

Profile of English Successful Students at Junior High School

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Abstract: This research investigates the profile of English successful students at SMPN 2 Kras Kediri East Java. Employing the case study method, this research about particular students involved subjects that were selected on the basis of the scores of test given by researcher and average scores recorded by the teacher. The data were collected through the interview, observation, and documentation. The findings revealed that successful learners are from a marginal school which notably has limited learning facilities and media. They were both introversion and extraversion who have high motivation in learning English. They have supporting family in terms of providing the needs of study. To be successful students, all respondents employed more strategies inside and outside the class.

Key Words: successful EFL students, factors in EFL learning, sub-urban school

Abstrak: Penelitian ini bertujuan untuk mengetahui profil siswa yang berhasil dalam belajar bahasa Inggris pada SMPN 2 Kras Kediri Jawa Timur. Metode studi kasus digunakan dalam penelitian ini terhadap siswa tertentu. Subjek penelitian dipilih berdasarkan nilai tes yang dilakukan sebelumnya oleh peneliti dan rata-rata nilai yang direkam oleh guru bahasa Inggris. Data penelitian diperoleh melalui wawancara, observasi, dan dokumentasi. Hasil temuan menunjukkan bahwa siswa yang berhasil dalam belajar bahasa Inggris berasal dari sekolah pinggiran yang mempunyai fasilitas dan media belajar yang terbatas. Mereka termasuk siswa *introvert* and *extrovert* yang mempunyai motivasi yang tinggi dalam belajar bahasa Inggris. Mereka mempunyai keluarga yang sangat mendukung dalam hal penyediaan kebutuhan belajar mereka. Untuk menjadi berhasil, mereka melakukan usaha yang lebih baik di dalam ataupun di luar kelas.

Kata kunci: siswa yang berhasil dalam belajar bahasa Inggris, faktor-faktor dalam belajar bahasa Inggris, sekolah pinggiran

INTRODUCTION

It has been known that English is considered as a lingua franca for non-native English countries. People among countries use it to communicate in a formal and informal situation. Unfortunately, in this era, English is still considered as a difficult language to be learned, especially for people from non-native countries such as in Indonesia. In Indonesia, learning English is one of the obligatory subjects to be learned by students from secondary school up to university level. It is even optionally given in pre-school and elementary level. However, the result of about twelve years of study might be said as far below the target. The result of National Examination 2016 reported that the average of English score nationally is only 57.17 (Kemendikbud, 2016). Accordingly, the Indonesian government

has tried strategies to increase the quality of learning English. One of the efforts is by revising continuously the curriculum and teaching strategies; such as changing the focus of learning English from grammar-oriented (e.g Grammar Translation Method which is focused on the language) to communication-oriented (e.g Communicative Language Teaching which is more focused on the learners to use the language), changing the teacher-centered to student-centered which allow the students to be more active, advising to use authentic materials instead of non-authentic ones, and so forth. Moreover, many researches have been conducted to enrich the knowledge and find the solution of English teaching and learning problems.

Despite the problems in English language learning and teaching in Indonesian context, a number of students are successful English students. The successful

English students have their characteristics and strategies to learn English. Besides self-motivation inside the learners, the environment of learning and the supports from surrounding are undeniable influencing factors, such as supporting classroom environment, high-motivated and competent teachers, school and home facilities, and friendship society as well.

English young learners (EYL) have their own characteristics in learning English which are surely different from adult learners. The range of young learners is from elementary to junior high students at the age of 8 to 16 years old. EYL students generally learn something by playing or learning by doing, unexceptionally in learning a language. Scott and Ytreberg (1990) stated some general characteristics of EYL as follows: (1) the basic language concept begins to be formed, (2) the ability to differentiate between fact and fiction appeared, (3) asking many questions all the time, (4) they relate spoken words and physical world to get the meaning, (5) they are able to decide their own learning, and (6) they can define what their passion is.

Some studies have been conducted to investigate the characteristics of successful language students in Indonesian context (Wahyudi, 2014; Yanto, 2011; Rahman, 2014). All aforementioned studies investigated the characteristics of successful language learners and language learning strategies. Wahyudi (2014) investigated a successful Javanese English language learner who is not from English Department background but has high interest toward English learning. It is found that a successful language learner reads many books regardless of the topics, jots down the new vocabulary while reading, and looks their meaning in a dictionary. It is also reported that a successful language learner likely tolerates the ambiguous words by passing the low frequent words, and seriously looks up to the dictionary or asks more proficient learners for the higher frequent ones. Moreover, the study found that a successful language learner has confession on keeping practice when facing difficulties; really needs to improve writing skills as he hardly practices it; guesses the meaning of words from the context and uses his background knowledge to guess unfamiliar words. It is additionally stated that a good language learner is a risk taker who has tried to use new words in his real communication; he only prioritizes to review materials that help him on his interest such as watching American movies. High motivation in learning English is also shown in solving difficulties in speaking and writing by practicing it continuously. Finally, the study revealed

that a good language learner keeps consistent to study English, and sometimes pauses everything dealing with English when he feels tired. This study revealed that the successful language learner does not always follow the learning strategies proposed by scholars. Reading different sources, watching movies, exercising new words in speaking are facilitative in his learning process. It is also supported by his instrumental motivation to have a better career in the future.

