THE INFLUENCE OF LANGUAGE APTITUDE FACTORS ON STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH

THESIS
Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Education Bachelor in English Language Education

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Assalamualaikum Wr. Wb.
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III

ABSTRACT

Title   : The Influence of Aptitude Factor on Students' Achievement in Leaning English
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Abstract: The objective of this research was to find out The Influence of Aptitude Factor on Students' Achievement in Learning English. This research was conducted at ninth grade of MTsN 1 Pati of academic year 2021/2022. The researcher took IX-A and IX-B as the trial sample to measure validity and reliability of research instrument and the researcher chose IX-C,D,E,F,G,H,I & J as the sample of the research. In collecting the data, the researcher distributed the questionnaire. This research design was quantitative. The data was found that reliability of language aptitude factor was 0.819. It meant that the languge aptitude factor instrument was reliable. The result of reliability of students' achievement in learning English was 0.941. It meant that students' achievement in learning English was reliable. The research's result can be interpreted that language aptitude factors influenced students' achievement. It meant the students who had better language aptitude could achieve the goals in learning English more easily than the students who didn't. It was also found that internal and external factors of language aptitude simultaneously contribute students' achievement in learning English. Additionally, internal factors have greater contribution than external factors in students' achievement.

Keywords: *Language Aptitude factors, Students' Achievement in Learning English,*

MOTTO

"But perhaps you hate a thing and it is good for you,

And perhaps you love a thing it is bad for you.

ALLAH knows, while you do not know."

(Q.S al-Baqoroh: 216)

DEDICATION

This thesis is dedicated to:

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2. My beloved, Bapak Ngadi for her support mentally and financially. Thank you so much for being a super father for me.

3. My dearest friend Yola for being my partner study during this 4 years. Thank you for never stop helping me, motivating and supporting me.

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My appreciation and thanks is dedicated fot them always. May Allah gives them an endless rewards for all their kindness.

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CHAPTER I
INTRODUCTION

This chapter explores the subchapter. It begins with the background of the research and followed by the questions of the research, objectives of the research, and its significance.

A. Background of the Research

Learning is the process and act of acquiring knowledge from ignorance to find conditions that affect one's behavior and knowledge skills. Jabarullah & Husain states that learning is a process by which relatively permanent changes in understanding, attitudes, knowledge, information, skills and abilities are achieved through experience.[1] This means that learning takes place through actions taken by someone and then takes the form of experience and knowledge. Having experience and knowledge is the main goal of learning for school students.[2] Because when a student learns a subject and applies it in practice, experience and knowledge are automatically combined. Both of these elements are expected by the teacher. The success of an activity or learning process depends on student performance. Because performance is a measure or guideline for student learning success. If the student's score is high. This means that students perform well while learning is going well, while their grades are poor. This

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[1] Noor H. Jabarullah and Hafezali Iqbal Hussain, 'The Effectiveness of Problem-Based Learning in Technical and Vocational Education in Malaysia', *Education and Training*, 61.5 (2019), 552–67 <https://doi.org/10.1108/ET-06-2018-0129>.

[2] Jabbarov U, 'Individual Psychological Characteristics Of Students In Teaching Foreign Language Sciences', *Журнал Иностранных Языков и Лингвистики*, 1.1 (2020), 38–42.

means that the learning process has failed.

According to Duckwort et all achievement refers to performance in testing knowledge, skills, and personal motivation.[3] In short, learning success is what a person can do and do during the learning process. Achievement is the result achieved by completing a task or activity after the learning process.[4] Officially, achievements, either alphabetically or numerically, are identified by letters that students achieve by performing some activity using certain learning strategies after completing an assignment. So that, learning achievemen is the result of the learning process. It can be defined as the acquisition of knowledge and skills developed by the subject, which is indicated by the value given by the teacher. Learning success can also be enhanced by collaborative learning or feedback. In short, the combination of student learning strategies and teacher education strategies helps students achieve the performance expected by the curriculum.

Learning English as a foreign language is important.[5] It is the medium of most of the world's knowledge, especially in the field of science and technology. To learn English, students must acquire language skills, including

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[3] Angela L Duckworth and others, 'Self-Control and Academic Achievement', 2019.

[4] Shao Chen Chang and Gwo Jen Hwang, 'Impacts of an Augmented Reality-Based Flipped Learning Guiding Approach on Students' Scientific Project Performance and Perceptions', *Computers and Education*, 125 (2018), 226−39 <https://doi.org/10.1016/j.compedu.2018.06.007>.

[5] Senad Bećirović, 'The Relationship between Gender, Motivation and Achievement in Learning English as a Foreign Language', *European Journal of Contemporary Education*, 6.2 (2017), 210−20 <https://doi.org/10.13187/ejced.2017.2.210>.

speaking, listening, reading, and writing. It is designed to enable students to broaden their knowledge and horizons by communicating with people all over the world. In short, every achievement achieved by a student in all language skills determines success in mastering English. Therefore, students studying English aim to achieve high achievement to measure their ability to acquire all language skills in English.

There are several important factors that influence learning English achievement such as motivation, learning strategies, learning styles, language skills Language aptitude. Language aptitude as an individual difference is an extensively researched construct in the area of second language acquisition (SLA) and cognitive psychology.[6] SLA researchers investigated aptitude and there were several attempts to establish predictors of language learning success and language achievement in the form of language aptitude tests.[7] The question why successful language learners can master their second language (L2) seemingly quickly and easily and why unsuccessful students are inclined to face obstacles during their language learning also seems to be a challenging issue.

One of important factors that influence learning English achievement is language aptitute. According to Turker et al. Language aptitude is actually the ability to learn a foreign language naturally, but it can develop over

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[6] Zolyomi A, 'Investigating Language Aptitude in the Success of Adult Second Language Acquisition', *Journal of Adult Learning, Knowledge, and Motivation*, 2021.

[7] Ewa Dąbrowska, 'Experience, Aptitude and Individual Differences in Native Language Ultimate Attainment', *Cognition*, 178 (2018), 222–35 <https://doi.org/10.1016/j.cognition.2018.05.018>.

time.[8] It claims to be a "general term" for a wide range of cognitive skills and abilities, such as working memory and phonological coding/decoding, which transcend skills and are usually measured to determine linguistic suitability. Components of speech talent include voice coding, grammatical sensitivity, and the ability to generate speech. This clearly shows that there are individual differences in aspects that affect language learning outcomes. In line with Turker et al. Shi emphasized that language ability is a factor that encourages students to communicate in the language they are learning as their target language and provides important information for language acquisition.[9] This means that students' linguistic talents can promote successful speaking and help them achieve high levels of learning English. Based for this reason, it is very important to build a relationship between them. Linguistic competence and student performance in learning English, Teachers, especially English teachers, can understand it. Sstudents can do well and develop more appropriate and concrete strategies learn for the students themselves and help them achieve what they want the education system to expect.

Students' achievement is the result of the interaction influenced by two factors such as internal and external factor. According to Brown, internal factor is specified by the individual students such as motivation, attitude, personal practice and study habits. Meanwhile external factor is different for each individual, but their common attribute is that they are

[8] Sabrina Turker and others, 'The Neuroanatomical Correlates of Foreign Language Aptitude', 2018, 119−48 <https://doi.org/10.1007/978-3-319-91917-1_7>.
[9] Hong Shi, 'Learning Strategies and Classification in Education', *Institute for Learning Styles Journal*, 1.1989 (2017), 24−36.

based solely on the circumstances outside of the control and influence of the students.[10] One aspect of internal factors is aptitude. This research focuses on the aptitude produced by the students towards their achievement.

Similar topic was done by Threesje Roza Souisa. She conducted the research to find out the positive and significant influence of graphic organizers as the delivery strategy towards the students' reading ability as well as to figure out the positive and meaningful interaction between graphic organizers, language aptitude, and students' attitudes towards students' English learning achievement. In her research, Threesje found out that there was a positive and significant effect among Graphic Organizers and language aptitude as the main effect, and there were significant interaction effects among them in improving students' reading ability.[11] Another researcher who did similar topic is Gisela Granena from School of Languages. She conducted the research to investigate whether aptitude played a role in ultimate morphosyntactic attainment by a group of early childhood learners. In her research Gisela found out that aptitude was significantly related to early learners' attainment in structures involving grammatical agreement on the non speeded-response GJT. [12]

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[10] Brown H.D, *Principles of Language Learning and Teaching, Fifth Edition* (USA: Pearson Education International, 2007).

[11] Threesje Roza Souisa, 'The Influence Of Graphic Organizers, Language Aptitude And Attitude Towardsstudents'english Learning Achievement', *IJET (Indonesian Journal of English Teaching)*, 9.1 (2020), 33–43 <https://doi.org/10.15642/ijet2.2020.9.1.33-43>.

[12] Gisela Granena, 'Language Aptitude and Long-Term Achievement in Early Childhood L2 Learners', *Applied Linguistics*, 35.4 (2014), 483–503 <https://doi.org/10.1093/applin/amu013>.

