STUDENTS' LEARNING EXPERIENCE OF HIGH ENGLISH ACADEMIC

ACHIEVEMENT AT SMPN 4 SOUTH BUNGKU:

A CASE STUDY OF RURAL AREAS IN MOROWALI

THESIS

NURLAILI

MASTER OF ENGLISH LANGUAGE EDUCATION

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STUDENTS' LEARNING EXPERIENCE OF HIGH ENGLISH ACADEMIC
ACHIEVEMENT AT SMPN 4 SOUTH BUNGKU:
A CASE STUDY OF RURAL AREAS IN MOROWALI

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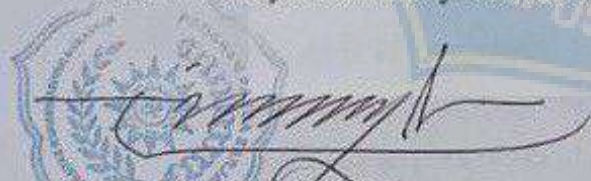
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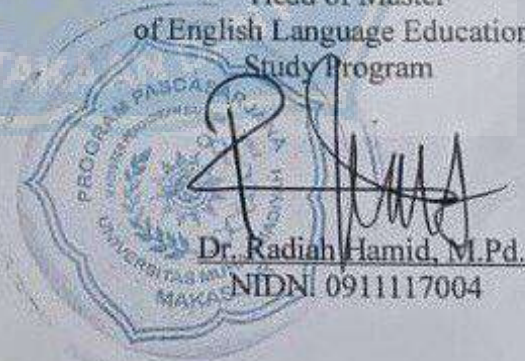Advisor I

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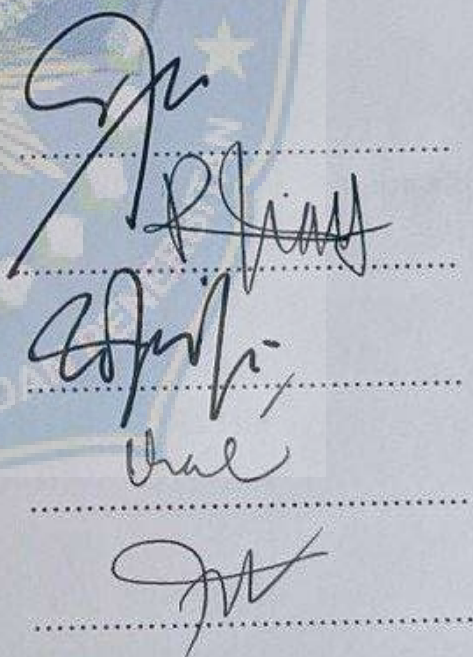Makassar,   August 2024

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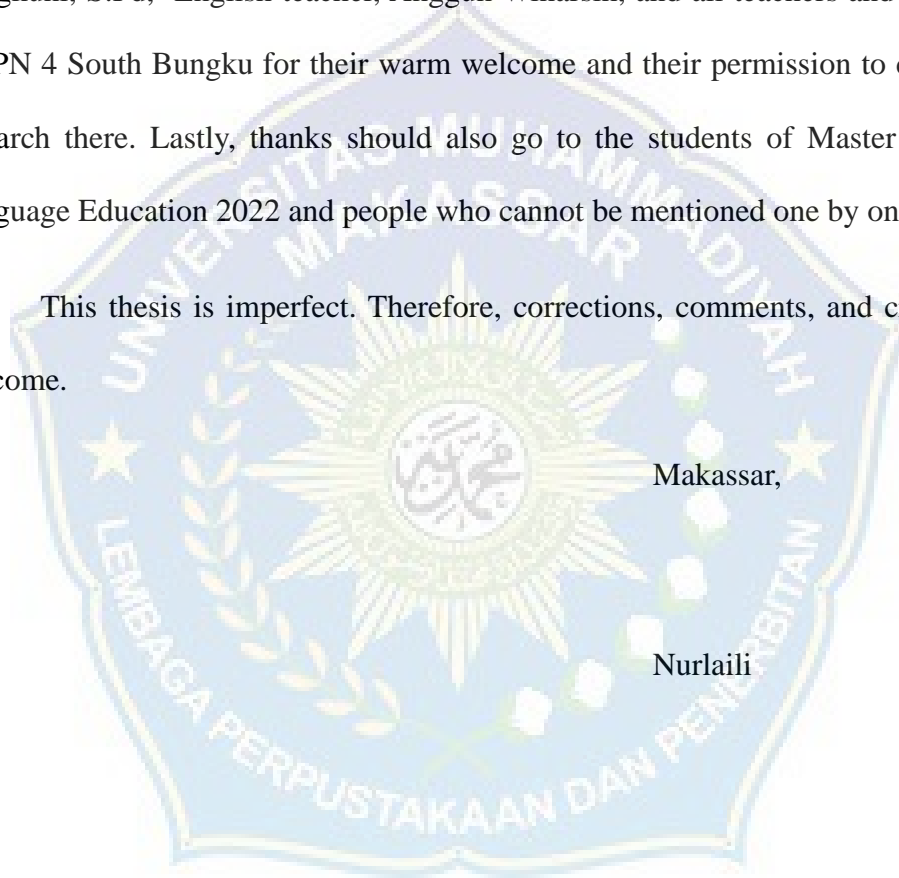
ABSTRACT

Nurlaili, 2024. *Students' Learning Experience of High English Academic Achievement at SMPN 4 South Bungku: A Case Study of Rural Areas in Morowali. Guided by Radiah Hamid and Syamsiarna Nappu.*

The objectives of this study are to find out the students' learning experience of High English Academic Achievement, to find out the factors that affected the students' academic achievement and what challenges faced by the students in learning English at rural areas.

The method of this research was Qualitative Research in terms of Case Study. The subject of the research was the students of SMPN 4 South Bungku who achieved high academic achievement in English subject. The total number of the research subjects was 9. The Study employed a semi-structured interview and an open-ended questionnaire to gather the data. The data obtained were analyzed using Interactive Model of Data Analysis.

The findings revealed that students experienced four types of learning: individual, group, direct, and indirect. Two primary factors influencing their academic achievement were the role of teachers and the lack of truancy. However, students faced external challenges such as inadequate teaching and learning facilities, significantly impacting their academic performance. The implications of the study suggest the importance of providing diverse learning experiences, supporting personalized learning strategies, fostering strong parental and teacher relationships, and addressing infrastructure issues in rural schools. Policymakers should consider these findings to create inclusive and resourceful learning environments that cater to diverse student needs and address specific rural challenges..

Keywords: learning experience, achievement, challenges, rural area

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CHAPTER I

INTRODUCTION

A. Background

In Indonesia, elementary education is compulsory for all citizens from first to ninth grade. These are as mandated by the government. The Law on National Education System No. 20/2003 stipulates that all children in Indonesia have the right to receive at least nine years of education, which includes six years of primary school (called "SD" in Indonesian) and three years of junior high school (called "SMP" in Indonesian). The government is responsible for providing free education to all students up to the end of junior high school. Even the government provides free charges for public schools. These are to make everybody go to school. However, the implementation of compulsory education policies can also have challenges. Some families may resist sending their children to school due to cultural or religious beliefs, economic constraints, or other factors. In some cases, schools may not have the resources or capacity to accommodate all students, particularly in rural or remote areas.

Learning English as a compulsory subject is crucial for all students in all schools in Indonesia including schools in rural areas. It is based on the curriculum

2013. Besides, the English language has advantages. As stated by Rajasekaran and Anburaj (2015) that English language can help in the development of rural areas. Rural areas can be developed only if there is a flow of technology from urban areas to rural areas. This can only be achieved by learning a common language i.e. English. In short, Learning English may affect development and technological advancement in rural areas and also in the development of our country.

Mastering English as the result of English learning can be seen in the student's academic achievement. Students' achievement is often considered as an indicator of their mastery of the English language. As a result, educators and institutions frequently prioritize assessing and raising students' proficiency in English. Anthony (2023) defines that the learning experience refers to the contextual or co-created conditions within which trainees experience the learning environment, including physical or virtual surroundings, instructor, course design, and the institution's emotional and cognitive cultures. In other words, the learning experience is the interaction (traditional or modern), program, course, or any other experience in which learning occurs. Briones et al. (2022) defines that academic achievement is the measurement of student achievement across various academic subjects. Academic achievement refers to the assessment and evaluation of a student's achievements and progress in various academic subjects or disciplines. Academic achievement is typically measured through various methods, such as examinations, quizzes, assignments, projects, presentations, and class participation. These assessments

provide insights into a student's comprehension of the subject matter, application of concepts, critical thinking skills, problem-solving abilities, and overall academic proficiency. These achievements provide as verifiable proof of a person's aptitude, competency, and dedication to learning. A student's high school academic performance can be defined as their overall grade point average or their grades in certain subjects. High scores indicate a student's aptitude for a variety of disciplines and their capacity for academic success.

The high academic achievement of students at Junior High School is of paramount importance in every educational system. Meanwhile, numerous factors influence the academic achievement of students. Brew et al. (2021) conclude that factors such as students' parental levels of education and income, textbook availability and accessibility, libraries, practical laboratories, meal provision, and teachers have tremendous effects on the academic performance of students at school. Moreover, Rachh (2023) adds some factors affecting a higher secondary school student's academic achievement were an uncomfortable learning environment, family background, learning infrastructure, difficulty in understanding, teacher-student ratio, information overload, performance pressure, unhealthy lifestyle, distracted mind, and loss of interest. These factors occur not only in cities and urban but also in rural areas.