In addition, Yanto (2011) conducted similar research by interviewing 5 Indonesian students who were studying in Australia. Three of the participants are female, while the two others are male. Four of them were studying at the same university, Flinders University; while the other one was studying at Australian National University, Canberra. All of them were taking master programs. The study reported that all participants preferred to use metacognitive strategies in learning English. It is also reported that they find their own way in taking charge of their learning by taking an English course outside the school. They may be categorized into creative learners by using various media in learning English. Moreover, they do not worry about making any mistakes, but learn a lot from the mistakes and keep practicing English to improve their ability. Motivation, environment, and attitude toward errors are very influential factors in using strategies of language learning.

Another study conducted by Rahman (2014), explored the successful language learners at the university level. He involved five successful language learners who were in the fifth semester of their study. The participants were selected based on their gained highest score of Grade Point Average (GPA), language class grades, ability to use the language, their experience of taking language proficiency. The study reported that successful English learners employ different learning strategies, have a strong desire to communicate, guess the meaning of unfamiliar words, and are not afraid of making mistakes or appearing foolish; but they notably still care about the correctness. It commonly shows that good language learners have self-confidence. They always try to practice; they try to pronounce words correctly and use them in sentences. They additionally seek out chances to use the language in communication with others inside and outside the class. Furthermore, good language learners monitor their own language and language around them. It shortly can be stated that good language learners are active learners in their own learning by using their own language learning strategies.

Another factor believed to contribute to the success of language acquisition is personality. A good language student is often associated with some personality factors, including having eager to take a risk in learning a language (Rubin, 1979 in Willis 2001; Sharp, 2008; Fazeli, 2012; and Conti, 2015). Extraversion has a tendency to socialize with other people, be outgoing and receive affirmation and self-esteem from others. Extraverted individuals obtain information by being more oriented toward the outer world of people, events, or things. On the contrary, introversion is likely to stay away from other people and avoid getting very involved in social activities (Safdarian, et al., 2014).

All people agree that motivation significantly contributes to the success in learning. Motivation may be defined as force or power possessed by learners to create passion, joy and more willingness to do or learn something new and give optimism to face a failure (Cebollo, 2014). Motivation may lead the learners to have their own behaviors which influence their way of learning. The students with a high motivation will get the more positive achievement. In language learning process, the motivation gives the learners more power to learn a language. The high motivated language learners will do and try to learn harder than those who have low motivation. Although the source of every students' motivation varies, for instance, a student is motivated to learn English because of a different desire of learning English, but still, it has a positive effect on their learning. Nevertheless, the high motivated learners sometimes meet their own difficulties in a particular part of a language, so that they also feel not easy to improve it. Yet, Motivation gives more power to the students to keep learning the language (Lightbown & Spada, 1995).

The importance of learning environment is needed to be elaborated as well. A salient role of a teacher in learning a language is needed in order to help the students become "good" language students. A teacher knows which strategies are appropriate for them to build a success in learning language so that he/she will direct them to select those beneficial strategies for particular students (Brown, 2007; and Lightbown & Spada, 2006). In addition, classmates' support is also essential for the language learner, since they spend the equal time together in the same schools and encounter the same language-learning challenges. The language students may receive the peer support not only in the form of friendship but also in the ways of facilitating language learning. It even gives the great reciprocity for them since peers share same status (Went-

zel, 1994). Besides the important role of English teacher and peers in learning English, the physical surrounding of the students in the school should be arranged to be more English in order to make the students feel closer to English world. Accordingly, creating a language-rich environment in the school especially for young learners will absolutely increase their competence in using English. As Fachrurrazy (2011) said that language-rich environment refers to the learning environment that is enriched with the target language exposure. It could be in the form of providing interesting objects such as calendars, postcards, students' artworks, charts of any objects, cards, interesting reading materials, games and others which are labeling in English.

Moreover, the home environment has a strong impact on a child development in all fields of life, such like behavior, attitude, beliefs, personality, and manner in a progress of child's language both first and second language acquisition. As we know that family members create that home environment; it is similar to first language acquisition; the family will contribute the second language achievement of a child. A second language learner will be more success if the family members employ the language in their interaction.

Several studies have revealed that socio-economic status of EFL student, which typically measured by their parents' income, educational background, and occupation, is associated with their academic English development and achievement (Carhill, Suarez- Orozco, & Paez, 2008 in Butler, 2013). The EFL students who have higher socio-economic status tend to achieve academic success since they will have supporting facilities provided in their home. It also shows the parents' involvement in their children's education development. Parents' educational background is also a crucial aspect; higher educational parents will have more ability to practice English with children at home, than those who have the lower one. Otherwise, higher educational parents who do not have enough capacity to teach the language likely will support their children by finding out a good English school in order to provide more opportunities to practice the language. Once children are put into a supporting environment, they will eventually learn and acquire the language.