In reference to both of previous research finding, the researcher is highly interested to conduct the similar research in different place, exactly in MTsN 1 Pati, Central Java to confirm which both of them have the same finding. Therefore, the researcher would like to raise tittle "The Correlation between Students' Language Aptitude and Their Achievement in Learning English".

B. Research Question

In this research, the researcher formulates the problem as follows:

1. How do internal and external factors influence students' achievement in learning English?
2. Which factor contributes a greater influence on students' achievement in learning English?

C. The Objective of the Research

In line with the question of the research, the purposes of this present research are as follows:

1. To find the influence of internal & external factors on students' achievement in learning English
2. To find factor contributes a greater influence on students' achievement in learning English

D. Significances of the Research

The result of the research is expected to be able to give the following benefits.

1. Theoretically

The result of this research was expected to be input in practicing

and learning process especially for understanding between students' language aptitude and their achievement in learning English and give other researchers the source of its information who plan to conduct the same case at third grade students of MTsN Pati, Central Java.

2. Practically

a) For the English Teacher

This research could give some suggestion for the teachers in teaching English in Junior High School

b) For the readers

This research is expected to give information about the correlation about the students' language aptitude and their achievement

c) Further researcher

This research can be a reference for the further researcher who wants to conduct the same research which is related to this topic, especially about the students' language aptitude and their achievement

CHAPTER II
THEORETICAL REVIEW

This chapter consists of some fundamental theories related to the research and comprises previous research. It provides some last analysis with almost the same topic as the present research and some theories about the present research.

A. Previous Research

There are spme previous research as written as follows:

1. A journal published in 2020, entitled "*The Influence Of Graphic Organizers, Language Aptitude And Attitude Towards students' English Learning Achievement*" was conducted by Threesje Roza Souisa (Pattimura University, Ambon, Indonesia). The objective of this research is to find out the positive and significant influence of graphic organizers as the delivery strategy towards the students' reading ability as well as to figure out the positive and meaningful interaction between graphic organizers, language aptitude, and students' attitudes towards students' English learning achievement. This research used Quasi-experiment with a non-equivalent control group design. The subject involved 160 students. The results showed that there was a positive and significant effect among Graphic Organizers and language aptitude as the main effect, and there were significant interaction effects among them in improving students' reading ability.[13] The similarity from the researcher's is the use of language aptitude towards students' English learning achievement.

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[13] Souisa.

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The differences are from the research design and sampling technique.

2. A journal entitled *"Language Aptitude and Long-term Achievement in Early Childhood L2 Learners"* was conducted by Gisela Granena from School of Languages, Universitat Oberta de Catalunya (2014). The aim of this research is to investigate whether aptitude played a role in ultimate morphosyntactic attainment by a group of early childhood learners. The samples completed a speeded response and a non-speeded-response grammaticality judgement test (GJT), and the LLAMA aptitude test which was adopted from Meara (2005). The results showed the presence of an interaction between aptitude, test, and target structure. Aptitude was significantly related to early learners' attainment in structures involving grammatical agreement on the non speeded-response GJT. This was interpreted as showing the compensatory role of aptitude in structures for which age effects are the strongest and a relationship between measures of aptitude weighted in favour of explicit cognitive processes and untimed measures that induce learners to approach language analytically.[14] The similarity is the use of language aptitude and students' achievement. The result is similar with the researcher's result that shows students' language aptitude and students' achievement are correlated. The differences come from the particpants and the setting.

3. A journal entitled *"Language Aptitude and Grammatical Difficulty, An EFL Classroom-Based Study"* was conducted by S¸ebnem Yalçın (Boğaziçi University) and Nina Spada (University of Toronto) in 2016. The objective of this research is to investigate the relationship between

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[14] Granena.

foreign language aptitude and the learning of two English structures defined as easy or difficult to learn. This research used a quasiexperimental design. The participants were 66 secondary level learners of English as a foreign language from three intact classes who were provided with four hours of instruction on the passive (a difficult structure) and the past progressive (an easy structure). Language aptitude was measured using the LLAMA Aptitude Test (Meara, 2005). Language outcomes were measured with a written grammaticality judgment and an oral production task. The results showed that one of the aptitude components, grammatical inferencing, contributed to learners' gains on the passive but not the past progressive on the written measure. Another component of aptitude, associative memory, contributed to learners' gains on the past progressive on the oral measure. The results provide support for the claim that different components of aptitude contribute to the learning of difficult and easy L2 structures in different ways. There is also support for the proposal that different components of aptitude may be involved at different stages of language acquisition.[15] The similarity from the researcher's is the use of language aptitude. The finding of this journal is similar to the researcher's which states that different components of aptitude may be involved at different stages of language acquisition. The differences are from the research design, participants and sampling technique.

4. A journal by Lars Bokander, entitled *"Language Aptitude and*

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[15] Şebnem Yalçin and Nina Spada, 'Language Aptitude and Grammatical Difficulty', *Studies in Second Language Acquisition*, 38.2 (2016), 239–63 <https://doi.org/10.1017/S0272263115000509>.

Crosslinguistic Influence in Initial L2 Learning" was published in 2020. The journal investigate Language-learning aptitude and crosslinguistic similarity between learners' first language (L1) and the target second language (L2). This research was carried out with 92 international students of Swedish as a L2, with diverse L1 backgrounds. The participants first completed a language aptitude test upon entering a six-week introductory L2 course at the beginning level. Their L1 background was categorized in relation to the target language as either similar (Germanic L1) or distant (non-Germanic L1). At the end of the course, the participants completed a test of L2 achievement. Regression analyses of achievement scores, with language aptitude and L1 background as independent variables, revealed that crosslinguistic similarity explained at least as much variance in L2 achievement as did language aptitude. When comparing the effects of aptitude in the two L1 subsamples, language aptitude was found to be more important for the learners with a typologically similar L1, than for the learners with a more distant L1. In addition, the results provide support to theoretical proposals made in the individual differences literature that indicate that auditory processing ability may be of particular importance in the earliest stages of L2 acquisition.[16] The similarity from the researcher's is the use of language aptitude. The difference is from the variable. This journal adds crosslinguistic similarity in learners' first language (L1) and the target second language (L2).

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[16] Lars Bokander, 'Language Aptitude and Crosslinguistic Influence in Initial L2 Learning', *Journal of the European Second Language Association*, 4.1 (2020), 35 <https://doi.org/10.22599/jesla.69>.

II

5. A journal entitled *"Language aptitude and language awareness: Polyglot perspectives"* was published online by Cambridge University Press in 20 April 2021. This journal was written by Kenneth Hyltenstam. The objective of this research is to discuss the notion of language aptitude as a factor contributing to successful language acquisition achievements in polyglots. The difficulty in distinguishing between what is, indeed, language aptitude and what is language awareness is the main focus of the paper. The article draws specifically on a controlled investigation of ten polyglots who were extensively interviewed and tested for language aptitude, motivation, language awareness, and use of language learning strategies. Results show well above average, often outstanding, aptitude scores and an immediate preference for explicit learning. It appears that the combination of strong motivation and high levels of language aptitude and language awareness is what makes polyglots unusually successful second language learners. This paper suggests that language aptitude is both a prerequisite for developing high levels of language awareness and (since the two concepts are partially overlapping), much of the dynamism sometimes ascribed to aptitude is indeed awareness.[17] The similarity obviously can be seen that language aptitude makes polyglots unusually successful second language learners. It appears that language aptitude is one of supports in the success of language learning. The differences are from the research design, participants and sampling technique.

[17] Kenneth Hyltenstam, 'Language Aptitude and Language Awareness: Polyglot Perspectives', *Annual Review of Applied Linguistics*, 41 (2021), 55—75 <https://doi.org/10.1017/S0267190521000027>.

B. Literature Review

1. Language Aptitude

a. Definition of Language Aptitude

According to Ali and Asrori, the professors of Universitas Pendidikan Indonesia state that aptitude is a potential innate ability that still requires crucial and systematic development and further training in order to materialize it suggests that talent is a prominent ability in a particular field, either cognitive field, skills field, art field.[18] Someone who has aptitude will be able to achieve achievements in a certain field. To make it happen, a certain range of knowledge, experience, motivation, and practice is required. It is supported by Gass & Selinker, aptitude is regarded to the capability in learning new knowledge or new skill such as arts, music, and languages.[19] Aptitude is also known as intelligence and potential of person in acquiring knowledge. It becomes one of the factors which distinguish a person's speed in the learning process. Robinson cited in Brown suggests that aptitude is a complex ability which includes processing speed, short and long-term memory, rote memory, planning time, pragmatic ability, interaction intelligence, emotional intelligence, and self-efficacy.[20]

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[18] Ali Mohammad and Asrori, *Psikologi Remaja: Perkembangan Peserta Didik* (Jakarta: PT Bumi Aksara, 2014).