Rural area usually refers to villages. Rural areas can be found in both developed and developing countries. Commonly situated beyond urban regions, rural places are characterized by their unspoiled natural surroundings, intimate

communities, and open spaces. Dasgupta et al. (2014) define rural areas in developing countries are characterized by a dependence on agriculture and natural resources; a high prevalence of poverty, isolation, and marginality; neglect by policymakers; and lower human development. The topographical character of rural areas generally has less developed infrastructure and a lower population density compared to urban areas. Rural areas may have numerous streams and rivers, which can provide water for crops and livestock, as well as recreational opportunities such as fishing and kayaking. The accessibility to get there tends to be challenging due to the limitation of transportation options. Furthermore, in contrast to urban, rural area education faces distinct difficulties, including less money, poor infrastructure, and restricted access to high-quality schools.

Morowali is one of the richest regencies in Sulawesi Island located in Central Sulawesi Province. It has several giant mining sites that make foreigners work and stay there. Morowali also has tourism places that attract foreign tourists. Surely, English is needed there. Furthermore, Morowali has 10 districts of which three of them are in the island nearby Southeast province. The three districts are conditionally categorized as rural areas. Certainly, the schools in the district are classified as rural schools. This has been admitted by the Ministry of Research, Technology, and Higher Education Indonesia through *infogtk* 2023 (teacher and educational staff information) by releasing the status of schools in rural areas as "*sangat tertinggal*" (very left behind).

Regarding the condition of the rural areas, studies were conducted in terms of education, particularly English teaching. One of the previous studies has investigated the learning experience of students in rural areas. Uleanya & Rugbeer (2020) conducted qualitative research on the First-year Experiences (FYE) of students in a South African University. The findings reveal that first-year students in the selected rural area experienced certain specific challenges amongst which are poor orientation to the new context, poor knowledge of the Higher Education System, and poor educational background of parents. Similarly, Phuong (2018) ran case study research on two Vietnamese adult learners. They are Nguyen and Tran, who have been attending an English course in Singapore for two months. The objectives of the study were to compare two adult learners' language learning experiences from social and cognitive SLA perspectives. The key findings reveal that both of the learners mostly relied on three significant factors such as motivation, learners' identity, and inter-linguistic influences to acquire the language.

Meanwhile, Oyeromi et al. (2018) conducted a study on all the students in Oyo State Public Senior Secondary School (SSS3) students and teachers in all the public senior secondary schools in Oyo-State. The purpose of this study was to examine the performance of students in public rural schools with their counterparts in Urban public schools and to find out whether there is any difference between the student's performance in Rural/Urban with respect to English language and Mathematics. The study used a descriptive survey. The study showed that the level of

students' academic performance in Oyo State secondary school was low based on 2010/2011 academic session in School Certificate Examinations English Language and Mathematics. The study showed that the level of students' academic performance in Oyo State secondary school was low based on the 2010/2011 academic session in School Certificate Examinations English Language and Mathematics. The researchers also provided tables to strengthen the data. The table shows that the percentage of failure rate for English Language and Mathematics surpasses that of the credit level. Other tables also show that the percentage of students who failed English Language and Mathematics surpassed that of candidates who had credit passes.

However, based on the observation conducted by the researcher, she found that there are 4 students of SMPN 4 South Bungku, Morowali who won the storytelling and English Competition. They defeated several schools in Morowali including schools in the city. The competition is held annually by the local government. Realizing the fact that the students got high achievement despite coming from rural areas, research was conducted on this phenomenon.

Moreover, most of the studies as presented in the previous paragraphs investigate the learning experience of students in rural areas. They focused on university students or adult learners as the research subject. Besides, the previous studies merely compared the learning experience of two Vietnamese students from a social and cognitive Second Language Acquirement perspective. The prominent

difference between the previous and the present research is in the research subjects. This study will involve the students of SMPN 4 South Bungku as the research subjects. In the study conducted by Oyeromi et al. (2018), they found that the English score of the students in rural areas was low. Thus, this study focused on the students who achieve the highest academic achievement in English. Indeed, this research aimed to find out the types of learning experiences of the students, academic factors that affect the student's academic achievement, and the challenges faced by the students that are coming from the students themselves in learning English. Based on the description above, qualitative research was conducted on the students of SMPN 4 South Bungku who achieved high academic achievement in English Subject by the title *Student's Learning Experience of High English Academic Achievement at SMPN 4 South Bungku: A Case Study of Rural Areas In Morowali.*

B. Research Questions

Based on the background above, the researcher formulates a problem statement in a question form as below:

1. What are the types of learning experiences of high English academic achievement of students at SMPN 4 South Bungku, Morowali?
2. What factors affect the high English academic achievement of students?

3. What are the challenges faced by the high English academic achievement students in learning English in rural areas?

C. Objective of the Study

Based on the problems of this study, the objectives of the study are to find out:

1. The types of learning experience of High English Academic Achievement students at SMPN 4 South Bungku, Morowali.
2. The factors that affect the students' academic achievement.
3. The challenges faced by the students in learning English in the rural area.

D. Significance of the Study

Theoretically, the result of the research is expected to give meaningful information and a positive contribution to the teaching and learning process, particularly in teaching English. Practically, this research is expected to be used as a consideration point in determining the learning strategy used in teaching English in rural areas.

E. Scope of the Study

The study was conducted at SMPN 4 South Bungku, Morowali. There are five types of learnig experience, they are indirect, direct, individual, group, and

blended learning experience. The researcher analyzed the five types of learning experiences. Seven factors affected the students' high academic achievement, they are tuancy, teacher, laboratory, library, teacher, parents' level of education, and parents' income. But, the research focused on truancy, library and textbooks, teachers, and parent's level of education. The students faced external and internal challenges in learning English in rural area. The external challenges involved learning materials, teacher and method, environment, and facilities. The research concentrated on teacher and facilities. While, internal challenges involved students' proficiency, physical condition, students' attitude, motivation, and learning opportunities. The research focused on the motivation and attitude.

F. Operational Definition

1. **Learning experience** is any interaction or events experienced by the students inside or outside the school to get information or knowledge.

2. **Direct learning experience** means that the students acquire knowledge or understanding through practical activities or real-life situations. They are involved directly with the subject matter.

3. **Indirect learning experience** means that the students acquire knowledge or understanding without direct involvement in the subject matter. They learn through observation and instruction or secondhand resources like books, movies, demonstrations, and so on.

4. **Individual learning experience** means that the students learn the materials and do the activities independently. This can occur in various contexts like formal school, self-study, personal hobbies, or life experience.

5. **Group learning experience** means that the students gain knowledge, skill, and understanding through social interactions, communications, and team-based activities. This may happen in a classroom, in team projects, or in study groups.

6. **Blended learning experience** means that the students combine both face-to-face and online learning activities in acquiring knowledge.

7. **Academic achievement** is the achievement got by the students after studying in the classroom.

8. **A rural area** is a place that is located out of town and city, with low population density, a lack of infrastructure, like a lack of electricity, unstable connection available, lack of information, difficulty to access, low economic condition, and most people live by farming and fishing.

9. **Intrinsic challenge** is a challenge in learning English that comes from the student herself.

10. **Extrinsic challenge** is a challenge in learning English that comes from outside of the student.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Al Qur'an* and *Hadith* Related

People ought to be able to draw lessons from their own experiences in addition to those of others. One of the contents of Al Qur'an is stories that Allah has told us. One of the goals is to help us understand the lessons from the accounts of those individuals that Allah related to us. As Allah says in Qur'an Surah Yusuf Verse 111:

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لِأُولِي الْأَلْبَابِ ۗ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَٰكِن تَصْدِيقَ الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِقَوْمٍ يُؤْمِنُونَ ﴿١١١﴾

Meaning:

"There was certainly in their stories a lesson for those of understanding. Never was the Qur'an a narration invented, but a confirmation of what was before it

and a detailed explanation of all things and guidance and mercy for people who believe." (Q.S. Yusuf: 111)

According to the verse above, Abul Ala Maududi in his commentary says that is, it gives details of everything that is required for the guidance of man. Some people take details of everything to mean the details of everything in the world. So, when they do not find in it the details of mathematics, physics, medicine, etc. they become skeptical. Whereas the Quran claims to give the details of only one subject, "Guidance", for which it has been sent down, and it does give the details of everything essential for it.

Additionally, Raja' ibn Haywah through Rawḍat al-'Uqalā 100 reported: Abu Darda, may Allah be pleased with him, said, "Verily, knowledge only comes by learning and forbearance only comes by cultivating forbearance. Whoever aims for good will receive goodness and whoever seeks to evade evil will be protected from it." These highlights the value of actively pursuing information and cultivating characteristics like patience. In other words, proactive pursuit of knowledge and morality is encouraged by the proverb. It highlights the need for deliberate effort and a goal-driven pursuit rather than a passive bestowal of these attributes. Furthermore, it emphasizes that while intentionally avoiding negativity might serve as a sort of defense, positive intentions and deeds produce positive results.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ عَنْ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنَّهُ قَالَ **لَا يُلْدَغُ الْمُؤْمِنُ مِنْ جُحْرٍ وَاحِدٍ**

مَرَّتَيْنِ

صحيح البخاري كتاب الأدب باب لا يلدغ المؤمن من جحر مرتين 6133

صحيح مسلم كتاب الزهد والرقائق باب لا يلدغ المؤمن من جحر مرتين 2998

Meaning:

Abu Huraira reported: The Prophet, peace and blessings be upon him, said,

"The believer is not stung twice from the same hole."

Source: Ṣaḥīḥ al-Bukhārī 6133, Ṣaḥīḥ Muslim 2998

 According to Islamic beliefs, Allah commands us to learn from the past. There are a lot of references to thinking back on the past and learning from it. The Quran, which is regarded as the sacred book of Islam, frequently uses anecdotes from earlier civilizations—both good and bad—to impart wisdom and direction to Muslims. Guidance, comprehending divine knowledge, avoiding errors, bolstering faith, developing resilience, and spotting patterns all depend on it. Believers can live more moral, knowledgeable, and meaningful lives by considering the narratives and incidents recorded in the Quran and Hadith, so bringing their beliefs and behaviors more in line with Islamic principles.

