CHAPTER I

INTRODUCTION

This chapter discusses the general account of the present study. It covers background of the research, research questions, purposes of the study, scope of the study and significances of the study.

1.1 Background

Student's efforts to achieve a good result in learning English are very important to be discovered. Based on the Indonesian curriculum for vocational high school (*SMK*), English is one of subjects to learn and one of the requirements in passing national examination. This is the reason why an effort from a student to achieve a good score in English class becomes necessary as it will affect and determine student's graduation.

Data from Ministry of Education and Culture of DKI Jakarta about the result of national exam in 2018 shows that the students' score at SMK is declining. Especially for English language subject, the students' score decreased by 1.7 points than in 2017. This indicates that the vocational high school teachers still have some difficulties to help the students to achieve a good English language score.

One of the vocational high schools (SMK) at Central Jakarta is SMK Jakarta Pusat 1. Based on the data of English achievement of national examination in 2018, SMK Jakarta Pusat 1 students got average score of 41.48, whereas the minimum standard of National Exam for English

language subject is 55 . Moreover, some other data of students' English scores such as semester exam data in 2018 at SMK Jakarta Pusat 1 show that 130 out 180 tenth year students failed in English language exam. Similarly, 110 out of 182 eleventh years students were also in below minimum standard of English language examination. It can be seen that there were 232 students out of 362 students who were in low level of English language score. Therefore, more than half of students of SMK Jakarta Pusat 1 were still in low level of English language score.

In order to complete picture of learning English and know the probability of causes why the English language score at SMK Jakarta Pusat 1 is in low score, the researcher has conducted some unstructured interviews with various respondents such as the principal, teachers and the students of SMK Jakarta Pusat 1. The interviews were done at SMK Jakarta Pusat 1 in 2018.

Based on the interview with the principal of SMK Jakarta Pusat 1, it was identified that inadequate time in learning English could be one of the factors why the students of SMK Jakarta Pusat 1 were still in low achievement. The students should learn English more, not only at school but also at home. Furthermore, the principle believed that some of students did not learn and practice English language at home because many of SMK Jakarta Pusat 1 students had lack of facilities in learning English at home.

In addition, based on the interview with two of English teachers at SMK Jakarta Pusat 1, the teachers also raised issues that there were many students who had lack of facilities and resources in learning English. The lack of facilities and resources means that the students did not have learning tools to support the students in learning English such as dictionary, English books and media that contribute students to improve the English language achievement.

Moreover, according to the interview with two of students at SMK Jakarta Pusat 1, the students also mentioned that they have got lack of facilities and resources in learning English language. When the students want to practice listening skill at home, for example, the students do not have media to support them to improve their listening skills. The students do not have enough funds to fulfill the educational needs. In short, the students believed that the limited funds influence their English language achievement.

The limitation of funding to fulfill the facilities and resources of educational needs was clearly indicated by the students from low income family background. Low income families background refers to the family that do have not enough income to cover their life necessities. Fergus et.al (2008. p. 3) states that low income students is the students who are eligible for free of charge. The students have lack of facilities and properties and need to be supported. In connection to the interviews with

students and teachers of SMK Jakarta Pusat 1, this indicates that there are many of SMK Jakarta Pusat 1 students are low income students.

Data of low income students of SMK Jakarta Pusat 1 can also be seen from the distribution of Kartu Jakarta Pintar (KJP) data at this school. Kartu Jakarta Pintar(KJP) is one of the policies which has been done by government of DKI Jakarta to facilitate low income students to fulfill basic educational needs. This policy is embodied in governor regulation No. 190 in 2013 on personal costs of education assistance for students from needy family.

According to the data of Kartu Jakarta Pintar (KJP) distribution at SMK Jakarta Pusat 1 in 2017, there were 490 out of 765 students who possess Kartu Jakarta Pintar (KJP. Kartu Jakarta Pintar (KJP) were distributed to 113 year ten students, 176 for the year eleven students and the rest 201 for year twelve students. In short, this school has more than half of the students received Kartu Jakarta Pintar (KJP). So it can be said that many of SMK Jakarta Pusat 1 students come from low income background.

Some of previous studies found that low income background affected students' achievement and there were a a big number of low income students failed in their study. According to Lacour and Tissingto (2011) who investigated the effect of poverty on academic achievement in The United States. The data resources from this research used the data of poor children and adults in 1959 to 1989 and then it compared to the level

of graduation. The research found that poverty directly affects academic achievement due to the lack of resources available for student's success. And then, the findings also presented that many poor students below average measures, instructional techniques and strategies implemented at classroom.