[19] Gass and Selinker, *Second Language Acquisituion: An Introductory Course* (New York: Routledge, 2008).

[20] Gass and Selinker.

Jean Aitchison reveals *"Language is patterned system of arbitrary sound signals, characterized by structure dependence, creativity, displacement, duality, and cultural transmission".*[21] Language is essentially the speech, mind and feelings of human on a regular basis which involves sound as its tool. On the other hand, language is a systematic communication tool delivered through signals, sounds, motions and signs that can be understood to express ideas, feelings, opinions, and ideas.[22] Language plays an important role in human life in all aspects. It is well known that there are many languages in this world. People from different countries, regions, and tribes have their own language to communicate with. One of the goals of language is to improve the quality of human life both individually and in groups. Therefore, there needs to be special attention in order to improve one's language aptitude.

According to Anderson cited in Tarigan there are eight basic principles of language which are the essence of language, as follows:

1) Language is a system of complex patterns and a basic structure.

2) Language is vocal. Speech contains all the main signs of language while the letters are used for means and efforts as the sounds of a language.

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[21] Jean Aitchison, 'Linguistics', *Hodder Headline*, 2008.
[22] Shelvy Putri, 'Faktor Yang Mempengaruhi Kemampuan Berbahasa Inggris Mahasiswa Pendidikan Administras Perkantoran' (Universitas Negeri Yogyakarta, 2018).

3) Language is composed of arbitrary symbols.

4) Each language is unique and distinctive.

5) Language is established from habits.

6) Language is a means of communication

7) Language relates to local culture

8) The language is changing and dynamic.[23]

Some of the assumptions above can be inferred that the language aptitude is the proficiency and ability of a person in capturing the meaning of the message delivered by the interlocutor orally or in writing. Having good language aptitude can make people easily convey their ideas, feelings, desires, opinions and needs. Without having good language aptitude, people will have difficulty in expressing or understanding the meaning of other people's messages. A good foreign language aptitude of people, especially English is an asset should be mastered in the globalization era. English nowadays is very important to learn as English is an International language which is commonly used to communicate with foreigners.

b. **Types of Aptitude**

Semiawan classifies the types of aptitudes into five areas, namely:

1) Special academic aptitude is ability in the academic field related to one's intelligence, such as aptitudes to work in

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[23] Tarigan Guntur, *Pengkajian Pragmatik* (Bandung: Angkasa, 2009).

numeric and language logic.

2) Creative-productive aptitude means an ability in creating something new, for example producing the latest architectural designs and producing the latest technology.

3) Artistic aptitude means one's ability in things regarding to arts, for example arranging music, creating songs, and painting beautifully.

4) Kinesthetic/Psychomotor aptitude means one's ability related to movement, such as football, badminton, tennis, and technical skills.

5) Social aptitude means an one's ability to conduct social interactions involving many people, such as being very adept at negotiating, offering a product, finding connections, being very adept at communicating in the organization, and very proficient in leadership.[24]

c. Factors Influencing the Development of Aptitude

The factors that influence the development of aptitudes are broadly grouped into internal and external factors. Internal factors are factors which come from within an individual. Internal factors include:

1) Interests and motives of achievement

2) Courage to take risks

3) Tenacity in facing challenges

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[24] Conny Semiawan, *Penerapan Pembelajaran Anak* (Jakarta: Indeks, 2008).

4) Persistence or fighting power in overcoming difficulties that arise.

External factors are factors derived from the individual's environment. External factors include:

1) Maximum opportunity in self-developing

2) Facilities and infrastructure

3) Parental or family support and encouragement

4) Residential environment

5) Parenting patterns.[25]

Individuals with special aptitudes and internal external support are individuals who are extremely interested in the field of their special aptitude, having high motivation on achievement, having high competitive effectiveness, and having the greatest opportunity to optimize and develop those special aptitudes so it brings about superior performance or ability to achieve outstanding achievements.

d. The Concept of Language Aptitude

Aptitude is referred to the ability to learn new knowledge or new skill such as arts, music, and languages. Aptitude is also known as one's intelligence and potential in acquiring knowledge. This is one of the factors that differentiates someone speed in learning process. Some of the students are able to catch the material points easier but some of the students need much longer

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[25] Mohammad and Asrori.

time in understanding a material given.

This phenomenon happened is caused by the intelligence or potential had by the students. Robinson in Brown suggested that aptitude is a complex ability that include, among others, processing speed, short and long term memory, rote memory, planning time, pragmatic abilities, interactional intelligence, emotional intelligence, and selfefficacy.

In terms of learning a language, the ability of acquiring the language is known as language aptitude, it is also referred to the individual difference factors that can be identified in learning a language. Ellis suggested that language aptitude is the difference of people in the extent to which they possess a natural ability for learning the second language (L2). Language aptitude is briefly defined as the ability or talent to learn a foreign language, much of may be innate or at least developed over a long time.[26] This kind of ability is in part related to general intelligence and in part distinct. Some of the students just seem to learn language easily than the other students, this is one of the indicators that show the students difference in language aptitude level.

Susan defines language aptitude as one's ability to learn another language; there is no talk of language aptitude for learning one's first language, it is because language aptitude can not be equalized with cognition development. Language aptitude

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[26] Turker and others.

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along with attitude and motivation are the predictors in foreign language learning. It is considered as one of the important and very crucial aspect to be considered in monitoring the students in learning the language especially foreign language. There is strong evidence that it is, learners who score highly on language aptitude test typically learn rapidly and achieve higher levels of second language proficiency than learners who obtain low score.

e. **The Language Aptitude Testing**

There are some tests developed by experts to measure language aptitude. The two best-known tests used for measuring linguistic. aptitude are theModern Languages Aptitude Test (MLAT), developed by Carroll and Sapon in 1959 for adults and high school students, and the Pimsleur — Language Aptitude Battery (PLAB), developed by Pimsleur in1966 for students in grades 7-12.In addition, the U.S. Department of Defense (DOD) has developed the "Army Language Aptitude Test" (ALAT) (a short language aptitude test), and the "Defense Language Aptitude Battery" (DLAB) by Peterson & Al-Haik in 1976. These tests are used in different ways by different agencies. The language aptitude test provides valuable information about learner ability to cope with language learning, especially in classroom and it also can provide considerable data about and individual's learning skill and learning style. The purpose of these aptitude test is that to predict how well relative to other individuals, an individual can learn a foreign language in a given

amount of time and under given conditions. In other words, the language aptitude is an ability that largely determines how quickly and easily an individual can learn a foreign language in a language course or language training program.[27]

In this research, the test used to obtain data about students' language aptitude is Modern Language Aptitude Test (MLAT). The MLAT was considered to be independent of specific foreign language, and therefore predictive of success in the learning of any language.[28] The MLAT evaluates skills and abilities related to auditory memory, making inferences, focusing on what is most important, cognitive restructuring of information, sensitivity to grammatical structure, and effective rote learning. This information has proved very useful in helping learners. MLAT also predict how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions.

f. The Components of Language Aptitude

Yue explained in Susan stated there are four crucial components in language aptitude,[29] they are:

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[27] Chantel S. Prat and others, 'Relating Natural Language Aptitude to Individual Differences in Learning Programming Languages', *Scientific Reports*, 10.1 (2020), 1–10 <https://doi.org/10.1038/s41598-020-60661-8>.

[28] Alexander Krepel and others, 'Predicting EFL Vocabulary, Reading, and Spelling in English as a Foreign Language Using Paired-Associate Learning', *Learning and Individual Differences*, 89 (2021), 102021 <https://doi.org/10.1016/j.lindif.2021.102021>.

[29] Jinxing Yue, *Neurophysiological Indicators of the Linguistic Components of Language Aptitude* (Routledge, 2019).

1) **Phonemic Coding Ability**

This is an ability to discriminate among foreign sounds and to encode them in a manner that they can be recalled later. This ability carries the indicator of phonetic coding ability which measures the students' ability to store new language sounds in memory which enable them to be successful in terms of foreign language pronunciation.[30] This would certainly seem to be a skill involved in the success of language learning.

2) **Grammatical Sensitivity**

This is the ability to recognize the function of words in sentences. It does not measure the ability to name or describe the functions, but rather the ability to discern whether or not words in different sentences perform the same function.[31] It carries the indicator of words in sentences which is used to measured the students' individual ability to demonstrate his awareness of the syntactical patterning of sentences in a language. The skill mastery of grammatical sensitivity will help to learn another language.

3) **Inductive Language Learning Ability**

This is the ability to infer, induce, or abduct rules or generalizations about language from samples of the

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[30] Yue.

[31] David Singleton, 'Language Aptitude: Desirable Trait or Acquirable Attribute?', *Studies in Second Language Learning and Teaching*, 7.1 (2017), 89–103 <https://doi.org/10.14746/ssllt.2017.7.1.5>.

language. The students are able to use their analytical thinking and relate with the prior knowledge of the language itself. This ability carries the indicator of spelling clues which measured students' ability to examine language material and from this to notice and identify patterns and correspondences and relationship involving either meaning or grammatical form. Many linguists suggested that it is probably through this factor that foreign language aptitude is most closely related with general intelligence. A learner proficient in this ability will be less reliant on well-presented rules or generalizations form a teacher or material.