METHOD

This research intended to reveal the factors contributing the successful students in learning English, notably those in suburban school. Therefore, the appro-

priate design to obtain the purpose of the study is a case study. A case study is a kind of deep investigation carried out by an unusual behaviour of individual/s or a single group. It is in line with Creswell (2013, p.97) "Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g. observations, interviews, audiovisual materials, and documents and reports), and reports a case description and case themes". The researcher involves three kinds of instrument: interview, observation, and documentation.

The present study aims to describe factors contributing to the successful students of a suburban school in Kediri regency. The study is conducted in one suburban school which is commonly attributed as a lower qualified school among schools in suburban area of Kediri. The focus of the investigation is the successful students' personalities, motivation, learning strategies, learning environment, and family's backgrounds.

The researcher conducted a test to know the students' English achievement at two different schools, SMPN 2 Kras and SMPN 3 Kras. From the test, the researcher found three students completely appropriate to the study from the same school, SMPN 2 Kras. Accordingly, this school is determined as the research setting.

SMPN 2 Kras is located at Jalan Lapangan No. 303, Bendosari, Kras, Kediri, East Java. This school is one suburban school in Kediri regency area. It has no public transportation access, located in the middle of field, has very limited learning facilities, and has the students mostly from low-income families with parents as farmers or abroad labours. It physically has 20 classes, 7 classes for seventh grade, 7 more classes for eighth grade, and 6 last classes for ninth grade. Each class for every level has around 30 to 40 students. A library with very limited books and recently functions as mini computer laboratory is provided as an additional room for students to study. It only has four computer units in mini computer laboratory, which are placed at one of the library corners. There is no language laboratory to support teaching and learning process, especially for learning English.

The researcher determined the research subject firstly by giving a test to 146 students of 2 different schools. The ninth grade students of SMPN 2 Kras and SMPN 3 Kras did the test. The test was given to ninth grade students, as the teacher only allowed giving

the test to the ninth graders. It provided 45 minutes for the students to finish the test. The highest score of the test would be one of the considerations of choosing the subjects. Another consideration is the average English scores recorded by the teachers; it should be more than 85. It additionally supports the result of the test. Finally, the selected subjects of the research are three ninth grade students who were admitted as the successful English students in the school. The researcher chose the subjects based on the result of test conducted. Then, the result of the test was validated by the English teachers of the school. Accordingly, the three students are found the highest English achievers during the study in the school (Table 1).

Table 1. Description of Respondents

No	Respondents' Code	Age (Years Old)	Test Score	Average English scores
1.	PN	14	100	90
2.	SP	15	90	88
3.	PW	14	90	88

The instruments used in this case study research design are interview, observation, and documentation. The main purpose of giving interview in the study is to know in depth about the way respondents learn English; it is also done to investigate their motivation, personality, family background, and learning environment. The interview is additionally given to their fellows, English teachers, private course teacher, and parents to know the respondents' learning environment and context. It takes a semi-structured interview, which questions can be beyond the question list according to the response of the respondents. It needs about an hour interview for teachers and each student. Moreover, a 30 minutes interview is given to their fellows and parents. Additional time was given to the respondents if data needed was not found. The interview was recorded using voice recorder.

Another instrument used in this study is observation. Observation is used to get in further on the setting, the behaviors, and phenomenon in the natural setting, and additionally records it using field notes (Ary, et al, 2010). The purpose of using observation in this study is to observe the respondents' way in learning English in class situation. Respondents' interaction with others and learning environment are investigated as well. The observation was done in four class meetings to get the data needed. Voice and/or video recorder was used to record the activities during observation. The researcher also used observation checklist in order to

help her in recording the data. Besides, field note is used to assist the researcher in the process of collecting data during observation. Field note is an important supplement to other data collection method in written form of what the researcher listened, saw, experienced, and thought. The researcher was more responsive and adaptive to the situation she being observed. Accordingly, the researcher could understand the overall context and selectively gathered the data to come up with the field note.

Documentation is used as one more supplementary data to support the data gained from interview and observation. According to Ary, et al. (2010), documentation is examined to gain the deeper information and understanding about issue being discussed. In the study, the documents needed to get more information about the participants' effort to learning English were learning journal, daily notebook, textbooks, and other learning sources used by the respondents. The documents sources were used to help the researcher interpret the respondents' comments in the interview.

RESULTS

The study explored profile of successful English students in SMPN 2 Kras through their experiences in learning English. It presents the findings of the study from data analysis based on research question: How is the profile of successful English students in SMPN 2 Kras, Kediri, East Java?

English Learning Experience

The English learning experiences relate to the respondents' experiences in learning English from the first time up to the present time. All respondents come from the same village. They enrolled in the same Elementary School as well. Accordingly, they accepted the same materials and treatments in learning English during school time. The respondents' learning experience during elementary school could not be described too much because they have already forgotten about the detailed learning process. It was found that English learning at elementary school was simply discussing simple materials, such as introducing noun using certain pattern in a sentence, and then the students should answer another noun by looking at the pictures. They additionally had the same English teachers during school time. The respondents stated that English teacher during fifth and sixth grades, Mrs. Naf was a nice

and humorist one. So that they mostly like to learn English due to the nice teacher.

