Those factors consisted of internal factors and external factors. Internal factors were divided into two categories, namely physiological factors, such as dietary habits, adequate rest, and use of physical body; psychological factors, such as motivation, age, and personality. External factors had

two sub factors. They were social factors, such as school, society, and family factors; nonsocial factors, such as learning in natural context and learning in an education context.

Internal factors and external factors contributed to learners/students competence. In the part of internal factors, their motivation played a good role in learning. They tried many things to get what they needed in learning. Their effort was quite big in finding out what they were learning. Personality also supported them in getting new things in learning. Self-esteem, extroversion/introversion, and risk taking were assisting them to carry out things in learning. In the part of external factors, social factors, and nonsocial factors played a very big role for students in learning. Social factors, such as school's teachers and facilities affected them to explore more in learning; society awareness, such as education stakeholders support and civilians support gave students many chances to become more competent and skillful. The family was also a vital aspect for students. Parents' support and inputs let students felt uncomfortable in learning. Also, nonsocial factors, such informal education, and formal education provided students to learn in different condition. Informal education affected students to develop their learning ability.

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