4) **Rote Learning Ability**

This is the ability to learn and retain associations between words in a new language and their meaning in English. It also can be said as the ability to make and recall associations between words and phrases in a native and foreign language. It appears that this ability concerns more on memory which is an important aspect in learning a language which carries the indicators of paired associates in MLAT test developed by Carol and Sapon. Many linguists suggest that the second or foreign language learning is much more an accomplishment of memory for text than of the analysis of text. The student would be able to listen and produce phrases in a foreign language.

Both of these main components lead to the high language

aptitude which determines the success of language learning and acquisition.

2. Learning Achievement

a. Learning Achievement Concept

Reaching the knowledge is not an easy job. It needs a long-term process called learning.[32] Learning involves time, efforts, and energy to understand and comprehend the materials learnt become a new knowledge that can be applied in real life as a skill. Learning is an activity that purpose to make a change of behavior, attitude, habit, knowledge, skill, etc. as a result of individual experience of interaction with environment. This learning activity or process is intentionally related to the actor of learning process (students).[33] This process requires students to achieve what is stated as the purpose of the activity itself. Besides, learning also obligates students to be creatively having their own goal in learning which can help them to build their own character as knowledgeable and qualified human being. In addition, Karlen proposed that a learning goal is more likely to be associated with the positive educational outcomes

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[32] Winne P.H, *Cognition, Metacognition, and Self-Regulated Learning* (In Oxford Research Encyclopedia of Education., 2021).

[33] Alejandro Bogarín, Rebeca Cerezo, and Cristóbal Romero, 'A Survey on Educational Process Mining', *Wiley Interdisciplinary Reviews: Data Mining and Knowledge Discovery*, 8.1 (2018) <https://doi.org/10.1002/widm.1230>.

such as task engagement and an intrinsic value for learning.[34] It can be concluded that learning requires the involvement of the students in the process and achieve what is expected to be achieved and their personal goal of learning as well.

When the students have already involved in the learning process or activity, the learning goal that they have reached is known as achievement. According to Hornby, the word 'achievement' is derived from 'achieve' which means to succeed in reaching particular goal, status, or standard especially by effort, skill, courage, etc. In line with Hornby, cited in Gary D. Phye, Dictionary of Education defined achievement as accomplishment or proficiency of performance in given skill or body of knowledge. It means that the achievement is reached by the students after they have already been taughtin a period of learning process by gaining knowledge, skill, and insight.

In addition, Bal-Tastan explained that achievement refers to accomplishment on a test of knowledge, skill, and also personal. motive.[35] It means that achievement in learning is that what somebody can do and has done while the

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[34] Yves Karlen and others, 'The Role of Implicit Theories in Students' Grit, Achievement Goals, Intrinsic and Extrinsic Motivation, and Achievement in the Context a Long-Term Challenging Task', *Learning and Individual Differences*, 74.July (2019), 101757 <https://doi.org/10.1016/j.lindif.2019.101757>.

[35] Seçil Bal Taştan and others, 'The Impacts of Teacher's Efficacy and Motivation on Student's Academic Achievement in Science Education among Secondary and High School Students', *Eurasia Journal of Mathematics, Science and Technology Education*, 14.6 (2018), 2353–66 <https://doi.org/10.29333/ejmste/89579>.

learning process is running. Something, a person can do, is called ability, while what he or she has done, is called achievement. Moreover, achievement in learning can be simply defined as the result that is gained by students after learning a material of a subject matter within a certain period of time here number usually symbolized it. The achievement that the students get in learning process is shown and proved through value or value number given by teacher on students' task or exercise. That is why this achievement is called learning achievement.

Learning achievement is about how successful the learner can master the materials or learning subjects. The learning achievement is determined by the efforts and skills of students in studying the material. It also shows the degree of students' performance explained by affective, cognitive, and psychomotor standard. The higher efforts the students do, the better achievement they will get. In short, achievement especiallyin learning process is the result reached by the students in participating in the learning process by doing the task and learning activity given in the school.

b.   The Purpose of Learning Achievement

Every activity done or stated in the learning process is constructed with certain and specific purposes. Based on the explanation above, it clearly shows that learning achievement is the result reached by students after passing a certain

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learning process with specific material symbolized by number value.[36] It means that, the learning achievement is given to measure the level and amount of students' knowledge, skill, and comprehension of a material. It is used to know how much the material taught by the teacher is absorbed by the students along the learning process. The value of learning achievement the students get after accomplishing certain test related to the material given can be a measurement on how the feedback will be given to the students and the teacher. It is because the learning achievement not only determines the students' success in learning but also the teacher in teaching.

In order to know the achievement reached by the students the measurement can be given in test form. According to Brown, a test is a method of measuring a person's ability or knowledge in a given area. Thus, by giving test, we will know whether the teaching and learning process is successful or not. Moreover, Savelson, at all explained that the need for the test is related to the concrete measurement tool that can give statement and information what the learners have achieved and also it helps the rational decision of education being made.[37] That is why, giving test is very

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[36] Zuzana Straková and Ivana Cimermanová, 'Critical Thinking Development-a Necessary Step in Higher Education Transformation towards Sustainability', *Sustainability (Switzerland)*, 10.10 (2018) <https://doi.org/10.3390/su10103366>.
[37] Richard J. Shavelson, Olga Zlatkin-Troitschanskaia, and Julián P. Mariño, 'International

necessary in order to know the level of achievement reached by the students. By giving test, the learning achievement gained by the students can be easily identified and help the teacher to measure his or her performance during the teaching process whether it is successful or not.

c. The Factors Influencing Learning Achievement

Achievement is the result of someone gotten after he or she learned a material of a certain subject matter within a certain period. According to Islam et all, the learnig achievement reached by the students is influenced by internal and external factors[38]. Such as:

1) Internal factors

Falck proposed intelligence is concerned with the way of people to "achieve success in life, given one's personal standard, within one's sociocultural context" which is composed of analytical, practical and creative intelligences.[39] High and low intelligence that the students have will determine their success in reaching the achievement of learning, including the other achievement

Performance Assessment of Learning in Higher Education (IPAL): Research and Development', 2018, 193–214 <https://doi.org/10.1007/978-3-319-74338-7_10>.

[38] Islam, S., Baharun, H., Muali, C., Ghufron, M. I., el Iq Bali, M., Wijaya, M., & Marzuki, I. (2018, November). To boost students' motivation and achievement through blended learning. In *Journal of Physics: Conference Series* (Vol. 1114, No. 1, p. 012046). IOP Publishing.

[39] Syaiful Islam and others, 'To Boost Students' Motivation and Achievement through Blended Learning', *Journal of Physics: Conference Series*, 1114.1 (2018) <https://doi.org/10.1088/1742-6596/1114/1/012046>.

based on kinds of intelligence that uppermost in themselves. It is generally assumed that one who has high intelligence will be easier achieving high achievement in learning, while one who has low intelligence will be slower in absorbing and understanding the material given by the teacher.

a) Talent

Talent is the innate ability that someone has had since he or she was born. Every human being has different ability with the others. The ability can be developed if the students are given opportunity to show and use their talent or ability in studying or learning process; it will enable students to get higher achievement. One of the talents in learninglanguage is known as language aptitude.

b) Interest and motivation

Big interest in learning is the big modality to reach the learning goal. Motivation is the extent to which you make choice about goals to pursue and effort you will devote to that pursuit.[40] If the students have interest to the certain subject, usually they will be motivated to the subject which will encourage students' achievement in learning.

c) Learning style

The success of students is influenced by the way of learning or learning style. El Aasoui thought learning

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[40] Duckworth and others.

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style as cognitive, affective and psychological traits that are relatively stable indicators of how learners perceive, interact with and respond to the learning environment.[41] The learning style enables the students to achieve higher learning achievement. Learning style is also included as one of the individual differences in learning process which gives impact to the students' learning result.

2) External factors
   a) Learning environment

Family is one of high potencies in giving influences to the students' achievement.[42] It is because the economic status, the relationship between students and their parents and parents' education background will influence how the attention of learning the students get. Furthermore, parents can give motivation; spirit, guide, and advice to their children in order to courage them to get higher learning achievement at school. Besides, the parents have strong correlation and communication with their children so that they can encourage students to reach high learning achievement.