In addition, they are quite serious in joining activities concerning English teaching. It was seen when they learned English, they were always ready to involve in the English class; then all English books and the things needed in English class was prepared on the table, and English materials which would be discussed in the class had been learned at home. It was supported by the data gained from observation during English learning process at school (See Observation on the day 1-4). They paid all their attention to the learning activities while some peers; mostly boy students chatted with others and often asked permission to go out. They mostly spent English time by involving themselves in all activities such as, discussion, question and answer section, presentation, doing the tasks, and so forth. It can be stated that all respondents generally have an eagerness to learn English.

Profiles of Successful Students of English

Respondent 1 (PN) is a 14 years old-female student and was claimed as a successful English learner in her school. It is said that she is included as a less active student comparing to other successful English students, but it is so surprising to know that she got the highest scores in some English written tests. She looks better in any receptive skill, mainly in reading one.

She is included to introverted student, but has strong desire to learn English. She accordingly tends to be less active during English lesson, but she is more active in doing written tasks or any activities which do not need her to show up. She is superior in reading skill rather than other skills. Also, she has high motivation both intrinsically and extrinsically to learn English. She sets the purpose of learning English not only for increasing her competence or having fun but also for the purpose of getting brighter future education and job.

To be success in learning English, she studies harder every day and reads more English materials from any resources. Pronouncing the words using songs is also done to train her speaking skill. She mostly likes doing it as singing is one of her hobbies. Watching English movies is another hobby done while she still can learn English in enjoying situation. She also likes to read novels and comics. Unfortunately, it is very difficult to find novels and comics in English version around her area, so that she only can read Indonesian-

version comics and novels. She takes more benefits to learn English through her hobbies and it can make her more relaxed. Moreover, reading a lot and doing more exercises on the textbook are always done to enrich her vocabulary. Also, looking up the dictionary, using google translate application on the internet, or guessing the meaning of certain words and sentences are always carried out to know the meaning of new words she meets during reading the texts. To have better comprehension toward the materials, she asks or discusses them with friends very often. Involving herself in English conversation during friendship gathering is also helpful for her to improve the speaking ability. Her very close friend often initiated conversations and invites her to join in it.

Furthermore, she has very supporting high-educated parents and brother who always motivate her to master English due to its importance for her future. Another motivation to master English is possessed from her English teacher who explains more about the importance of English for future by giving more examples of successful people. She accordingly has higher motivation to master English not only for her sake but also for her future education and job. On the other hand, due to the limited supporting facilities and media available in her home area, she only has dictionary and weak internet connection in her home. English reference books are very difficult to be found in her area as well.

Respondent 2 (SP) is one of the successful-female English students in the school. She was born 15 years ago. She is included to an active student, not only as an English student but also in other school activities. She consistently got the first or second rank during her study in Elementary and Junior High schools. In English subject, she belongs to the three highest achievers as well. When he was an eighth-grader, she was selected to join English storytelling competition representing her school. The selectors, English teachers selected her as she is an active one, has good confidence presenting in front of many people as well as a good English pronunciation.

SP is an extroverted student who tends to be active in doing everything mostly in learning English. Due to her activeness, she was chosen as a participant in storytelling competition from her school. Similar to the respondent 1 (PN), she also has high both intrinsic and extrinsic motivation in learning language by setting her own purposes of learning English to increase her language competence and get better future education and job.

Her efforts to attain her goals are likely similar to the respondent 1 (PN) since they are very close friends and often spend the time together both at school and home. They consequently have similar pattern in learning the language. Learning is like a hobby for SP, so she will spend more time to study harder anytime. She always prepares the English materials for the following meeting. Even, she has already done all the exercises on the textbook. Therefore, she tries to look for any other textbooks by borrowing them from the late students or buying them at the bookstore. Same like PN, she likes to listen to English songs during her leisure time, and then sings them and looks for the meaning of the lyrics on the internet. It makes her keep learning English in her relaxing time in an enjoying way. Moreover, initiating conversation is often undertaken informally to improve her speaking competence by inviting her close friends, aunty, or private teacher to be involved in. At home, she tries to pronounce the new words and expression she has learned and uses them in dialogue. Paying full attention during English class, having discussion, being active in the class, and showing good performance are often captured.

She is from middle socio-economic family. She has a couple of lower-educated parents who work as farmers. But, SP's parents have great expectation toward her only daughter's education. Hence, they absolutely support her study emotionally and financially by doing much efforts to provide her study needs. Even though, they cannot support by immersing themselves into English learning due to their lack knowledge about English. The facilities provided in her home are only dictionaries, laptop, and mobile phone. If she needs to search for the materials using internet, she will come to internet cafe to have good internet connection due to the weak internet connection in her home area.

Respondent 3 (PW) is another successful-female English student of the same school. She is 14 years old. She is included in a work harder in learning. She tried to get what she wants diligently. She can study almost during her whole time; at school, at course, and almost whole night at home. Although, she previously ever did the improper way in the study, like copying her friend's answered-exercise book. Accordingly, she was including to the three highest achievers since she was in the first year of Junior High School. Moreover, when she was in the eighth grade, same like PN, she was also selected to be one of the candidates to join the annual storytelling competition. Unluckily, she was eliminated and could not represent her school in the competition due to her less confidence.