In addition, Okioga (2013) investigated the impact of Students' Socio-economic background on Academic Performance in Universities, a Case of Students in Kissi University College. The purpose of this research was to investigate the impact of socio economic background on academic performance. The findings presented that socio economic background influenced students' academic achievement. This study also found lower income families can have children who did not success to the level of the middle income children have a greater sense of entitlement or better prepared for adult life.

Moreover, Sigh and Choudhary (2015) conducted a research project investigating the impact of socioeconomic status on academic achievement of school students. The purpose of the study was to investigate the impact of socioeconomic status achievement of secondary school students of Delhi city. The data of this research was taken from 15 private schools in Delhi. The findings of this research showed that academic achievement was influenced by socio economic status and those who belonged to high and middle socioeconomic status have shown better performance.

According to some other studies by Lacour (2011), Okioga (2013), Sigh and Choudhary (2015), the low income background influenced on students' achievement and socioeconomic status background of students also have essential role to the students' achievement. The study presents students who have high income family background will be success and many low income students failed in their study. This indicates low achievement score of students is closely correlated to the low income students.

Nevertheless, one of English teachers of SMK Jakarta Pusat 1 said that not all of low income students fail in their study at school. Particularly in English language subject, there is one of students who comes from low income background get highest level of English language score compared to all other students at school. The achievement of the student can be seen from data of the score of year ten students of SMK Jakarta Pusat 1 when she followed some of English assignments and examinations at school in 2018.

Moreover, the student also has good ability in English performances like in delivering a speech and story telling competition at the school. It can be seen when this school held an English competition, she became a school representative in English competition. The observation of teacher showed that she has a good speaking ability with a good pronunciation and high confidence. Therefore, her ability in English is better than the other students.

In addition, the teacher reported that the low income student does not only get the highest English language achievement score at school but also be a winner when she followed some English competitions. One of the competitions that she joint was TOEIC. She was one of the candidates to follow TOEIC. The requirement to be this TOEIC competition was that students should get the highest score in English subject tests at school. Therefore, she has been chosen to be a candidate to follow the TOEIC test because her English score was the highest among other students at her school.

Information from previous data shows that there is indeed a low income student who got the highest score in English language learning at SMK Jakarta Pusat 1. This indicates that although the student has some limitations to fulfill educational needs in learning English but she still has the highest score among other students at her school. This fact also shows that there is a difference between the fact that occurs at SMK Jakarta Pusat 1 compared to some other views and the findings of previous studies, such as research conducted by Lacour (2011) , Okioga (2013) , Sigh and Choudhary (2015).

Considine and Zappala (2002) also conducted a research project investigating factors influencing the educational performance of students from disadvantaged backgrounds. The purpose of this research was to investigate the educational performance of children from financially disadvantaged backgrounds and examined its variation as affected by

traditional measures of socioeconomic status (SES) as well as by a range of other family, individual and contextual factors. It included the students from year 1 to 12 from state school in NSW, Victoria, Queensland, South Australian and the ACT. The sample of this research was 3.329 children who come from financial disadvantage. The financial disadvantage was taken from the students who get on the Smith Family's Learning for Life (LFL) program. The research findings showed the factors such as gender, unexplained absences, parental educational attainment, housing type and student age as reflected by school level were all statistically significant variables and predictors of academic achievement except family structure and geographical location did not significantly predict variation in school performance.

Furthermore, Chukwuemeka (2013) examined the factors affecting on academic performance of the students in port Harcourt local government area of rivers states. This study was conducted at secondary student of Port Harcourt. It took 250 people as population of this research. The population included the teachers and students. The findings of the study presented that performance was affected by environment. The improper maintenance of fixtures led to lower than average student's performance. Then, home background had an effect on the academic performance of students. Last, the use of internet had made students to be lazy in their academic work.

Moreover, Muchemwa (2015) also investigated a case study at Solusi University. The title of this study was the factors influencing the learning of English Language for academic purposes for foreign students. This study was conducted in Zimbabwe with foreign students of Solusi University as the population. The objective of this study was to investigate the factors that influence the learning of English by foreign students. The factors referred to technological factor, social factor, academic factor, cultural factor and economic factor. All of the factors have an important role in English language learning for foreign students.

Then, El-Omari (2016) conducted a study about the factors affecting students' achievement in English language. The purpose of this study was to investigate the factors affected on the achievement of students learning English as a foreign language in Jordan. The population of this study was secondary school students learning English. The findings of this study showed that there was a significant relationship between factors and students achievements in English language learning. The factors referred to attitudinal, social, socioeconomic, and extracurricular.