[41] Ouafae El Aissaoui and others, 'Combining Supervised and Unsupervised Machine Learning Algorithms to Predict the Learners' Learning Styles', *Procedia Computer Science*, 148 (2019), 87−96 <https://doi.org/10.1016/j.procs.2019.01.012>.
[42] Viviana Lisma Lestari and Suwarsito Suwarsito, 'The Influence of Parental Attention and Learning Interest towards Learning Achievement', *Jurnal Alasma : Media Informasi Dan Komunikasi Ilmiah*, 2.1 (2020), 73−82 <https://jurnalstitmaa.org/alasma/article/view/33>.

b) School

School building, the teacher quality and classmates can give impact to the students learning result. It is because school is the second surrounding that give influence to thestudents achievement. Therefore, school is educational surrounding which has been structured, has system and organization which is good for the development of ethnic value, moral, bounces, culture, spiritual, discipline, and science. If the school is success in creating the conducive learning situation, the students will be encouraging to compete in learning and develop their knowledge and ability that will give good affect on their achievement.

c) Society

If the society lived in the same environment with the students are educated and knowledgeable ones, the children will be encouraged to have the high and qualified education too. The students will be pushed automatically to achieve high learning achievement in order to equalize their status in the society.

d) Environment

The house condition, the school condition, the environment, the atmosphere, and the climate can affect the achievement of learning goal: the places with good and appropriate climate can encourage good learning process which unintentionally willretrieve high learning

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achievement of the students.

3. The Concept of English Learning Achievement

English is taught at school especially in senior high school in order that the students' will have the capability to (1) expand the communication competence in oral and written form to reach the informational literacy level, (2) have awareness about the importance of English in increasing the nation competitiveness in the global society, and (3) expand the understanding about the correlation between language and culture. In this study, this learning achievement of English is proposed to the achievement in mastering the language skills; they are receptive skills (listening and reading) and productiv skills (speaking and writing).

Reading and listening is the receptive skill in language that are vey important to be mastered.[43] It is because by having qualified reading and listening skill, the students are able to receive much information in English. Reading is fluent process of readers combining information from a text and their own prior knowledge to build meaning. Reading also means the process to obtain understanding about written materials. It is an activity to find some information from resources to comprehend meaning which is expected by the writer. Cited in Brown, Bachman stated "reading, that is though which we can access worlds of ideas and feelings, as well as the knowledge on the ages and visions of the future". It

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[43] Isanova Nazira, Ravshanova Tursunoy, and Abrayimova Nazira, 'Use of Effective Teaching Aids in Foreign', December, 2019, 131–34.

means that reading open mind by giving brilliant concept of thought which enables the readers design a better life in the future. The goal or achievement expected in reading is that comprehension Comprehension is the active process of constructing meaning from text which involves accessing previous knowledge, understanding vocabulary and concepts, making inference, and linking key ideas.[44] Reading comprehension refers to reading for meaning, understanding and entertainment which involves high-order thinking skill. Comprehension or understanding of the idea delivered in reading material is the key point of students' measurement of their reading skill level.

Listening is defined as the process of understanding speech in first language or second language. It is the skill that its focus is on receiving information from outside source.[45] Listening skill is essential for learning since it enables students too acquire insight and information that are useful to create successful communication activity. The focus or achievement expected on listening skill is that the comprehension mastery of individual linguistic units (phonemes, words, grammatical structures), listener expectation, situation and context, and the topic. By learning listening in English subject, students are taught to determine the sound of English

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[44] Kintsch W, *Revisiting the Construction–Integration Model of Text Comprehension and Its Implications for Instruction. In Theoretical Models and Processes of Literacy* (Routledge, 2018).
[45] Katalin Piniel and Ágnes Albert, 'Advanced Learners' Foreign Language-Related Emotions across the Four Skills', *Studies in Second Language Learning and Teaching*, 8.1 (2018), 127–47 <https://doi.org/10.14746/ssllt.2018.8.1.6>.

vocabulary, to concern on specific information and to recognize many expressions use in English conversation. The achievement of listening skill obtained by the students can be enhanced by answering question about what they have listened such as listener expectation, the situation and context, the topic, and some details information.[46]

Other productive skill that should be mastered by the students in order to get the high achievement in English is that writing. Writing is an activity that a person does to express his ideas, feelings, or something by using written language. In learning writing, the students will have an ability to plan and rethink the communication process through written language. Writing is also defined as an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. It explains that having a good writing skill will automatically help learners to develop their other language skills as well.[47] The English achievement in writing is seen from the communication ability of the students to express language in the form of letters, symbols, or words.

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[46] Eny Syatriana and Geminastiti Sakkir, 'Implementing Learning Model Based on Interactive Learning Community for Efl Students of Muhammadiyah University', *ELT Worldwide: Journal of English Language Teaching*, 7.1 (2020), 24 <https://doi.org/10.26858/eltww.v7i1.12518>.

[47] Najmi Rhodia, Wijayati Hermilia, and Herri Bukhori, 'Graduate Students' Knowledge about Plagiarism in Academic Writing', *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5.2 (2020), 235–42.

CHAPTER III
RESEARCH METHOD

The researcher presented, place and time of the research, research design, population and sample, variable and indicator, data collection technique, data analysis technique, and final analysis in this chapter.

A. Research Design

This research adopted a quantitative research with inferential approach which aimed at examining the quantity of data. It was supported by Kothari that quantitative research is a research which its measurement based on quantity or amount. It is relevant to phenomena in terms of quantity.[48] Quantitative approach involved the data generation in quantitative. Furthermore, it was subjected to quantitative analysis. This approach could be further classified into three types. One of them was inferential approach which aimed to form the data base in inferring the characteristics of population. It was also called survey research where a sample of population was examined, in the form of questioned or observed. Determining the characteristics of sample then inferring whether the population had the same characteristics should be the purpose of inferential approach. Examining data would be conducted through instruments to know the description of data itself. [49]

The data of descriptive quantitative was referred to counts or

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[48] Kothari C.R, *Research Methodology, Methods and Techniques, Second Revised Edition*, 2004.
[49] C.R.

measurements of statistical analysis such as means, standard deviations, frequencies, and range.[50] This approach would assist to answer more detail research questions analyzed. The calculation result would be represented in the table of matrices or frameworks which reported the characteristics of the data. Survey method was utilized in this research. This method was appropriate method to support in analyzing and presenting a correlation overview of data examined. According to Kothari, survey methods could be applied in descriptive research as comparative and correlational methods.[51]

It was rational to consider inferential as the approach utilized in descriptive quantitative research which aimed to analyze statistical data by measuring sample through research instruments as well as to describe the characteristics of sample. Meanwhile, survey method was also reasonable to be the method in this research which was able to support in finding the answer of the research problems because it would answer more specific research questions and it accommodated whole research results.

B. Population and Sample

I. Population

From a statistical point of view, population referred to the total item of which information was desired. The population could be finite or infinite. The population was said to be finite if it consisted

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[50] Anderson et al, *Fundamentals of Educational Research, 2nd Edition* (USA: The Falmer Press, Taylor & Francis Inc., 2005).
[51] C.R.

of a fixed number of items. An infinite population was a population that was theoretically impossible to observe all items. From practical considerations, an infinite population was a population that could not be mentioned within a reasonable period of time.[52] Meanwhile, this research population was the entire students of 9th grade of MTsN I Pati, totalling 169 students as the respondents.

2. Sample

The sample was part of the population studied. The selected sample must be able to represent the population. In this study, the sampling technique adopted was simple random sampling. Simple random sampling was a type of sampling in which each item in the population had an equal chance of being included in the sample and each sample had an equal probability of being selected. Other random sampling methods could be done using random number tables.[53]

According to Kothari this procedure gave each item the equal probability to choose. In the case of an infinite population, the selection of each item in a random sampling was controlled by the same probability.[54]

Furthermore, the Slovin formula was used as the sample calculation with a error level of 5%.[55] The population was 169 students and the sample was 119 students. It was obtained from

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[52] C.R.
[53] C.R.
[54] C.R.
[55] C.R.

Slovin formula calculation below.

Figure 3.1

Slovin Formula

$$n = \frac{N}{1 + Ne^2}$$

Description:

n   = Sample size

N   = Population size

e   = Error tolerance limit

C.   Variable and Indicator

Anderson et al defined a variable as a characteristic which could acquire one of a set of values.[56] However, Kothari implied that if X was considered as the cause of Y, then X was called as an independent variable of which could be observed directly in influencing Y which was considered as a result variable or called dependent variable.[57]

The variables adopted in this research were independent and dependent variable. The independent variable was Language Aptitude Factors. The instrument was using questionnaire. There were 13 items of questionnaire with 5 points of scale. It aimed to measure students' languange aptitude in learning English. Forming the lattice of

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[56] Anderson et al.

[57] C.R.

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questionnaire based on the theory indicators relating to the variable. The indicators of language aptitude classified into 2 types, they were internal and external factors. Internal factors were *interests and motives of achievement; courage to take risks; tenacity in facing challenges;* and *persistence or fighting power in overcoming difficulties.* Meanwhile, external factors were *parental or family support and encouragement; parenting patterns;* and *maximum opportunity in self-developing, facilities and infrastructure.* Those indicators were the theory of Ali & Asrori.[58]The following table served more detail questionnaire items of Language Aptitude.

Table 3.1

Variables	Sub Variable	Indicators	Number of items	Total

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[58] Mohammad and Asrori.