The description of respondent 3 (PW) can be summarized that PW is a kind of introverted student who does not really like to more sociable toward people whom she does not know well. She only has a good relation to her close friends; some of them are PN and SP. Similar to other respondents (PN and SP), she also has high intrinsic and extrinsic motivation in learning English. She is a kind of ambitious one to be the best in class. She is also a hard worker-student in order to reach her goal. Unfortunately, she seems to be helpful only to her close friends so that other students do not feel comfortable to interact with her.

Similar to other respondents, in reaching a success in learning English, she studies harder by reading and doing exercises on the obligatory book. She often asked about English materials to her English teachers personally by texting them outside the class. Discussing uncomprehended materials with her close friends is also done very often. Sometimes, she borrowed other reference books from her teacher to be copied. Another English textbook is bought as well to enrich her reference books. She additionally always prepares the material for the following meetings at home. It makes her easier comprehending the materials. Just like respondent 1 (PN), she is often invited to be involved in a daily conversation initiated by respondent 2 (SP). To enrich her vocabulary, she continuously makes a list of new words and sticks it on the room door or uses it as phone wallpaper in order to be easier for her to memorize the words a lot. She likes to have any presentation or other activities which require her to speak up due to her limitation in speaking skill. She also expects to join an English course to improve her speaking skill.

She is from a good-financial family which possibly can support her study needs easily. Her parents graduated from lower education and work as farmers, but they have a business on internet café and travel. They support her study by providing more complete facilities at homes, such as internet connection, mobile phone, laptop, and anything she needs. But, due to their limitation on English, they do not know what her needs in learning English, so that they only provide what she asks for to buy.

Learning Environment

The study found that the school has very limited supporting facilities provided. There is no language laboratory; even the computer laboratory is located in the same room with the library. It can be said as mini-

computer laboratory since it only has six computer units and is placed at one of the library corners. The computers are connected to the internet so that it makes the users easier to browse the internet at school. In addition, the students are allowed to use those computers during break time, but unfortunately not all the students can use it since the limited number of computer units and the short time of break time. The language learning was only conducted in the classroom since there was no other more facilitated classroom which supports language learning.

Moreover, the library has only some textbooks collection related to English. It only provides insufficient compulsory English textbooks for English subject, entitled *English in Focus* so that one book can be shared with two students. Some additional books, such as fiction or non-fiction book, English encyclopedias, storybooks, English comics, and so forth are not available in the library. Thus, the students feel so difficult to find any other learning sources in the school.

Moreover, rich- teaching media, such as flashcard, puppets, is not provided in the school, accordingly, the teachers would prepare any media by themselves. Kinds of media which could be afforded by teachers were only realia which have been provided in the surrounding area (e.g. a real product to teach label) and constructing any short functional texts (invitation, announcement, and so forth). Certain English topic which needs to provide any pictures was also afforded by teachers and the students. They usually searched out from the internet. Other media needed in English learning process are games and songs. Those media were also provided the teachers. They constructed any simple games which do not need any kinds of stuff, such as guessing the meaning of words/phrases, whispering the words/phrases, and other simplest ones. The up to dated- songs were simply used in teaching English in order to get fun time. It expectedly can release the students' boredom and stressful situation. It surely made the students more enjoying the lesson.

In short, it can be stated that the school simply has library with a mini computer laboratory which is in the same room with library as another place to study English. The library simply has very limited English reference books. It does not have any language laboratory or any room to support English learning. The classroom is ordinarily arranged as the conventional class which seems not to promote the English learning. It cannot find any English objects provided in the classroom. The school merely puts some English labels on all rooms and sets some banners about motivational

phrases on several corners of the school. The facilities provided are only insufficient number of LCD/Projectors and a VCD player.

The inspiring English teachers stated by most of the students are Mr. Mif and Mrs. Puji who can carry out the English materials more enjoying. They are creative teachers and create various activities in delivering the lesson. They give example of using English in interacting with the students during the lesson as well. Mr. Mif is such a humorist teacher who makes the students enjoyed the lesson. He often uses games to release the students' boredom during learning the language; and it is very effective to maintain the students' interest. On the other hand, the English learning in private course does not really promote their progress since the tutor is not from English educated field. The learning activities are only initiated by the students. Due to the reason, respondent 1 (PN) preferred to study English at home and decided to stop joining the course.

DISCUSSION

Students' Motivation in Learning English

Gardner's (1985) stated that motivation defined as the combination among effort, desire, and favorable attitude toward language learning. From the findings about the factors contributing the success of English students in SMPN 2 Kras, the researcher found that successful students have high motivation in learning English, either intrinsic and extrinsic motivation. Intrinsic motivation is revealed through the respondents' behavior in engaging themselves into all activities proposed by the teacher. Moreover, they involved themselves in English activities created by themselves outside the class, such as, searching out other learning resources, creating speaking environment, reading English text a lot. It indicates that all successful English students show the desire comprehending the language. It is reflected by their efforts to understand and practice the language inside and outside the class.