B. Concept of Variables

1. Concept of Learning Experience

a. Definition of Learning Experience

According to UNESCO International Bureau of Education (2013), learning experience is a wide variety of experiences the different contexts and settings that transform the perceptions of the learner, facilitate conceptual understanding, yield emotional qualities, and nurture the acquisition of knowledge, skills, and attitudes. Anthony (2023) declares learning experience as the contextual or co-created conditions within which trainees experience the learning environment, including physical or virtual surroundings, instructor, course design, and the institution's emotional and cognitive cultures. Floor (2023) states that learning experience is any experience students learn from. It can take place in school, on the job, in a museum, at home, in the outdoors, or anywhere. It can be in the real world, a virtual environment, or a combination of both of them. A learning experience is a holistic experience that is intentionally designed and carefully crafted to help the learner achieve a meaningful learning outcome that is (mostly) predefined.

b. Types of Learning Experience

Floor (2023) divides learning experiences into five types, they are:

1. Direct Learning Experiences

Direct learning experiences are impactful for several students who enjoy learning through touch, feel, and other sensory mediums. They can manipulate word cards, mathematics tools, mobile science games, and other touch-based learning mediums and gain knowledge at a faster rate. Teachers can also introduce new tools to leverage when students adapt to existing ones for better performance.

In line with Floor, Gross & Rutland (2017) explained the direct learning experience as a process through which a learner constructs knowledge, skills, and value from direct experiences. They call it experiential learning. Students get the chance to actively participate in learning new skills and information through experiential learning. By doing this, students can transition from being passive information consumers to active learners. Visiting a zoo and gaining knowledge through interaction and observation, as opposed to reading about animals in a book, is an example of experiential learning. Instead of hearing about or reading about the experiences of others, one conducts experiments and produces discoveries using knowledge directly from actual experience. Specifically, in learning English, a project is classified as a direct learning experience since it allows students to experience directly what they are learning about.

Furthermore, Kolb (2006) defines the direct learning experience as a particular form of learning from life experience; often contrasting it with lecture

and classroom learning. In contrast to traditional classroom learning whereby the learner only reads, hears, talks, or writes about the topics being studied, Kolb and Kolb (2017) state that Experiential learning, which is sometimes contrasted with lecture and classroom learning, is a specific type of learning from life experience. The Association of Experiential Education (2024) summarized its key findings about experiential learning as follows:

a) Experiential learning takes place when thoughtfully selected experiences are backed by introspection, critical analysis, and synthesis.

b) Activities are designed to force students to take charge, make choices, and accept responsibility for their actions.

c) The student actively participates in asking questions, looking into things, trying things out, being inquisitive, finding solutions, taking charge, being imaginative, and creating meaning throughout the experiential learning process.

d) Students are involved physically, intellectually, emotionally, socially, and/or soulfully. The learning task is perceived as authentic as a result of this involvement.

e) The learning outcomes are individual and serve as a foundation for further experiences and education. o Students establish and maintain relationships with one another, with the world at large, and with themselves.

f) Because it is impossible to foretell exactly how an experience will turn out, both the teacher and the student may have success, failure, adventure, fear, and uncertainty.

g) Opportunities to investigate and assess one's values are fostered for both teachers and students.

h) The main responsibilities of the instructor are to provide appropriate experiences, raise issues, establish limits, offer guidance, ensure the kids' emotional and physical safety, and promote their learning.

i) The learning experience is designed to allow for the option of learning from mistakes, successes, and natural consequences.

Moreover, there are four elements of the direct learning experience; they are:

a) Reflection, critical analysis, and synthesis.

b) Opportunities for students to take initiative, make decisions, and be accountable for the results.

c) Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically.

d) A designed learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.

Association for Experiential Education (2014)

2. Indirect Learning Experiences

Indirect learning experiences are abstracted through accounts, without experiencing them physically. These methods are highly scalable and can include multimedia content, pictorial representations, discussions, debates, workbooks, etc. They can help stimulate a sense of curiosity and learning by empowering the student's creative thinking. Strategies such as verbal games, thought experiments, role-playing, etc. can help students learn about subjects from a different angle.

Some experts use another term to refer to indirect learning. Argote & Ingram (2000) define that the concept of indirect experience is similar to the concept of knowledge transfer. Gino et al. (2010) declared that both of these phrases describe the process by which people or social groups pick up skills by imbibing the knowledge of those experiencing them. Minshall (2009) declares that the phrase "knowledge transfer" (KT) refers to a wide range of initiatives that facilitate profitable partnerships between academic institutions, commercial enterprises, and government agencies. Gallemart (2023) sought that the practice of employees or employers sharing knowledge, expertise, or ideas with other divisions or persons within a company is known as knowledge transfer. It can encompass a range of techniques, including information exchange via communication channels, coaching, training, and mentoring. He added, ensuring that important knowledge is transmitted and kept within a group, organization, or community is the aim of knowledge transfer. People can learn from one other's

failures and build on their accomplishments by pooling their knowledge and experience, which improves performance and decision-making.

There are several strategies for indirect learning experiences. Bhasin (2021) wrote the strategies as follows:

1) Using podcasts and webinars

2) Making instructional Videos

3) Using simulations

4) Incorporating community of practice

5) Offering on the Job Training

6) Blogging by Experts

7) FAQ's on Company Intranet Sites

8) Mentoring and Coaching

9) Work shadowing and paired work

10) Story Telling and documentation

3. Individual-level Learning Experiences

Many students also respond better to learning experiences when studying individually. These students prefer worksheets, written activities, storytelling, and a range of stimulative exercises. These individual-level experiences are critical to leverage, especially when a teacher has a smaller classroom of students who can spend time in an introspective environment. They also respond well to audiobooks, video journals, one-on-one time, and other similar strategies.

Certainly, participants in individual learning experiences usually work alone with the course materials and don't communicate with other students directly. An individual's process of gaining new information, abilities, or comprehension by their endeavors and experiences is referred to as an individual learning experience.

Individual-level learning experiences may involve self-study and independent components. Vinikas (2022) found that independent learning is all about empowering students to take ownership of their learning. Students who engage in independent learning are better able to take an active role in their education and acquire the knowledge, values, and mental habits necessary for both academic and life success. Similarly, Beale (2019) added that independent learning is the process whereby someone manages their learning, rather than their learning being managed by a teacher. In fact, independent learning refers to people accepting responsibility for their own education as opposed to relying solely on guidance from others or instruction from teachers. Students engaged in independent learning needed to grasp what they were studying, be driven to learn, and work with teachers to organize their classrooms. Meyer et al. (2008) wrote the key elements of independent learning as follows; First, supporting independent learning requires a shift to a student-centric environment where students understand their learning at a deeper level. One of the teacher's new responsibilities in this scenario is to assist the students in setting up their learning environment and converting the classroom into a community of independent

learners. Second, the second necessary element of independent learning is self-control. The control over planning, pacing, and evaluation rests with the pupils. Self-motivation is one facet of self-regulation. Third, the teacher function is the role of the instructor as an enabler. Independent learning requires that students and teachers have a strong rapport based on trust. Open communication regarding assignments and student progress is required, and teachers also need to adjust how they handle deadlines and give students access to relevant materials. In conclusion, instead of relying solely on the materials supplied by their teacher or instructor, independent learning entails students performing their research and coming up with their questions. By setting their own goals and monitoring their progress, they also take control of their educational journey.

Wilson & Conyers (2018) propose three strategies to guide students to be independent learners.

1) Inspire student motivation for learning.
   a) One's drive to study determines their success in the classroom, on the global job market after graduation from school, and in the rapidly evolving world of technology today
   b) Use the relationship with students to illustrate their passion for learning
   c) Ask students to visualize how they will feel after learning something new.
   d) Encouragement should be given to students to ask friends for help in sharing their learning objectives.

2) Encourage students to set goals and objectives for their learning.

   a) Students should be encouraged to set their own challenging yet attainable learning goals.

   b) If there are students who aren't motivated to learn at the moment, the teacher may want to help them set goals that suit their unique learning preferences.

   c) Teach students how to set up their study schedules.

   d) Motivate students to develop their learning discipline

3) Introduce students to self-evaluation.

   a) Ask students to compose a letter to a fellow pupil who will be enrolled in the course the following year.

   b) Assign students to share what they have learned.

   c) Students should be encouraged to observe changes.

   Moreover, several characteristics describe individual learning. Edwards (2015) wrote the characteristics of individual learning as follows:

   1) Emotionally involved in the process of learning.

   2) Sustain strong levels of self-motivation to work toward their own objectives.

   3) Possess the ability to track and modify their learning.

4. Group-level Learning Experiences

Some of the top student-centered learning examples emerge from the concept of group-level learning experiences. Discussions, classroom activities, team-based tasks, and other collaborative initiatives can spark a sense of joy around complex subject areas. Gamification and expressive learning strategies are a core part of the group-level learning experience, which is why it is highly recommended for students in Pre-K through second grade.

Group-level learning is a common teaching tool used at all levels in most educational systems, from higher education to mandatory education. Chiriac (2014) called group learning as group work. Group work is when students work together in small groups to complete a task or achieve a common goal. Group work can take many forms; chats, joint projects, peer teaching, and problem-solving activities are just a few. Furthermore, she added that when the students engage in engaged collaboration with others, students acquire inquiry skills, idea sharing, conflict resolution, issue solving, and the capacity to generate new understandings. Gillies (2004) provided children with the opportunity to work cooperatively together on a regular basis in structured cooperative groups encourages students to be more involved with each other, to actively promote each other's learning, and to develop those social behaviours that encourage participation in the group's activities. When this happens children are likely to feel more committed to the group and more willing to promote its goals.