Language Aptitude (Ali &Asrori, 2014)	Internal factor	Interests and motives of achievement	1,2	5
		Courage to take risks		
		Tenacity in facing challenges	3	
		Persistence or fighting power in overcoming difficulties	4	
			5	

		Parental or family support and encouragement	6	
External factor				
		Parenting patterns	7	
		Maximum opportunity in self-developing, facilities and infrastructure	8,9,10,11,12,13	8

The second variable was dependent variable. The dependent variable was Students' Achievement. Questionnaire was considered to measure students' achievement in learning English. There were 13 items of questionnaire in the form of statements. It was used 5 points of Likert scale. The indicators of students' achievement were taken from the theory of Jonathan M. Newton, et al.[59]This variable utilized 3 indicators, namely *reading; writing, listening;* and *speaking.* The following table showed more detail questionnaire items of students; achievement.

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[59] Jonathan et al, *Teaching English To Second Language Learners in Academic Contexts - Reading, Writing, Listening And Speaking* (New York: Routledge, 2018).

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Table 3.2

Variables	Indicators	Descriptions	Number of items	Total
Students' Achievement Jonathan M. Newton, et al, 2018	*Reading*	• Students' English understanding • Students' skills in reading essay • English implementation	1,2 3,4 5	5
	Writing	• a lack of accuracy and complexity • An understanding of the rhetorical	6 7	2
		• Cognitive factors • Knowledge, prior knowledge, L1 listening ability, L1 vocabulary	8 9	2

	Listening			
	Speaking	• Interactional speaking	10,11	
		• Corrective feedback	12	4
		• Controlled and communicative practice.	13	

D. Data Collection

Data collection technique was the most important step in the research.[60] Every researcher had to use instrument to get accurate data. Instrument was a tool used by a researcher to collect data in order to get valid result. Creswell explains that instrument was a tool for measuring, observing and documenting quantitative data.[61]

The instrument of this research was questionnaire. Questionnaire consisted of the list of statements given to participants or sample. Sugiyono stated that questionnaire was a technique of collecting data which was done by giving some questions or statements to respondents.[62] The use of questionnaire was to measure the aptitude factor of students in learning English in the indicator of students' aptitude factor. Meanwhile the indicator of students' achievement was to measure whether students had high achievement or low achievement in learning English.

E. Data Analysis

The process of data analysis was conducted using statistical analysis through SPSS 25 version. Descriptive statistics, normality test,

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[60] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2014).

[61] John W Creswell, *Qualitative And Quantitative Approach* (California: SAGE Publications, inc, 1994).

[62] Sugiyono.

simple regression, and simple linear regression were considered in analysing data.

1. **Descriptive Statistics**

Descriptive statistics concerned the specific indices development from raw data.[63] The description of data used for descriptive statistics were mean, median, mode, minimum, maximum, standard deviation, range, and variance.

2. **Normality Test**

The normality of population distribution formed the basis of making statistical conclusions about samples taken from population.[64] It aimed to analyse the data had normal distribution or not. One Sample Kolmogrov Smirnov was used as normality test which was calculated through SPSS 25 version. Data was normal if the value of Significance was > 0,05.

3. **Regression**

Regression was the determination of the statistical relationship between two or more variables in which one variable, considered as independent variable was the cause of the behavior of another variable, considered as dependent variable. Regression could only interpret influences physically where the independent variable X could influence the dependent variable Y.[65]

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[63] C.R.
[64] C.R.
[65] C.R.

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F. Research Instrument

To obtain valid data, a researcher certainly has a tool named Instrument. Questionnaire was chosen as the instrument by the researcher in this research. In a questionnaire, samples responded to the questions by marking an answer sheet as their self-report data collection instrument which participants filled out as part of a study.[66] The instrument was designed by the researcher based on the indicators. The indicators for each variable were taken from some theories to limit the researcher's items on the questions in the questionnaire. The indicator was then used as a starting point for collecting instrument items, which could be statements or questions.

1. Questionnaire

Questionnaire was intended to measure students' language aptitude factor (X) and students' achievement in learning English (Y). The researcher arranged 13 items on students' language aptitude factors and 13 items on students' achievement in learning English, which corresponds to a total of 26 items in the questionnaire. The instrument was distributed to all respondents. The questionnaire frames are shown in Table 3.1 and Table 3.2.

The Likert scale theoretically shows equal intervals among the responses. In educational research, for example, the Likert scale (strongly agree to strongly disagree) with three, four or more possible response is used as sequence and interval data. In this

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[66] Jack Fraenkel, Norman Wallen, and Helen Hyun, *How to Design and Evaluate Research in Education* (San Francisco State University, 2012).

research, the questionnaires were rated by using Likert-Scale with five options: (Strongly Agree) rated 5, (Agree) rated 4, (Undecided) rated 3, (Disagree) rated 2, and (Strongly Disagree) rated 1. The use of Likert scale points is shown in Table 3.1.

Tabel 3.3 Likert Scale Scores

ALTERNATIVE ANSWERS	SCORES
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

2.Validity

Validity was the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matched its proposed use.[67] The validity test was used to determine the feasibility and accuracy of items on the instrument in determining the type. In this research, the validity was calculated with SPSS version 25.0. The result of the validity test of each item was described in the following description:

a) The first point described the validity value of students' language aptitude factors (X) that consisted of 13 items of questionnaire. The validity value of each item was explained

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[67] John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative Reseach (4th Ed.)* (Upper Saddle River: NJ: Pearson Education, Inc, 2012).

as follows: the item 1 was 0.700**; item 2 was 0.321*; item 3 was 0.513**; item 4 was 0.597**; item 5 was 0.549**; item 6 was 0.498**; item 7 was 0.580**; item 8 was 0.543**; item 9 was 0.515**; item 10 was 0.612**; item 11 was 0.712**; item 12 was 0.539** and item 13 was 0.681**. Based on the description above, the entire items of questionnaire of students' language aptitude factor (X) had one star (*) at item 2 that meant valid at the significant level of 5% or 0.05 and had two stars (**) at 12 items at the significant level of 1% or 0.01. All items had stars that meant the items were all valid.

b) The second point described the validity value of students' achievement in learning English (Y) that consisted of 13 items of questionnaire. The validity value of each item was explained as follows: the item 1 was 0.829**; item 2 was 0.844**; item 3 was 0.787**; item 4 was 0.663**; item 5 was 0.859**; item 6 was 0.783**; item 7 was 0.727**; item 8 was 0.762**; item 9 was 0.580**; item 10 was 0.812**; item 11 was 0.834**; item 12 was 0.775** and item 13 was 0.748**. Based on the description above, all items of questionnaire of students' achievement in Learning English (Y) had two stars (**) at the significant level of 1% or 0.01. All items had stars that meant the items were all valid. More information of validity value table could be seen in Appendix.

3. Reliability

Reliability meant that scores from an instrument were stable and consistent. Internal consistency reliability referred to a measure of the degree to which the items or parts of a test were homogeneous, equivalent or consistent with each other.[68] The validity of the questionnaire was analyzed with the SPSS software version 25.0. In this research, Cronbach's alpha was used, which was very suitable on scale or range scores.[69] The aim was to show that the reliability coefficient of the questionnaire was reliable and could be used to measure variables. Instruments were considered reliable if the reliability value is > 0.600.[70] The reliability value for each variable is show

Table 3.4

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.819	.826	13

According to the table above, the reliability of Cronbach's alpha students' language aptitude factor is 0.819, which shows that its value is <0.600. This means that the

[68] Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative Reseach (4th Ed.)*.
[69] Dwi Priyatno, *Mandiri Belajar Analisis Data Dengan SPSS*, 2013.
[70] Imam Ghozali, *Aplikasi Analisis Multivariate Dengan Program SPSS*, 2013.

students' language aptitude factors was reliable.

Table 3.5

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.941	.943	13

Based on the table above, it can be seen obviously that the reliability of Cronbach's alpha students' achievement in learning English is 0.941, which shows that its value is <0.600. This means that the students' achievement in learning English was reliable.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research description, result of instrument test, data analysis, hypothesis analysis, discussion, and limitation of the research.

A. Research Finding

1. Descriptive Statistics

Descriptive statistics explains mean, median, mode, standard deviation, variance, range, minimum, maximum, and sum of data. More detail information of descriptive statistics is shown in the following table.

a. Descriptive Statistics of Language Aptitude factor

Tabel 4.1 X Descriptive Statistics Result

Table 4.1

Statistics

LANGUANGE APTITUDE FACTOR

| N	Valid	119
	Missing	0
Mean		52.40
Std. Error of Mean		.605
Median		53.00
Mode		51[a]
Std. Deviation		6.595

50

Variance	43.497
Range	34
Minimum	31
Maximum	65
Sum	6236

a. Multiple modes exist. The
smallest value is shown

Based on table of descriptive statistics above, the result of mean is 52.40; std. error of mean is 0.605; median is 53.00; mode is 51; Std. Deviation is 6.595; variance is 43.497; range is 34; minimum is 31; maximum is 65; and sum is 6236.