Some other researchers like Phon (2017) also conducted a s study investigating factors affecting the English language proficiency of students majoring in English at rural university in Cambodia. The background of this study based on the phenomena that happened in Cambodia. It showed that students have different levels of English language proficiency where

the students from poor families were believed to possess lower English language knowledge and skills than those from the rich. The aim of this study was to investigate the relationship between students' English proficiency and attitudes, their socioeconomic status, their learning motivation and attitudes and their learning opportunities. The findings indicated that students' motivation and learning attitude had a strong correlation with students' English language proficiency level compared to the other variables. The main point of this finding was the importance of motivation in English language education

In addition, Gbollie, et.al (2017) investigated the role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning. The objective of this study was to explore the motivational belief and learning strategies used by Liberian Junior and senior high school student toward their academic achievement. The result of the study revealed that there was a significant correlation between motivation and strategies on the students' academic achievement

Then, Aqouri, et.al (2017) examined motivation and language learning strategies used by Moroccan University EFL Science Students. This was a correlational study. The objective of this study was to investigate the relationship between language learning strategies and English language motivation. The sample of this study was Moroccan non English major students. It consisted 228 students of Mohammed V university in Morocco. The result of this study showed language learning

strategies and motivation were strongly and positively correlated to the students' achievement.

Referring to findings from some studies that have been previously described including Considine and Zappala (2002), Chukwuemeka (2013), Muchemwa (2015), El-Omari (2016), Phon (2017), Gbollie, et.al (2017), Aqouri, et.al (2017), there are many factors that contribute on students' achievement. The factors consist of internal and external factors of the students. The findings indicate a good achievement was not only influenced by low income background of student but also because of some other factors.

Some previous studies showed the factors that correlated to the achievement mostly comes from internal factors of the student(s). This has been also indicated by a study by Carbonaro (2005) who tracked students' efforts and academic achievement. The study showed that the students' effort is strongly related to student's achievement. The effort is the amount of time and energy invested by students in their learning. It indicated when the students had a substantive effort in their study, it would definitely affect the achievement or the score they would gain.

Moreover, Patron and Lopez (2011) investigated students' efforts, consistency and online performance. Patron and Lopez stated that the effort refers to the role of the study time that determined the students' grade. The amount of study time is important to get good grades. The

research findings also showed that the effort was correlated with the motivation of students in learning.

In addition, Nagy (2016) investigated tracking and visualizing students' efforts; evolution of a practical analytics tool for staff and students engagement. The research findings presented that there was a high correlation between students' effort and academic achievement. The students who had more efforts had better outcome in learning. The students' efforts can be seen from the students' behavior, diligence and engagement in learning.

Furthermore, a study by Needham (2018) investigating students' effort, learning and course evaluation found that the amount of the effort of students determine how well the students' understanding in learning. The research findings indicated that the effort determines the students' achievement in learning. The improvement of grade was clearly affected by the amount of effort that student used in learning.

Looking at the research findings by Carbonaro (2005), Patron and Lopez (2011), Nagy (2016) and Needham (2018), it can be understood that the role of effort is very important for students in order to reach a good achievement in their study. Therefore, the effort of the success of low-income student becomes necessary to be investigated in this research. The similarity of this research with the previous studies is in terms of their object of study to discuss about the students' effort on learning

achievement. While the difference is in the case that this research only focuses on the effort of student to success in English class.

Furthermore, this research is also aimed at filling the research gap that might exist in the findings of previous studies by Lacour (2011) , Okioga (2013), Sigh (2015). The previous studies found that many of low-income students with low level of score in their study are contradictory with the fact that occurs at SMK Jakarta Pusat 1 that has a low-income student with a high score of English language.

1.2 Research Questions

The question of this research can be formulated as follows: What efforts have been undergone by the low-income student to succeed in English class?

1.3 Purposes of Study

The purpose of the study is to describe the process of a low income to succeed in English class at SMK Jakarta 1. The research objective is to investigate what kinds of effort made by of a low income student to succeed in English class.

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1.4 Scope of the Study

This study focuses on describing the low-income student's efforts to succeed in English class at SMK Jakarta Pusat 1. A low-income student is taken from the student who received Kartu Jakarta Pintar (KJP) at SMK Jakarta Pusat 1.

1.5 Significances of the Study

This research brings some potential significances; theoretically, the research is expected to enrich the literature on the topic under investigation that may be important for further research; practically, the result of this research is expected to provide knowledge for English teachers about the efforts that contribute to students' achievement. It could help teachers find the appropriate teaching method to be implemented in English class in order to improve the students' achievement, particularly in dealing with teaching low-income students. Then, this research is expected to give contribution for low-income students in a sense that this study could provide them information about the efforts that supports to success in learning English.