Some experts use the term cooperative learning to refer to group learning. Johnson et al. (1991) states that cooperative learning is the instructional use of small groups so that students work together to maximize their own and each others' learning. Smith (1996) states that cooperative learning that has been carefully planned, individuals work in groups to Goebl-Parker (2002) achieve a shared objective while fostering both individual and group accountability (each member bears responsibility for the entire result) and positive interdependence (all participants must cooperate to finish the task). He also divides three types of cooperative learning, they are:

1) Formal cooperative learning group; Formal cooperative learning can be applied in content-heavy classrooms where mastery of conceptual or procedural material is crucial, but many instructors find that it is easier to begin in courses that involve design projects or recitation of material. The primary duty of base groups, which are long-term cooperative learning groups, is to support and encourage each member to the extent that it is necessary for them to succeed in the course and in college.

2) Informal cooperative learning groups; ad hoc and temporary in nature, informal cooperative learning groups might span from minutes to a whole semester. They accomplish a number of goals, such as focusing students' attention on the material they need to learn, fostering a supportive learning environment, helping to prepare the lesson plan, ensuring that students are handling the material cognitively, and

concluding the class period. Students typically engage in focused conversations both before and during lectures, and turn-to-your-partner exercises are incorporated into the format.

3) Base groups; "Base groups" are long-term, diversified cooperative learning groups with a stable membership whose primary responsibility is to provide each student with the assistance, motivation, and support they need to succeed academically. Base groups personalize the assignments and learning opportunities of the course. These foundational groups don't alter for the duration of the course, and possibly even after. Members of the base group should exchange contact information, such as phone numbers and schedules, in case they wish to get together after class. When students wish to share their accomplishments, insights, questions, or concerns with others in their base group, they can reach out to them. Base groups typically use group folders to manage the daily course documentation. There are four key features that characterize the concept of group learning as defined by Goebl-Parker (2002) as follows:

1) Learning groups consist of both adults and children as members.

2) Recording kids' learning procedures makes learning more evident and helps to mold what is learned.

3) In addition to the cerebral aspects of learning, learning group members participate in the emotional and aesthetic aspects of it.

4) The goal of learning in learning groups is to build a body of communal knowledge, not just the knowledge of individual students.

5. Hybrid or Blended Learning Experiences

Hybrid is one of the most effective types of learning experiences, as it focuses on blending various strategies to maximize potential impact. Classrooms are emerging increasingly diverse, digitized, and results-oriented. Hybrid methods help engage students across learning types, by involving them in various activities that stimulate creative thinking, social engagement, and knowledge application.

The terms blended learning, hybrid learning, and mixed-mode learning are used interchangeably in current research. O'Byrne & Pitash (2015) conclude that blended learning, often known as hybrid learning, is a type of pedagogy that combines computer-mediated and in-person training. GEÇER & DAĞa (2012) inferred that one method for assisting students in learning meaningfully is blended learning, commonly referred to as hybrid learning, which uses information and communication technology in educational settings. Hamilton & Tee (2010) concluded that some in higher education have viewed blended learning, which is defined as a combination of digital and in-person content delivery methods as a threat to the status quo because it could upend the long-standing traditions of the revered didactic approach of many brick and mortar institutions, which until recently relied only on tuition payments from students in a face-to-face setting. Bouilheres et al. (2020) asserted that supplementary methods of instruction that can be used to enhance in-person

tutorials include the use of social media, gamification of problem-solving, video conferencing with industry participants or with each other, role-playing exercises, virtual learning environments, online interactive tests or challenges, and the many online simulations available. Furthermore, Driscoll (2002) divides the term blended learning referred to four different concepts:

1) To mix or integrate several web-based technology platforms (such as collaborative learning, self-paced learning, live virtual classrooms, streaming audio, video, and text) to achieve a learning objective.

2) Combining different pedagogical philosophies (such as cognitivism, behaviorism, and constructivism) to provide the best possible learning outcome, whether or not instructional technology is used.

3) To incorporate in-person instructor-led education with any kind of instructional technology (such as films, CD-ROMs, web-based training, videotapes, and so on).

4) To incorporate instructional technology with real-world professional duties to create a seamless learning and working environment.

Furthermore, there is a possibility that the students may have one type of learning experience or it is called multiple learning experience. Sood (2021) found students get access to the material through various types of learning experiences, including several chances for knowledge transfer and the expansion of the application of skills and information to fresh and unusual situations. The students who achieved

high academic achievement tends to have multiple learning experience. as declared on Victoria State Government (2022) that students with high academic achievement grasp all that they come across in the classroom and are adept at all aspects of learning. Mubarok et al. (2016) in their study similarly denoted that the high academic achievement students established their own effective and efficient strategies that were suitable for them in their learning process.

c. The Importance of the Learning Experience

Furthermore, Floor (2023) states that there are several importance of learning experiences, as follows:

1. Making students fall in love with a subject

Students also tend to enjoy learning about a subject if it is taught in a non-traditional and interactive way. While this may be cumbersome to execute for each topic, a general subject can be taught with learning experiences integrated into the course. E.g., when teaching word problems to 5th graders, teachers can use props, games, animations, and cut-outs, to help break down a problem into simpler concepts.

2. The best approach for home-schooling

Home-schooled kids prefer learning through multiple mediums that can expand their way of thinking about a problem statement. Through a blend of technology and paper-based tools, students can be taught difficult subjects in a much easier way. A great example of this is using puppets, memory cards,

games, and other interactive mediums to teach younger kids about counting and addition.

3. Teaching how the student wants to learn

Why are learning experiences so good at explaining topics? It is because they help teach students the way they want to be taught. Some kids prefer reading while others learn through puzzles. Embedding learning experiences in the curriculum allows all students to learn the way they want to learn without feeling left out of the momentum of the session. Ultimately, the student benefits immensely as they are being stimulated through multiple mediums.

4. Extended attention long-term

Teachers who are using traditional methods of explanation and query resolution will find learning experiences refreshing. Through different activities, exercises, and thought experiments, students focus on the task-at-hand much longer and they are more stimulated than passive reading. They are highly engaged in context-rich learning exercises, which improves their attention duration significantly. Singh (2023) wrote key characteristics of blended learning as follows:

1) Online and in-person elements

Online activities and in-person classroom instruction are combined in blended learning. By combining digital and in-person encounters, this combination provides students with a varied learning experience.

2) Flexibility in scheduling

Students that participate in blended learning have greater control over their learning speed as opposed to those who follow regular classroom schedules. A personalized learning experience is made possible by their access to online materials and assignments at their convenience.

3) Student-centered approach

Students that participate actively in their education are encouraged to do so by blended learning. Self-directed tasks are a common feature of online curricula, encouraging learners to be independent and responsible.

4) Diverse learning resources

A variety of resources, such as interactive online platforms, digital materials, and multimedia information, are available to students participating in blended learning programs. This variety accommodates different learning preferences and styles.

5) Personalization

With blended learning, educators can customize their methods of instruction to meet the unique requirements of each student. Students are free to move through the content at their own pace and go over ideas again if needed.

Based on the theories presented about the types of learning experiences, it can be concluded that the types of learning experiences that were investigated were indirect, direct, individual, group, and blended learning experiences. Thus, this

research referred to Floor (2023) which divides the types of learning experiences into five.

2. Concept of Students' Academic Achievement

a. Definition of Academic Achievement

Student's academic achievement is a key feature of education. Mekonnen (2014) found that academic performance has been described as the scholastic standing of a student at a given moment. This scholastic standing could be explained in terms of the grades obtained in a course or groups of courses. As stated in Cambridge University Reporter in Ayedun et al. (2024) academic achievement refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by teachers or lecturers. It is frequently defined in terms of examination performance. In this study, academic achievement was characterized by achievement in tests, coursework, and performance in examinations of undergraduate students.

Similarly, Annie et. al. cited in Arshad et al. (2015) states that academic achievement is the outcome of education— the extent to which a student, teacher, or institution has achieved their educational goals. Narad & Abdullah (2016) also opined that the academic achievement of students determines the success or failure of any academic institution. The performance of students reflects the quality of education provided by the institution and its ability to effectively impart knowledge and skills.

Moreover, Liem (2019) concluded academic success is a 'net consequence' of a student's cognitive and non-cognitive traits as well as the sociocultural context in which the learning process takes place. Steinmayr et al. (2014) explained academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.

Reed (2009) posed that academic achievement serves as the benchmark by which student, school, curriculum, and teacher competency are assessed. In addition to the regular in-class quizzes, tests, and examinations, virtually every child of school age participates in some type of formal academic evaluation.

So, it can be concluded that academic achievement is a learning outcome that is affected by some factors both internal and external of the students. Academic achievement indicates whether or not students achieve the learning objectives. This learning outcome can be measured by the grades obtained.

b. Factors Affecting Students' Academic Achievement

Teachers and education officials typically measure achievement using classroom performance. Brew et al. (2021) classifies several factors affecting academic achievement, they are:

1. Truancy

One of the major problems at school is truancy. It is an academic factor. Cahill & Liberman (2012) found that truancy generally refers to unexcused

school absences. It can also be said that truancy is the act of intentionally and regularly being absent from school without a valid reason. It typically involves a student skipping classes or being absent from school without permission. Truancy is generally considered a form of misconduct or a violation of school policies, as regular school attendance is important for academic progress and social development. Dekalb (1999) states that students who miss class suffer from low self-esteem, low graduation rates, poor promotion rates, and diminished job prospects. Similarly, Baker et al. (2016) wrote truancy, or unexcused absence from school, has been linked to serious delinquent activity in youth and to significant negative behavior and characteristics in adults. They added that truancy has been identified as one of the early warning signs that youth are headed for potential delinquent activity, social isolation, and/or educational failure.