There are 29 classifications of descriptive statistics of Language Aptitude from the lowest to the highest score. It means that Language Aptitude is various. The detail information of data can be observed into the following chart.

Figure 4.1 Bar Chart of X

LANGUANGE APTITUDE
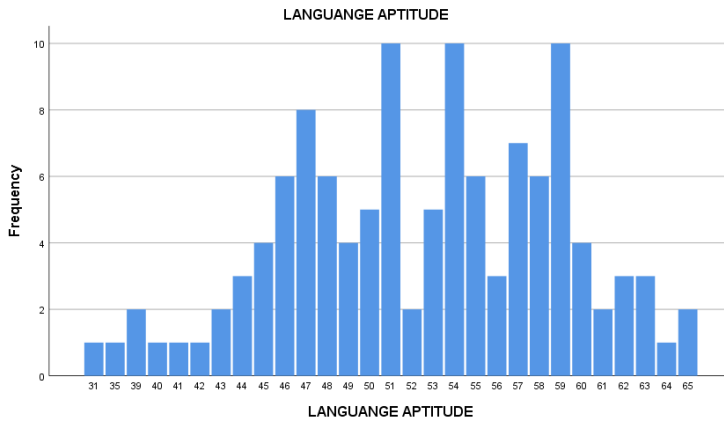
b. Descriptive Statistics of Achievement

Table 4.2 Y Descriptive Statistics Result

Table 4.2

Statistics

ACHIEVEMENT

N	Valid	119
	Missing	0
Mean		44.87
Std. Error of Mean		.729
Median		45.00
Mode		41^a
Std. Deviation		7.954
Variance		63.264

52

Range	43
Minimum	19
Maximum	62
Sum	5340

a. Multiple modes exist. The
smallest value is shown

Based on table of descriptive statistics above, the result of mean is 44.87; std. error of mean is 0.729; median is 45.00; mode is 41; Std. Deviation is 7.954; variance is 63.264; range is 43; minimum is 19; maximum is 62; and sum is 5340.

There are 31 classifications of descriptive statistics of Achievement from the lowest to the highest score. It means that Achievement is various. The detail information of data can be observed into the following chart.

Figure 4.1 Bar Chart of Y
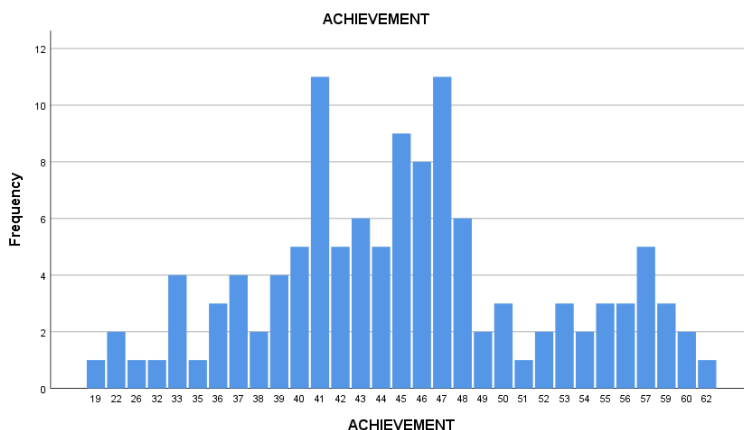
ACHIEVEMENT

2.Normality Test

Nonparametric test one sample Kolmogorov-Smirnov is used in this research as normality test. The data computed are Language Aptitude and Students' Achievement in learning English. The normality test is served in the table below.

Table 4.3 Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		119
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.19776607
Most Extreme Differences	Absolute	.075
	Positive	.067
	Negative	-.075
Test Statistic		.075
Asymp. Sig. (2-tailed)		.096[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the significance value (Asymp.Sig 2-tailed) of normality test, it shows 0.096. The result of normality test is > 0.05 which means the residual is normal.

a) Internal and External Factor's Influence on Achievement

I) Internal Factor on Achievement

Table 4.4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
I	.856[a]	.733	.644	5.866

a. Predictors: (Constant), INTERNAL FACTOR

Based on the table, the result of R is 0.856; R Square is 0.733; Adjusted R Square is 0.644; and Std. Error of the Estimate is 5.866. It is known that the result of R Square is 0.733 which means internal factor of Language Aptitude influences Achievement about 73,3 %.

2) External Factor on Achievement

Table 4.5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
I	.499[a]	.249	.124	7.820

a. Predictors: (Constant), EKSTERNAL FACTOR

Based on the table, the result of R is 0.499; R Square is 0.249;

Adjusted R Square is 0.124; and Std. Error of the Estimate is 7.820. It is known that the result of R Square is 0.249 which means external factor of Language Aptitude influences Achievement about 24.9 %.

From the result of internal and external factors of Language Aptitude on Achievement, it is indicated that the contribution of internal factor on achievement is 73.3 % while the contribution of external factor on achievement is 24.9 %. Therefore, the influence internal factor is greater than the influence of external factor on achievement.

B. Discussion

In this research, the researcher discussed the research finding by focusing on the answers of the research questions. There were 3 research questions in this research: (1)How do internal and external factors of students' aptitude influence students' achievement in learning English?, (2)Which factor of students' aptitude contributes a greater influence on students' achievement in learning English?, (3)How is the correlation between students' language aptitude and students' achievement in learning English?, answered as follow:

1. The Influence of Internal and External Factors of Students' Aptitude towards Students' Achievement

Based on the finding above, the researcher has found that both internal and external factors influence students' achievement in learning English with different results. The result of internal factor is 73.3 % and external factor is 24.9%. It means the students of MTsN 1 Pati were supported by the both factors where the factors sustainably involve in upgrading and lowering their achievement.

The result of the research was appropriate with the theory as stated by Nazanin Mirhadizadeh in the research result. She said internal and external factors contributed in the process of acquisition. Not only environment affects it, but also the second language which they have.[71]

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[71] Nazanin Mirhadizadeh, 'Internal and External Factors in Language Learning', *Internal and External Factors in Language Learning*, 1.5 (2016), 188−96.

2. Internal Factor of Students' Aptitude Contributes a Greater Influence than External Factor on Students' Achievement in Learning English

Based on the finding above, the researcher has found out the greater factor between internal and external of language aptitude on students' achievement. Internal factor is 73.3% and external factor is 24.9% which means the greater factor comes from internal factor. It can be concluded that the students of MTsN 1 Pati which shows internal as the dominant factor comes from themselves. That means their awareness and motivation in learning English are high enough. The result shows the internal factor is the main factor which influences students' achievement, and the external factor supports the main factor which helps to upgrade and lower the students' achievement in learning English.

Journal conducted by Johanne Paradis stated that child-internal factors explained more of the variance in outcomes than child-external factors in children's acquisition outcomes.[72] It means that the internal factor contributes the students' aptitude more dominant.

3. Limitation of the Research

The writer realized that this research was not done perfectly. There were constrains and obstacles faced during the research process. Some limitations of this research were:

1. The research was limited at MTs Negeri 1 Pati in academic year of

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[72] Johanne Paradis, 'Individual Differences in Child English Second Language Acquisition', *Linguistic Approaches to Bilingualism*, 1.3 (2011), 213–37 <https://doi.org/10.1075/lab.1.3.01par>.

2021/2022. Therefore, when the same research will be conducted in another school, it is possible that different result will be gained.

2. The sampling errors occurred when the participants or samples of this present research resulted in sample bias. When participants were asked to respond the questions in the instrument, the researcher had limited ability to gain access to the appropriate type of participant due to Covid-19 pandemic situation. In this regard, the participants who responded to the questions may not truly be a random sampling.

3. The writer had lack of experience and knowledge. So, the implementation process of this research was not done optimally. But the writer has done as good as possible to do this research in accordance with capability of knowledge and guidance from advisor.

Considering all those limitations, it was needed to do more research about the correlation between students' language aptitude and their achievement in learning English in order to gain optimal result.

CHAPTER V

CLOSING

This chapter presents the significant point of the whole discussion in this research. The conclusion and suggestions are presented here.

A. Conclusion

Based on all the discussions, the researcher has several great points to be conclusion and will be presented as follow:

1. Both internal and external factors of Language Aptitude simultaneously contribute Students' Achievement in learning English. The dominant factor influence students' achievement is internal factor where students can motive themselves to increase their achievement in learning English which the external factor which is family and environment support will complete them to assist internal factor to increase their achievement in learning English. Therefore, internal or external factors cannot be the only aspect increase the achievement in learning English. They simultaneously take a role to support each other.

2. Internal factor contributes 73,3% while external factor contributes 24,9% in influencing Students' Achievement. Therefore, internal factor is being a greater factor which comes from students-self in influencing Students' Achievement. It is caused that students have high awareness and motivation in learning English. Internal factor is being the main factor which influences students' achievement, and

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the external factor supports the main factor which helps to upgrade and lower the students' achievement in learning English.