Extrinsic motivation is also found in all the respondents. Respondent 1 (PN) and 2 (PW) shows that teacher is specific motivational components in learning the language. Teacher's nice personality and enjoyable teaching style is more attractive for them. Higher education and job oriented motivation owned by all respondents was revealed as well. Competitive goal is also shown by respondent 3 (PW) as she really expects to be the most achievable students in the school. Being got into the first rank is the most desira-

ble goal for her. They expect that mastering English will quite help them to be success in the future education and job. In line with the dimensions of motivation proposed by Keller (1983) and Crookes and Schmidt (1991) that motivation operationalized into four dimensions, (1) intrinsic interest covering the learners' personal needs, values, and goal; (2) expectancy of success and satisfaction in the outcome of an activity; (3) teacher specific motivational components in relation to the teacher's behavior, personality and teaching style; (4) group-specific motivational components related to dynamic group of learners including goal-orientatedness, norm and reward system, and classroom goal structure (competitive, cooperative, or individualistic).

Nevertheless, they have higher motivation in learning English; it does not mean that they do not have any difficulties learning the language. They feel that more texts they read more unknown words they meet. According to Lightbown & Spada, (1995), the high motivated students sometimes meet their own difficulties in particular parts of language, so that they also feel not easy to improve it. Yet, with higher motivation, they get more power to keep learning the language.

Students' Personality

Furthermore, English learning success is not always showed by extroverted students. The introverted ones could be success in learning English, specifically in reading skill. It is proved by the respondents of the present study; the first and third respondents (PN and PW) are classified into the introverted students, while the second respondent (SP) is an extroverted student. The finding is in line with some previous study conducted by Haradast & Baradaran, 2013; Safdarian, Ghyasi, & Farsani, 2014; Ahaour & Haradast, 2014; and Rekabdar, Behrouzi, & Hakhverdinan, 2015. It concluded that introversions show better than extroversions, specifically in reading comprehension skill. Introversions usually show better performance with written English texts since they do not need to have more interaction with others. The characteristics of introverted and extroverted students described in the following Table 2.

The table indicates that Respondents 1 and 3 (PN and PW) tend to be introversions, while the respondent 2 (SP) more includes to extroversion, although not all indicators can be found in the students. In short, successful students could be achieved by both introver-

Table 2. Personality Characteristics of Respondents

Types of Personality		Characteristics	PN	SP	PW
Extroverted Students	Initiating			√	√
	Acting rather than thinking			√	
	Expressive		√	√	
	Aggressive				√
	Gregarious		√	√	
	Sociable			√	
	Active			√	√
	Enthusiastic		√	√	√
Introverted Students	Talkative			√	
	Receiving		√		
	Thoughtful		√	√	√
	Contained		√		√
	Rigid		√		√
	Private and quite conditional		√		√
	Passive		√		√
	Apathetic				√
Reticent and mysterious		√		√	

sions and extroversions, but it is notably introversions seem to be superior in reading skill rather than the extroversion. It is also found that the extroversion in the study showing more expressive in term of speaking skill.

Students' Learning Strategies

Based on the finding, all respondents continuously prepare the materials before discussed in the following meeting. Studying the materials in the next chapter aims to have better understanding. Moreover, it is profitable that studying the next chapter would help them recognizing their difficulties in understanding the topic. They would have more time to cope the difficulties before being discussed in the class. They additionally feel much more ready to come after the English class by having prior understanding to the discussing topic as well. The following statement by Brown (2000) will perfectly support the finding that language learners prepare to study by previewing the next chapter in their unit, carefully reading the teacher's comments on past work, and reviewing their notes.

Furthermore, keep practicing is continuously done by all respondents specifically for reading more passage. Due to the last grade they are including to, the passage they learn is all about doing exercises consisted on UN preparation books either those are used in the class or the book borrowed by other graduated students. By reading more passage, they are unconsciously practicing what they have learnt in the class. Vocabulary list written previously was automatically used in understanding the passages they read. The more they read the passage the more proficient they recognize the pattern of language in a written form.

In addition, practicing the language orally was sometimes done by all the respondents. During English class, the teacher suggested the students to use English in all activities in order to be familiar using the language. Even, it is a must to use the language in opening and closing the class, or asking permission. The teacher additionally uses the target language in classroom activities in order to be the model for the students to use the language properly. It is expected that the students become aware of using the language in their daily interaction in classroom practice.

Listening and practicing English songs is also helpful for the students to practice English orally at home. Besides, using English during friendship gathering is also done in order to practice the language. Watching movies in order to learn how the expressions are used properly is quite beneficial for their progression. It is in line with Oxford's (1990) statement that practicing strategy involves repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining and practicing naturalistically. They refer to saying or doing something repeatedly, rehearsing, practicing sounds and written versions of the language in a variety of ways; being aware of and using routine structures and patterns, like "Good morning, How are you?, See you later, Thank you, Bye, etc.". The short pattern of expressions used repeatedly will produce long sentences by combining known elements of language with the new ones. Furthermore, practicing the combination of language will produce the language naturally.