Truancy has a critical relationship with academic achievement. Kanga (2015) found the effects of truancy were identified as poor academic achievement for the truants, their class and school, wastage of learning time, dropping out of school, poverty to the individual and family in the future, involvement with delinquent behavior, family instability, social maladjustment and insecurity in the family. Similarly, Mwansa (Mwansa, 2021) concluded that truancy can cease immediately to pose a problem of academic achievement and the development of skills for employment. After all, truancy to a large extent is an offshoot of misplaced values. Truancy affects the absent learner, but also negatively impacts

the teacher's ability to teach effectively. Failure to present classroom instruction sequentially affects the teacher's ability to plan and present classroom instruction in a logical and organized way. In addition, truancy can result in lower grades, reduced academic achievement, and a higher likelihood of dropping out of school altogether. In other words, it can be said that the teacher may affect the students' academic achievement. Fadlun & Fatmawati (2023) wrote that teacher's performance had an impact on student academic achievement.

2. Parents' Levels of Education

One other factor that has the propensity to influence the academic output of the student is the natural surroundings he/she belongs to. The environment in which a student lives can influence their overall well-being, motivation, and ability to focus on their studies. However, Idris et al. (2020) declared that the father and mother's high level of education has a positive impact on their children's academic success. Likewise, Khan et al. (2015) concluded that high-level educated parents to an extent, have more influence on their children to achieve and perform well in their studies at the secondary school level. This assertion has been supported that high-level educated parents usually show interest and care in their children's academic performance or achievements and their choice of subject and career while in secondary school.

3. Parents' Income

Another factor affecting students' academic achievement is their parents' income. The parents' income is considered as non-academic factor. Suleman et al.

(2012) found that those children whose socioeconomic status was strong showed better academic achievement and those with poor socioeconomic status showed poor and unsatisfactory academic achievement. The academic achievement of students is negatively correlated with the low parental socioeconomic status level as it prevents the individual in gaining access to sources and resources of learning. Tahir et al. (2021) found that parents' financial status, financial and moral support, socio-economic status of parents, affect student academic achievement. These factors can contribute to their academic success. Additionally, parents with higher socioeconomic status may have more education themselves, which can positively influence their children's educational attainment.

On the other hand, children from lower socioeconomic backgrounds may face various challenges that can impact their academic performance. They may have limited access to educational resources, such as tutoring, books, or technology. The home environment may be less supportive due to financial stressors or a lack of parental education. Additionally, children from low SES backgrounds may experience higher levels of stress, health issues, or disruptions in their education, all of which can affect their academic progress.

4. Textbooks and Library

The textbook is an instructional material that also determines the success of a student. The primary function of a textbook is to provide educational content and serve as a resource for learning in a particular subject or field. Textbooks are typically written by experts in the field and are designed to present information in

a structured and organized manner. Fan et al. (2013) described a study that investigated the impact of textbooks and other factors on students' performance when data was collected from eighth-grade Mathematics classes across the country in Thailand. It was observed that textbooks influenced performance by presenting a complete and well-detailed curriculum as well as replacing subsequent mathematics education after secondary school.

Textbooks as an academic factor play a significant role in shaping academic achievement. Eberhart (2022) in American Library Association found a library as a collection of resources in a variety of formats that is (1) organized by information professionals or other experts who (2) provide convenient physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5) and the goal of stimulating individual learning and advancing society as a whole. A library remains one of the significant elements in instruction and knowledge acquisition as such forms one of the key provisions of the educational system.

Krolak (2006) mentioned that the library plays a key role in creating literate environments and promoting literacy by offering relevant and attractive reading material for all ages and all literacy levels and by offering adult and family literacy classes. She added that libraries assist in finding, using, and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative

imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world.

However, despite the indicated realities, it is sorrowful that several schools run without a library. Sashi Dream Foundation (2021) wrote that Students find it more difficult to explore the various fields of knowledge due to the paucity of libraries, particularly at government institutions. This means that several schools operating without a library resulted in a decline in the academic achievements of students.

5. Laboratory

A laboratory is an academic factor often abbreviated as "lab". Buska et al. (2020) wrote that a laboratory is a space designated for practicum, research, or other activities that are backed by a full infrastructure, a set of laboratory equipment, and/or the type of laboratory itself. The laboratory is equipped with specialized equipment, tools, and facilities designed for specific scientific disciplines or research areas including chemistry, biology, physics, medicine, engineering, and many more.

Laboratories play a crucial role. Blosser (2018) listed five groups of objectives that may be achieved through the use of the laboratory in science classes, they are (1) skills manipulative, inquiry, investigative, organizational, and communicative. (2) concepts - for example, hypothesis, theoretical model, taxonomic category. (3) cognitive abilities - critical thinking, problem-solving, application, analysis, synthesis. (4) understanding the nature of science - scientific

enterprise, scientists and how they work, existence of a multiplicity of scientific methods, interrelationships between science and technology, and among the various disciplines of science. (5) attitudes - for example, curiosity, interest, risk-taking, objectivity, precision, confidence, perseverance, satisfaction, responsibility, consensus, collaboration, and liking science.

6. Meals Provision

   Food is the first and most important thing in life. Likewise, food has a crucial role for students. Food insufficiency is a serious problem affecting children's ability to learn. In contrast, Adequate nutrition is essential for the overall growth and development of children, including their cognitive abilities and educational outcomes. Taras (2005) found that school breakfast programs seem to improve attendance rates and decrease tardiness. Among severely undernourished populations, school breakfast programs seem to improve academic achievement and cognitive functioning. Meal provision is one of the non-academic factors.

7. Teachers

   One other academic factor that affects students' academic achievement is the teacher. Akinsolu (2010) found that teachers' qualifications, experience and teacher-student ratio were significantly related to students' academic achievement. Teachers' qualifications, such as their level of education, subject knowledge, and teaching certifications, are correlated with students' academic achievement. As teachers gain more experience, they become more proficient in instructional

practices, classroom management, and student engagement. Besides, teacher must advance their professional skills. Nappu et al. (2019) wrote that In order to instruct their students as effectively and as much as possible, teachers must constantly advance their professional skills. Teacher performance may affect the students' academic achievement. Fadlun & Fatmawati (2023) wrote that teacher's performance had an impact on student academic achievement. Besides, The teacher-student ratio, which refers to the number of students assigned to each teacher, has been shown to have an impact on academic achievement.

In addition, Chukwuemeka (2013) wrote that one of the elements affecting academic achievement is the school's location or environment. Similarly, Hussain and Hussaini (2023) pointed out that the educational background and academic performance of kids can be greatly influenced by environmental influences. Different environmental elements, whether they are based at home or elsewhere, can have a direct or indirect impact on a student's future academic achievement. These factors can include the physical, cultural, moral, social, and parental aspects of the school environment.

According to Dyment (2005) students' academic backgrounds and performance can also be impacted by a school's physical environment. Students who attend schools with well-kept classrooms and facilities are more likely to perform better academically than those who attend schools with badly maintained classrooms and facilities. Blair (2009) pointed out that racial and ethnic background are examples of cultural variables that might affect how well students

learn. Students from underrepresented backgrounds, for instance, may face prejudice, which can have a negative impact on their academic performance and self-worth.

Health (2024) wrote that the relationships that students have with each other and with instructors, other staff members, and school administration make up the social environment of the school. UNESCO (2021) wrote land, buildings, and furnishings used in schools can have an impact on how students learn and what steps can be made to establish the best possible environment for students' success and teachers' well-being. Peers can have a favorable or detrimental impact on students, as Davies (2013) explored. Academic achievement is susceptible to peer pressure, but kids are more likely to succeed when they are surrounded by peers who value education and learning. Ali et al. (2023) Studies show that when parents are as involved as possible in their child's education, it is likely to be reported that the child is succeeding academically and is self-assured throughout the entire academic journey.

3. Challenges in Learning English

Learning a foreign language presents some challenges. English as one of the foreign languages presents several challenges to learn. Pramudito (2020) divides two main problems of learning English; they are internal and external problems.

1. The internal problem means that students find it difficult to learn English because of themselves. Internal factors are physical condition, students' opinions, students' motivation, and learning opportunities.

a) Physical Condition

Physical condition refers to the level of health and fitness of a student. Fotynyuk (2017) concluded that strength, quickness, endurance, dexterity, and flexibility are among the many physical attributes that make up physical fitness. Various factors such as diet, exercise habits, sleep patterns, stress levels, and underlying medical conditions might affect a student's physical health. Flórez et al. (2022) discovered a positive correlation between good academic standing and good physical health, as determined by a variety of physical assessments, including the course Navette test, the forward trunk flex, the long leap to feet together, the short abs, and the elbow flex. Students who performed better academically on these assessments earned higher scores. Moreover, they added, stress has been identified as a significant factor that may also be detrimental to academic achievement. lowered blood flow from acute stress caused the prefrontal cortex to receive less oxygen and nutrients, which made it harder to focus, lowered memory capacity, and increased decision-making.

b) Students' attitude

Attitude affects the attitude of the students. Canceran & Malenab (2018) concluded that one of the most significant elements that affect language acquisition is recognized to be the learner's attitude. Hasbi (2013) found that it is thought that the attitudes that students have toward English—that is, how they feel, think, and act—have an impact on their goal, process, and eventual outcome of learning the language. Students' attitude towards English can vary. Some students may give positive attitude, some have neutral attitude and others may show negative attitudes. Students with a positive attitude have a positive attitude toward learning English. Similarly, Robertson & Nunn (2012) declared that positive attitudes among students serve as a driving force for increased effort toward the language learning objective. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude. Karahan (2007) found that learning English can be viewed positively by learners who have positive language attitudes, suggesting that bad language attitudes will also result in negative orientation.