3. Language Aptitude factors has a positive significant influence on Students' Achievement in learning English. Students' can master particular aspects in language so that they achieve the goals of learning English more effortless. It can be inferred that Ha is accepted and H0 is rejected with the result that there is an influence between Language Aptitude factors and Students' Achievement in learning English.

B. Suggestion

Based on all the discussions, the researcher has several great points to be suggestion and will be presented as follow:

1. The Students of MTsN 1 Pati

There were internal and external factors of students' aptitude influencing students' achievement in learning English. The dominant one is internal factors which come inside in every individual. The students who still low in achieving the goals of learning English are suggested to motivate themselves in order to get better language aptitude. Besides it is also supported by the external factors. Thus, they are able to get the achievement in learning English.

2. English Teachers

The teacher should have more time to pay attention to which factor influencing the students' achievement in learning English. By

understanding what students are needed in increasing language aptitude, they certainly achieve the goals of learning English more easily.

3. **Other Researchers**

The researcher hopes that the result of the research can be an additional reference to the following research for further research, especially in language aptitude and students' achievement in learning English

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APPENDICES

Appendix I

List of Questionnaire
(Angket tentang bakat berbahasa siswa)

NO	PERNYATAAN	SKALA PENILAIAN				
		SS	S	R	TS	STS
A.	**Faktor Internal**					
1.	Saya tertarik mengembangkan bakat saya					
2.	Saya memiliki tujuan dalam mengembangkan bakat saya					
3.	Saya berani mengambil resiko dalam proses pengembangan bakat saya					
4.	Saya siap menghadapi tantangan					
5.	Saya dapat mengatasi kesulitan-kesulitan yang saya temui					
B.	**Faktor Eksternal**					
6.	Orang tua mendukung bakat yang saya miliki					
7.	Orang tua mendampingi saya belajar bahasa Inggris					
8.	Orang tua memberikan pujian atas prestasi saya					
9.	Orang tua mendukung saya kursus bahasa Inggris					
10.	Orang tua mengajak saya berbicara bahasa Inggris					
11.	Sekolah memfasilitasi lomba bahasa Inggris (olimpiade/pidato/menyanyi/debat)					
12.	Sekolah memberikan bimbingan sebelum lomba bahasa Inggris					
13.	Sekolah mengadakan English Club					

Appendix 2

List of Questionnaire
(Angket tentang prestasi siswa pada mata pelajaran bahasa inggris)

NO	PERNYATAAN	SKALA PENILAIAN				
		SS	S	R	TS	STS
A.	Reading					
1.	Saya suka membaca teks berbahasa Inggris					
2.	Saya memahami teks berbahasa Inggris					
3.	Saya dapat menjawab pertanyaan dari teks bahasa inggris					
4.	Saya menemukan ide pokok dengan cepat pada teks bahasa Inggris					
5.	Saya merasa keahlian saya berkembang setelah membaca teks bahasa Inggris					
B.	Writing					
6.	Saya mampu menyusun kalimat singkat berbahasa Inggris					
7.	Saya dapat menerjemahkam kosa kata berbahasa Inggris					
C.	Listening					
8.	Saya memahami percakapan berbahasa Inggris					
9.	Saya mendapat kosakata baru setelah mendengarkan lagu/film/tiktok yang berbahasa Inggris					
D.	Speaking					
10.	Saya lancar berbicara bahasa Inggris					
11.	Saya berdiskusi menggunakan bahasa Inggris					
12.	Saya melafalkan bahasa Inggris dengan tepat					
13.	Saya memiliki aksen/logat bahasa Inggris yang baik					

Appendix 3

Validity X

Correlations

		TOTAL
SLA01	Pearson Correlation	.700**
	Sig. (2-tailed)	.000
	N	40
SLA02	Pearson Correlation	.321*
	Sig. (2-tailed)	.044
	N	40
SLA03	Pearson Correlation	.513**
	Sig. (2-tailed)	.001
	N	40
SLA04	Pearson Correlation	.597**
	Sig. (2-tailed)	.000
	N	40
SLA05	Pearson Correlation	.549**
	Sig. (2-tailed)	.000
	N	40
SLA06	Pearson Correlation	.498**
	Sig. (2-tailed)	.001
	N	40
SLA07	Pearson Correlation	.580**
	Sig. (2-tailed)	.000
	N	40
SLA08	Pearson Correlation	.543**
	Sig. (2-tailed)	.000
	N	40
SLA09	Pearson Correlation	.515**
	Sig. (2-tailed)	.001
	N	40
SLA10	Pearson Correlation	.612**
	Sig. (2-tailed)	.000
	N	40
SLA11	Pearson Correlation	.712**
	Sig. (2-tailed)	.000
	N	40

SLAI2	Pearson Correlation	.539**
	Sig. (2-tailed)	.000
	N	40
SLAI3	Pearson Correlation	.681**
	Sig. (2-tailed)	.000
	N	40

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Validity Y

Correlations

		TOTAL
SA01	Pearson Correlation	.829**
	Sig. (2-tailed)	.000
	N	40
SA02	Pearson Correlation	.844**
	Sig. (2-tailed)	.000
	N	40
SA03	Pearson Correlation	.787**
	Sig. (2-tailed)	.000
	N	40
SA04	Pearson Correlation	.663**
	Sig. (2-tailed)	.000
	N	40
SA05	Pearson Correlation	.859**
	Sig. (2-tailed)	.000
	N	40
SA06	Pearson Correlation	.783**
	Sig. (2-tailed)	.000
	N	40
SA07	Pearson Correlation	.727**
	Sig. (2-tailed)	.000

	N	40
SA08	Pearson Correlation	.762**
	Sig. (2-tailed)	.000
	N	40
SA09	Pearson Correlation	.580**
	Sig. (2-tailed)	.000
	N	40
SAI0	Pearson Correlation	.8I2**
	Sig. (2-tailed)	.000
	N	40
SAII	Pearson Correlation	.834**
	Sig. (2-tailed)	.000
	N	40
SAI2	Pearson Correlation	.775**
	Sig. (2-tailed)	.000
	N	40
SAI3	Pearson Correlation	.748**
	Sig. (2-tailed)	.000
	N	40

**. Correlation is significant at the 0.0I level (2-tailed).

Appendix 4

Reliability X

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.819	.826	13

RELIABILITY Y

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.941	.943	13

NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		119
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.19776607
Most Extreme Differences	Absolute	.075
	Positive	.067
	Negative	-.075
Test Statistic		.075
Asymp. Sig. (2-tailed)		.096[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Surat Izin Reset

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : -B-2983/Un.10.3/D1/TA.00.01/09/2021   Semarang, 28 September 2021
Lamp : -
Hal   : Permohonan Izin Riset
a.n.   : Idris Al Amin
NIM   : 1703046091

Yth.
Kepala Sekolah MTs Negeri 1 Pati
di tempat

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami
hadapkan mahasiswa :

Nama   : Idris Al Amin
NIM   : 1703046091
Alamat   : Dk Malangan RT/RW 09/01 Kelurahan Karangrejo Pucakwangi Pati
                   Jawa Tengah 59183
Judul Skripsi   : **The Correlation between Students Language Aptitude and Their**
                   Achievement in Learning English

Pembimbing :
   1. Dra. Hj. Ma'rifatul Fadhilah, M. Ed.

Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin riset,
dukungan, serta data-data yang dibutuhkan berkaitan dengan hal tersebut selama satu
bulan.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahrud Junaedi

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

- 7 -

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PATI
MADRASAH TSANAWIYAH NEGERI 1 PATI
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SURAT PENERIMAAN
Nomor: B-864/Mts.11.18.01/TL.00/10/2021

Berdasarkan surat dari Universitas Islam Negeri Walisongo Semarang Nomor B- B-2983/Un.10.3/D1/TA.00.01/09/2021 Tanggal 28 September 2021 hal permohonan izin riset, maka yang bertanda tangan di bawah ini Kepala MTs Negeri 1 Pati menerangkan dengan sesungguhnya, bahwa Saudara :

Nama	:	Idris Al Amin
NIM	:	1703046091
Fakultas/Jurusan	:	Ilmu Tarbiyah dan Keguruan
Universitas	:	UIN Walisongo Semarang

Telah diterima untuk melaksankan riset di MTs Negeri 1 Pati yang akan dilaksanakan pada waktu yang sudah ditentukan.

Demikian surat penerimaan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Pati, 19 Oktober 2021
Kepala,

Ali Musyafak

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2. MI Mathali'ul Falah Karangrejo Pati
3. MTS Mathali'ul Falah Karangrejo Pati
4. Perguruan Islam Mathali'ul Falah Kajen Pati

C. Non-Formal Education

1. Pondok Pesantrn Manba'ul Qur'an Karangrejo Pati
2. Pondok Pesantren PMH Al-Kautsar Kajen Pati