Another strategy used by respondents is guessing the meaning of unfamiliar words. They quite often come across the unknown words while reading or listening to the language. Once there are no any resources

that can help them out, guessing the meaning using contexts or relating them to the previous sentences might be carried out to comprehend the overall meaning of language. Reading a lot automatically makes them having richer vocabulary as the prior knowledge which can be called back to overcome the problems in understanding the overall meaning of language as well. The following statement by Rubin (1975) will perfectly support the finding; good language learner is a good guesser that is he/she gathers and stores information in an efficient manner, so it can be easily retrieved.

In addition, the researcher found that all respondent employed getting help strategy by asking their friends, teacher both English teacher and course teacher to cope their limitation in understanding certain passage. It is in line with Oxford's (1990) statement that getting help strategy is based on asking for help when a learner cannot retrieve a certain word or expression in the target language. This strategy help the learners to obtain an intended meaning of a single words or phrases that he/she does not know or forget so that the learning process can be maintained.

Besides the aforementioned efforts carried out by the respondents, learning plan is set out as well. It aims to obtain the best of learning language as the main objective. The strategies are interrelated to finding out the effective way of learning the language, setting goals and objectives, identifying the purpose of certain tasks, planning for following tasks, and seeking opportunities to practice the language. Good language learners try to make efforts by reading book a lot, understanding and using every possible situation to get maximum benefit out of language learning, setting their own learning schedule, setting aims for their own sake, deciding the purpose of certain tasks, and looking for or creating opportunities for practicing the target language in natural setting (Oxford, 1990). The study found that all respondents have reason why they learn English. It is stated clearly that they have something to reach in order to be better in using the language.

Moreover, releasing anxiety and stress is also the important thing to do during learning the language. It is a factor of creating the positive mood as well as it is a natural element of human life. Having the positive mood is extremely needed to maintain the learning language. So that it is an important thing to do. Oxford (1990) states that, anxiety reduction strategy is physical and mental components which should be served in learning a new language. It will help the learners relaxed and the tension and stressful situation will be overcome. All the respondents use music and watching

movies during stressful situation they are in. Having a picnic to any natural places, like beaches, waterfalls and others has also done to create relaxation time. If there is no somewhere to visit, they usually plan to have gathering in one's house to create relaxation time with friends, like cooking foods, having jokes and other fun activities.

Asking question to more proficient people on English field is an important strategy done by the learners. As Oxford (1990) states that, it is crucial for the learners to employ a strategy to ask teachers, native speakers, or more proficient peers for clarification, verification, or correction in order to get valuable feedbacks to what they learn about the language. The learners can ask directly for the feedback, ask the speakers to repeat the unclear sentences, ask the speakers to explain or speak slowly, or making correction to the expressions they use. All respondents employ the asking question strategy during learning the language by asking to peers, English teacher, or course teacher about complicated materials or tasks. The respondents feel more confident using the language after having the feedbacks from those more knowledgeable people. Consequently, the respondents also have advance progress comparing to the others.

The following effort done is cooperating with others. It aims to increase the learners' performance to use the language directly as well as provide them with self-worthiness and social acceptance. Cooperating with others could possibly in two ways; cooperating with peers and cooperating with proficient users of language, in this case might be English teacher or native speaker. Cooperating with English teacher or native speaker of the language is greatly helpful for the learner since it provides social interaction and chance to have authentic communication. As Oxford (1990) states that cooperating with others could lowering the competitiveness and rivalry, and it is quite possible to be able to improve the learner's language skills.

The present study found that all respondents actively participate in learning language. Even, they are more excited to have pair or group works. They seem to be more actively involved in any group tasks, like discussion, project, presentation, and so forth. The first respondent (PN) who tends to be the most ashamed one seems to be more active in group works. She prefers to do any works in group since she could instantly ask for help to peers if she come across a problem doing the assignments. Besides, respondent 2 and 3 (SP and PW) seem to be more enthusiastic involving themselves in learning activities when they

work in group, even they always become initiators in doing the task. Besides, all respondents have an experience to interact with native speakers outside the class.

Students' Learning Environment

Providing supporting learning environment in the process of language learning is crucial to obtain the best learning outcome. Language-rich environment comprises with the existing of creative teachers, cooperative peers, conducive class, supporting facilities and media, and also supporting home environment. Language-rich environment should be conducted in foreign language class mostly for young learners who would be more excited learning around attracting situation and using various media in learning activities. Such fun activities should be created in learning process in order to get learners' attention and interest. Young learners tend to be more interested to learn a language by conducting enjoying various activities which involving the learner in all learning activities. Creating more relaxed situation is highly needed to make the learners comfortable learning the language. They usually like such kind of humorist teacher who can create laughter so that it makes the learner enjoying learning process and releasing their stressful situation. According to Fachrurazy (2011), language rich environment refers to the class which providing abundance of target language exposure. The surrounding of the learners should be arranged become more English; for instance the various English reading books, existing English speaking environment, interesting English-labeled objects, games stuffs, English audio/audio-visual materials, and any others which are set into English environment.