Language attitude determines how students value the language. Allport (2016) classifies the component of language attitude into three aspects, behavioral, cognitive, and affective. Drew (2022) defines the

three aspects of attitude as the tripartite model or ABC concept, as follows:

i. Affective aspects, how the students feel about something is referred to as the affective component of attitude. This is frequently the first response, which can be either positive or negative depending on the situation, such as an excitement- or fear-based response.

ii. Behavior aspects, regarding the intentions, or what the students would do, this is the behavioral aspects of attitude.

iii. Cognitive aspect, what the students think about something constitutes our cognitive component. It is the result of pausing to give it some serious thought. Stated differently, it pertains to learners' perceptions of their comprehension and linguistic proficiency during the target language learning process.

(Orfan, 2020) concluded that relationships exist between these three aspects of attitudes. Stated differently, having a favorable belief about a language produces a positive effect, which in turn produces positive conduct. But opinions about particular things might rely more on one aspect of attitude than another. That is, compared to affective or behavioral attitudes, some people could have a stronger cognitive attitude toward a language. Furthermore, Shan & Aziz's (2022) previous research found that students in rural areas had negative attitudes towards learning English. Ahmed et al. (2021) found that the students have negative

attitudes toward learning English because they are not encouraged to English. Students have a perception that they are forced to learn English. This causes them to be unwilling to learn English and develop target language skills. Ali et al. (2013) declared that most students have a positive attitude toward learning English and that they try to improve their English and to use the language even though there are a lot of demands on their time and few opportunities to practice their English.

c) Students' Motivation

The motivation of students plays a crucial role in learning English since it fosters a desire and excitement for the subject. Motivation drives students to behave or to pursue goals. Harmer (2001) classifies motivation into two categories; They are intrinsic and extrinsic. Inside each person is where intrinsic motivation originates. An individual may be driven by the desire to feel better about oneself or by the thrill of learning. In contrast to external or outside rewards like money or grades, motivation originates internally within a person. When students are intrinsically motivated, they enjoy the work itself and feel a feeling of accomplishment when they finish or even just work on a task. Furthermore, Cherry (2023) state that intrinsic motivation can be identified in a learner's needs, interests, pastimes, and objectives.

Conversely, students' learning is also influenced by extrinsic motivation. Many different external variables might lead to extrinsic motivation. Reward and punishment are two examples of these external forces. Though it doesn't guarantee it, extrinsic motivation does not exclude students from enjoying themselves while studying or working on a project. All it really implies is that even in situations where the work at hand is uninteresting or unsatisfying, individuals will still be motivated by the pleasure they expect from an external reward.

d) Learning Opportunities

Learning opportunities are events or experiences that give people a chance to learn new things. These opportunities can come in a variety of shapes and sizes, including formal education, self-study, workshops, seminars, on-the-job training, mentoring, and volunteer work. Additionally, Wulandari (2019) asserted that another challenge in learning English is students' proficiency. Junior high schools are introducing a new subject: English. Since they lack a foundation in English from elementary school, junior high school students' proficiency in the language is quite low, particularly in vocabulary.

2. The external problem is from around students. The external factors include the material, teachers and methods, the place and facilities, and infrastructures.

a) Learning Material

Learning materials do play crucial roles in the teaching and learning process. Right (2018) found that the term "teaching materials" refers to a broad category of items that educators employ to provide lessons to students. Educational resources have the power to enhance student achievement and facilitate learning. Preferably, the instructional resources will be customized to the subject matter being taught, the learners in the class, and the instructor. Elliott & Corrie (2015) wrote that learning materials become a challenge when there is insufficient availability, poor quality, and ineffective usage. Other challenges are related to the cost and accessibility.

b) Teachers and Methods

While teachers are essential to education, they are much more important to the lives of the children they educate in the classroom. The ability to instruct pupils and positively influence them defines a teacher. The role of the teacher goes beyond teaching. Peng (2023) found that teachers' roles are versatile, and they differentiate rapidly in terms of different situations to realize numerous purposes in motivating and encouraging students, so that the best teaching and learning modes may be achieved. The teacher and method used determine the success or failure of the learning and teaching process in the classroom.

In line with these, Teevno (2011) found similar issues regarding English teaching and learning. Specifically in the area of English language

instruction, teachers lacked in-service training and refresher courses. Furthermore, few teachers and students use the English language in the classroom; speaking, writing, listening, and reading skills are not developed; most teachers use the Grammar Translation Method; few are aware of the Communicative Teaching Method; and a few use pair and group work techniques. Furthermore, teachers are not trained in changing curricula. Akbari (2015) found the fault lies in the educational system itself since teachers' goal is to "get their students ready" for exams rather than building their language proficiency. Due to this, students attempt to obtain the necessary grades and lack internal motivation to learn English for other goals. As a result, they advance to higher grades with varying grades and degrees of English proficiency, sometimes even with insufficient proficiency. Teachers who teach English primarily for testing purposes may do so out of dread of their students performing poorly on public exams and the resulting guilt, shame, or embarrassment. In addition, the teacher's presence is a critical factor in the student's success since it may affect the student's academic achievement. Finlayson (2009) found that the performance of students can suffer greatly from a teacher's frequent absences. This is reasonable since teacher's absence may affect the learning environment.

c) Environment

The environment is considered to affect the teaching and learning process, especially in English learning. Krishan et al. (2014) explained that the environment is defined as everything around students. The environment is the culmination of all outside factors and circumstances that have an impact on an organism. Everything that surrounds us, whether it be built or natural, including human-made machinery, scientific apparatus, and natural environments like air, water, and land, has an impact on people both directly and indirectly. Núñez & Daniel (2018) found that many variables can affect the effectiveness of the learning process, but the ones that affect the environment; the setting where students get instruction in the target language, have the biggest impact.

d) Facilities and Infrastructure

Facilities and infrastructure support the success of the learning process. Cindy et al. (2022) defined school facilities as the tools and equipment utilized in the process of teaching and learning can be considered facilities in the education system. One of the instructional instruments that needs to be managed properly is infrastructure and facilities, which are an essential component of educational administration. Lawanson & Gede (2011) divided the types of school facilities into three, they are:

1) Instructional Facilities, these are areas that were created with learning and direct instruction in mind. Included are classrooms, classroom

chairs, labs, libraries, chalkboards, audio-visual instructional aids, zoological gardens, and agricultural experiment farms. These facilities are prioritized over other school facilities because they have a direct bearing on the process of teaching and learning.

2) Recreational Facilities, these consist of lawns, fields, pitches, and equipment in addition to spaces for games, sports, and leisure activities. Sports and games not only help with specialized skill development but also provide relaxation and a favorable atmosphere for mental and sociopsychological learning. When it comes to supporting the overall purpose of the educational institution, the relevance and amount of resources committed to the design and provision of recreational facilities must not overshadow their values.

3) Residential Facilities, these include staff housing, refectories and refectories, dorms and dorm facilities, and other associated amenities meant to facilitate the residential life of staff and students.

C. Conceptual Framework

The concept of framework is as follows:
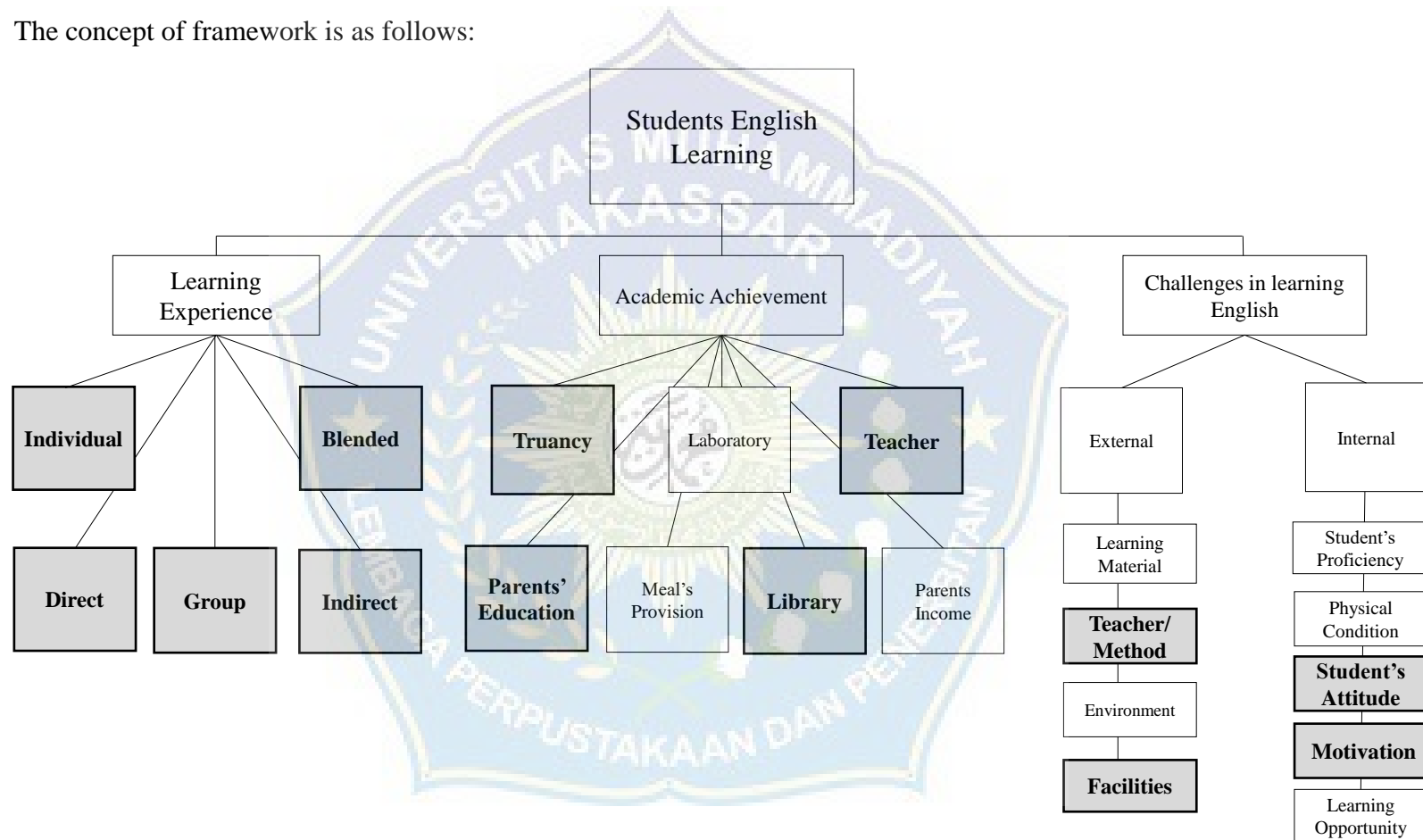
Figure 2.1 Conceptual of Framework