Moreover, supporting facilities and media both at school and home is crucial for the success of language learning. As Scoot and Ytrerberg (1990) stated, language learning will be easier and fun for the young learner if it fully uses any things or objects to get the authentic meaning of language. The kind of learners needs a kind of concrete physical situation in learning something. The use of various media will expectedly elicit the students' language response in the classroom. From the finding, facilities and media for delivering English materials were unfortunately not supported enough by the school. There was only a small library which provides just little bit reference books for English lesson. It could not found any language laboratory as well. A mini-computer laboratory which consists of 6 computer units is also situated in the corner of the li-

brary. The lack of computer comprises only some students can use the computers. Moreover, the facilities provided are only some project. Previously, the students' English artworks were hanged on it. But, recently the wall magazine in the classroom is not used anymore, and looks empty.

Lack of home facilities was also found during taking research data. The family simply provides dictionary, laptop, and internet connection (PW). Regarding to the low educational background (SP and PW's parents) and socio-economic status of their parents, they do not have sufficient English knowledge to personally support English learning at home. Yet, they highly tried to supply school stuffs required by the respondents. Moreover, it was also difficult to find English learning supporting English environment around the home area. Therefore, the respondents initiated by SP tried to create their own informal English environment with close friends, course teacher, and SP's aunt to try speaking English. Conversely, PN's mother who has higher educational background seems to be more concerned her English learning progress. Her mother suggested her to join an English course which located little bit far from her house, though she denied doing so. The aforementioned finding is in line with Carhill, Suarez-Orozco, and Paez in Butler (2013) that socio-economic status of EFL student, which typically measured by their parents' income, educational background, and occupation, is associated with their academic English development and achievement. Higher educational parents will have more ability to practice English with children at home, than those who have lower one. Otherwise, higher educational parents who do not have enough capacity to teach the language, likely will support their children by finding out a good English school/ course in order to provide more opportunities to practice the language. Once children are put into a supporting environment, they will eventually learn and acquire the language.

CONCLUSIONS

From the findings and discussions, the researcher finally concludes that all respondents are successful English students mostly in reading skills since the efforts to learn English is mostly emphasizing to comprehend the text on the textbooks. It seems that English teaching process of the ninth grade is more focusing on the preparation of National Examination. Other skills are taught rarely during English class; otherwise, they train themselves at home. In addition, successful Eng-

lish students are having both intrinsic and extrinsic motivation. Besides having strong desire to learn English, they set the goal of learning English for their own sake, and for their bright future on education and work as well. Moreover, it is found that respondent 1 and 3 was introverted learners, while respondent 2 includes to extroverted one. So, the study concludes that being successful in learning English is not determined by certain kind of personality. It more depends on how they do any efforts to acquire the language.

The ways to comprehend English done by the respondents includes setting goals of learning the language; preparing the English materials for the next meetings; reading the English books a lot and making a new words list; enriching vocabulary by doing more exercises on the textbooks; trying to find other learning resources; listening and practicing the language orally; trying to find out the meaning of unfamiliar words/expressions and/or guessing them; memorizing the words/expressions and using them on the dialogues; employing getting help strategy by asking question to more proficient people; employing anxiety reduction strategy to release anxiety and stress; cooperating with others both inside and outside the class; having more discussion with peers; taking more benefits of hobbies to learn English; creating speaking environment outside the class and/or involving themselves in conversation; and participating actively in all English learning activities.

Furthermore, relating to language learning environment, the study found that facilities needed for learning English are not completely provided in the school. There was only a library with uncompleted English books as referential room to study. Learning media provided in the school is very limited. Moreover, home environment owned by the respondents does not really support the learning language since it is very difficult to find any English resources around the area. Besides, the respondents are taught by nice, creative and humorist teachers. The English learning was taught using various activities during eighth grade, while it was more focused on the preparation of National Examination (UN) in the ninth grade. During ninth grade, especially in the second semester, most of English learning is discussing more exercises on UN preparation book. The respondents' class additionally is convenient for learning English since most of the students involving themselves into the learning activities. The students seem to be able to cooperate each other well. The existence of peers could give much benefit to the respondents in learning the lan-

guage since they can practice using the language both inside and outside the class. In short, in learning English, the respondents are not really supported by language-rich environment both in school and home area.

From the finding and discussion, some suggestions are firstly addressed to other students; especially they are in such marginal schools. It is expected that the result of the study may be as other students' motivation to imitate their strategy to be success in learning English. Other students may also explore their own strategy to find the appropriate way to learn the language.

Secondly, for English teacher, regarding various kinds of students, English teachers should be aware of being familiar with students. The teacher should know the strategy to attract their students to learn English. They additionally should dig more about the students, their characteristics, their desire, their cultures, their motivation, their family background, and so on. Moreover, English teacher should be active, creative, and up to date to all information, especially about teenagers' world.

Additionally, for parents, it is quite expected that they should involve themselves in the process of English learning. They hopefully have to be active parents. Suppose they do not have any capability to immerse themselves in teaching their children at home, at least be active to search out the possible ways to make the children success in learning English. Parents are additionally suggested to monitor their children learning progress regularly.

Finally for further researchers who are interested in conducting research on successful English learners should investigate deeper by observing the subjects more intensively, finding out the other characteristics owned by the subjects, or adding more variables related to successful English learners such as intelligence, immersion, age, and so forth, in order to enrich the finding of the research.

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