Figure 4.1 is the conceptual framework. The grey boxes with the bold writing are the focus of the research. The research will focus on the student's English learning in terms of the learning experience, academic achievement, and challenges the students faced in learning English in rural areas. This study is expected to improve English Language Learning and the teachers' performances in English Language Teaching and challenges in learning English. Learning experience consists of five types; direct, indirect, individual, group, and blended learning experiences. Seven factors affect the students' academic achievement; teacher, library, laboratory, truancy, parent's income, parent's level of education, and meal provision.
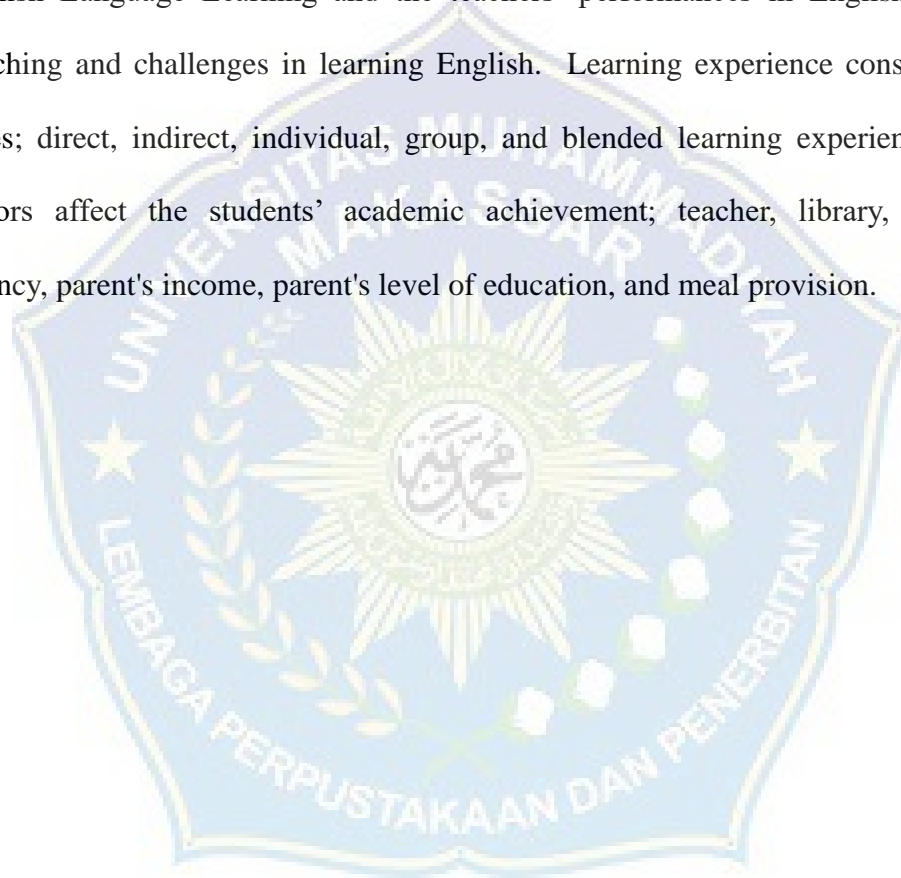
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method of this research was Qualitative Research in terms of Case Study to describe the learning experience of the students, the factors that affect the students' high academic achievement, and the challenges faced by students in learning English in rural areas. The case study was used in this research for several reasons. First, this study was based on a unique phenomenon: the students who came from rural areas won the English competition beating all participants from the cities. The second was that this research delved deeply into that phenomenon to gain a comprehensive and detailed understanding. The previous researches were conducted to examine the academic achievement of students in rural areas. The findings revealed that the students had low academic achievement. In contrast, based on the observation, four students from a rural area in Morowali, Central Sulawesi won the storytelling and English competition defeating their rivals from the city. So, the research was conducted to describe the learning experience of the students, whether they had individual, group, direct, indirect, or blended learning experiences, and the factors that affected the students' high academic achievement in SMPN 4 South Bungku, Morowali, Central Sulawesi. Besides, this research also aimed to explain the challenges that the students faced in learning English. As this is so, the research design could be as follows:

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                    ┌─────────────────────┐
                    │  Learning Experience │
                    │         (X)          │
                    └─────────────────────┘
                           ╱        ╲
                          ╱          ╲
┌──────────────────────┐              ┌──────────────────────┐
│ Academic Achievement │              │  Challenges in Learning │
│                      │◄────────────►│        English        │
│        (Y1)          │              │         (Y2)          │
└──────────────────────┘              └──────────────────────┘
```
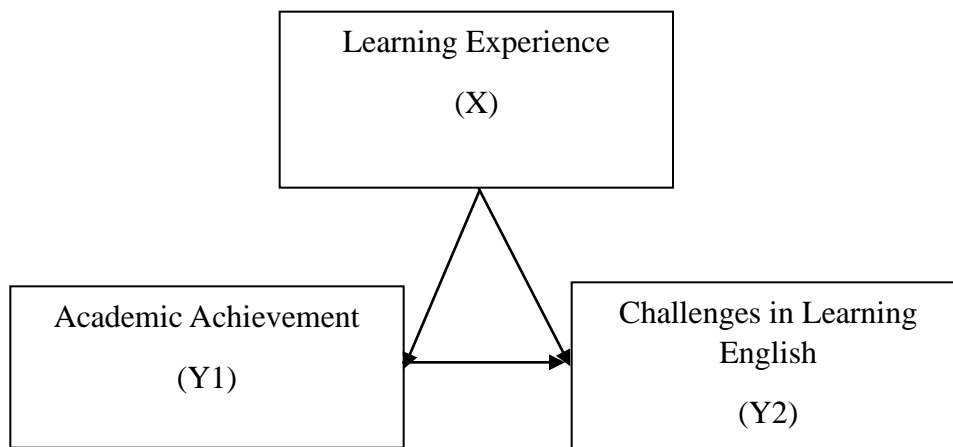
Figure 3.1 Research Design

There is a connection between learning problems, academic accomplishment, and the learning experience. By creating a nurturing environment that supports students' growth and development, a pleasant learning experience can lessen the negative effects of challenges on their academic achievement.

B. Setting and Research Subject

This study took place at SMPN 4 South Bungku, Sainoa Village, Morowali, Central Sulawesi. The total number of the students was 54. This study was conducted in April 2024. The researcher used the Non-probability Technique in deciding the research subjects. In this research, the research subjects were students of SMPN 4 South Bungku who had high academic achievement in English. The criteria for high academic achievement was based on The Regulation of the Minister of Education and Culture of the Republic of Indonesia no. 104 year 2024 about the Assessment of Learning Outcomes by Educators in Primary and Secondary Education:

Table 3.1 Criteria of High Score in English subject

Aspect		Final Score
Knowledge	Skill	
100	100	100
75	75	75
Minimum Competency Criteria (KKM) = 75		
86 – 100 = High		

(Permendikbud, 2014)

Following is the list of the scores of the students of SMPN 4 South Bungku got for

English subject:

Table 3.2 High Academic Achievement Students

No.	Name	Score
1	Student 1	87
2	Student 2	88
3	Student 3	89
4	Student 4	87
5	Student 5	89
6	Student 6	93
7	Student 7	87
8	Student 8	89
9	Student 9	91

(Students Report of First Semester on English Subject)

The scores of the research subjects were taken from the report in the first semester,

academic year 2023/2024. The reports were available on the appendices page. So, it

can be concluded that the total number of research subjects was nine students in

which they are from grades seven, eight, and nine. The range of the score is 87 to

93.

C. Research Instruments

The instruments used in this research were:

1. Interviews

An interview is a method of gathering data by asking questions. Taylor (2004) states that the interview is a two-way process where the researcher and participant engage in a dialog to explore the topic at hand. In an interview, two or more individuals participate: the interviewer asks some questions to the interviewee then the interviewee answers the questions. The interview was conducted to gather two kinds of data, they are:

a) The students' learning experience; through the interview, the researcher gathered information about the types of learning experiences that the students had whether individual, group, or blended learning experiences.

b) Factors that affect the students' high academic achievement; by conducting the interview, the Brew et al. (2021) researcher got data about academic factors like teachers and library and non-academic factors like parents' level of education that affect the students' high academic achievement.

The questions in the interview were adopted from Floor (2023) and Brew et al. (2021) and then it was developed by the researcher to meet the data needed. Each question had indicators. The indicators of the questions are based on the aspects in the table 3.1:

Table 3.1 Indicators of Types of Learning Experience and Factors that Affect Students' High Academic Achievement

No.	Aspect	Indicator
Types of learning experience		
1	Indirect	Second-hand resource
2	Direct	Practice
3	Individual	Worksheet
4	Group	Discussion
5	Blended	Online learning
Factors that affect students' high academic achievement		
6	Teacher	Method
7	Truancy	Students' presence
8	Library	Visit
9	Parents' level of education	School

Floor (2023), Brew et al. (2021)

2. Questionnaire

A questionnaire is a research instrument that contains a series of open-ended questions to gather information from the participants. A questionnaire consists of a set of questions or items designed to elicit information from respondents regarding their beliefs, experiences, and opinions. Bhandari (2023) wrote that the questionnaire was

conducted to get data about the challenges that students face in learning English in rural areas. According to Pramudito (2020), there are two types of challenges; internal and external problems. The Internal problems are students' opinions and motivation, and the external problems are teachers and facilities. The questions were 6 items. The indicators of the questions were put in the table below.

Table 3.2 Indicators of Challenges in Learning English

No.	Aspect	Indicator
1	Attitude	a) Student's opinion b) Students feeling c) Student's behavior
2	Motivation	Enthusiasm
3	Teacher	a) Teacher's presence b) Method
4	Facility	Infrastructure

Brew et al. (2021)

E. Data Collection

After presenting the instrument of data collection, in this part, the way of collecting data was presented as follows:

a) Interviews

The researcher interviewed the research subjects by the following steps:

a) Meeting the research subjects.

b) Introducing herself to the participant and told her the purpose of conducting the interview.

c) Explaining how to answer the questions.

d) Starting asking questions.

e) Taking notes.

f) Recording the interview.

2. Questionnaire

The steps of conducting the questionnaire are as follows:

a) Meeting the participants.

b) Distributing the papers to the participants.

c) Giving time to the participants to answer the questions.

d) Collecting the papers.

F. Data Analysis

In analyzing data, some phases called Interactive Data Analysis suggested by Miles and Huberman cited in Sugiyono (2011) were used. The steps are as follows:

1. Data collection, gathering the data through semi-structured Interviews and Open-ended Questionnaires. The researcher visited Sainoa village where the research participants stayed then met the participants to conduct the interview, then did note-taking while recording the interview process. After that, the

questionnaires on the papers were shared with the research subjects, and let them answer the questions. Finally, the papers were collected.

2. Data condensation, selecting, focussing, simplifying, abstracting, or transforming the data gathered through interviews and questionnaires. In other words, the data was categorized into sub-topics or themes. It was decided which to put on learning experience, factors that affect the student's academic achievement, and challenges in learning English.

3. Data display, presenting the data using a table, diagram, and narrative text. The data was arranged into an understandable structure. The data was put based on sub-categories; individual, group, and blended learning experience, internal and external challenges in learning English, and factors that affected the students' academic achievement. She also considered, which to put and which to leave. After that, an depth analysis was used to see the correlation among the categories.

4. Conclusion, verifying the data and concluding the findings. The findings answered the research questions.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this research, 9 students were investigated who achieved the highest score on English subjects at SMPN 4 South Bungku, Morowali. The interviews and questionnaires were conducted to get the data. The research aimed to investigate the learning experiences of high academic achievement students, factors that affect the students' academic achievement, and the challenges the students face in learning English in rural areas. The findings will be discussed below:

1. Learning Experiences

Below is the table that shows the result of interview:

Table 4.1 Types of Learning Experience

No	Name of Students	Types of Learning Experience				
		Individual	Group	Direct	Indirect	Blended
1	Student 1	√	-	√	√	-
2	Student 2	√	-	-	√	-
3	Student 3	√	-	√	√	-
4	Student 4	√	√	-	√	-
5	Student 5	-	√	-	√	-
6	Student 6	√	-	-	√	-
7	Student 7	√	-	-	√	-
8	Student 8	√	-	√	√	-
9	Student 9	-	√	-	√	-

The results of the interview showed that the students of SMPN 4 South Bungku who achieved high academic achievement in English subject experienced four types of learning experiences, they were:

1. Individual Learning Experience

2. Group Learning Experience

3. Direct Learning Experience

4. Indirect Learning Experience

A detailed explanation of the result of the interview can be explained in the following description.

a) Direct Learning Experience

The result of the interview with Student 1 was as follows:

"*I joined a practice with my friends. We are four in a team. At that time, **we discussed material about procedure text in the classroom**. The teacher told us about how to make Nasi Kuning, what ingredients were needed, and the steps to make it. After that, we were asked to practice it. We chose Es Buah as our topic. The next day, **we brought all the materials to make Es Buah to school**. My task was **to peel and cut the fruits into cubes**. Since then, I know the English words of what I did like mengupas is 'to peel', memotong is 'to cut', menyimpan is 'to put'. **It's good. I like it.**"*

Similarly, "Student 3 also expressed the same thing:

"*I also joined the practice activity. At that time, **I boiled sugar. I also cooked the jellies**. My friend gave the instructions in English, and I did it. If she said 'Stir the boiled sugar' then I did. So, I know*

*some English words like 'pour' is menuangkan', 'mixture' is campuran, and 'to boil' is mendidihkan. I know those words, I remember because I saw and I did. **I love it**."*

Student 8 added,

*"I was in one team with student 3. **We did the practice together with different tasks**. He cut the fruits. I was the speaker. I gave instructions to all team members. They did every sentence I uttered. I saw my friends doing it from the beginning until the end of the practice. Now, I know the steps to make Es Buah in English. I like to have such an activity. It made it easy to remember the English words. Furthermore, we did the practice while recording it. After that, we edited the video. All the processes helped us remember the English words well. **The such activity was good.**"*

The statements above showed that Students 1, 3, and 8 were categorized as having direct learning experiences since they conducted a practical activity after discussing the materials inside the classroom. The practice was still a part of the learning process. They experienced directly the real situation of the material they learned inside the classroom. Moreover, the students stated some sentences such as 'we discussed material about procedure text in the classroom, we brought all the materials to make *Es Buah* to school, I boiled sugar, my task was to peel and cut the fruits into cubes, we did the practice together with different tasks' which constituted a syntax of project-based

learning. The students enjoyed the practical activity. This can be seen by the sentences 'It's good, I like it, I love it, and the such activity was good.

b) Indirect Learning Experience

The results of the interview with student 2 were:

> *"**I learned English mostly from my English teacher**. I learned it not only in the classroom but also outside the classroom. In English class, of course, I listened to the teacher explain the lesson. While in our free time, when a teacher of another subject did not come to class, the English teacher asked us to learn English outside the classroom."*

Student 5 also described her experience:

> *"I used an English textbook to finish some tasks like reading comprehension, translation, completion, and pronunciation in English class. **I learned English words through reading dialogues in books**. Besides folklore, I read some English recipes in books. I used an English-Indonesia dictionary to help me find difficult words and practice how to pronounce English words."*

Moreover, student 7 added,

> *"**I prefer learning English at home through YouTube and Google**. Although the internet connection was unstable, I tried harder to access the internet by going to the beach in the afternoon or the evening. I was there for thirty or forty minutes. I downloaded some videos and then back home. I watched them at home."*

The other 6 students also indicated similar descriptions. The statements 'I learned English mostly from my English teacher, I learned English words

through reading dialogues in books, and I prefer learning English at home through YouTube and Google' stipulated that the students did not learn English by experiencing the materials directly. Therefore, all of the participants had indirect learning experiences.

c) Individual Learning Experience

The interview with Student 1 resulted,

"I hate finishing the assignments in groups. My friends did nothing. **I worked alone.** *When we have time to discuss our materials, they mostly discuss other topics. When we were three in a group, I worked seriously, two members kept waiting for the result of my work."*

Student 4 described a similar experience,

"When I was in English class, my teacher asked us to finish the assignment in groups. The group consisted of three or four students. But **I did not enjoy working with my friends.** *They less helped me. They bothered me. I could not concentrate well on my work so I could not finish it well. I can say that I worked alone. Even if they helped me, they worked slowly."*

Students 2, 3, 6,7, and 8 also described identical experiences. The words 'I worked alone**,** and I did not enjoy working with my friend' designated the students did not feel comfortable working in groups. Thus, seven students were categorized as possessing individual learning experiences.

d) Group Learning Experience

The interview with Student 4 is as follows:

> *"I often discussed many things with my friends at school. Especially in English class, **my friends and I finish our assignments together**. The teacher asked us to translate English dialogues into Indonesian. My two friends helped me decide the appropriate meaning of the words. When we had another assignment to make a short dialog in English, the three of us discussed to determine the topic of our dialog. After that, we arrange the English dialogue. At that time, I had no idea about the topic, but my friends suggested several topics and we chose one topic"*

Moreover, student 5 agreed,

> *"I enjoyed working in groups. I remember; we had an assignment to memorize a story about The Legend of Sainoa. **My friends and I sat together discussing what the story was about**, how the story happened, and how to pronounce the English words appropriately. We translated the story into Indonesian together. We also talked about how should the expression be. We could not finish it at school, so we continued the discussion at home. Our works become easier"*

Similarly, student 9 said,

> *"I discussed the assignment with my group not only at school but also at home. When I was at school, **I finished the assignment with my friends in English class**. When the teacher did not come to class, I asked my group members to finish the assignment. When I was at*

home, I also asked my sister to help me finish the assignment. She knows English a little."

Three of the nine students had a learning experience differently. Their statements 'My friends and I finish our assignments together, My friends and I sat together discussing what the story was about, and I finished the assignment with my friends in English class' showed that the students did not enjoy learning individually. Thus, Students 4, 5, and 9 were classified as having group learning experiences.

e) Blended Learning Experience

The results of the interview were also described as Student 3 said,

*"**The teacher never taught English online**. I don't know what is Zoom. We don't have a good connection. The internet connection is stable this morning but I am afraid it will be bad this afternoon. If this happens, I go to the beach behind the school to get it good because a good internet connection from another island can be accessed from there."*

Student 6 agreed,

*"**The teacher did not teach us by using her phone**. She teaches English at school just as usual. Even if she leaves school to go to the city for her business, she always gives us assignments on paper or in the English textbook. "*

Student 8 added,

*"If my teacher teaches English online, I could not join the class because **I don't have a smartphone.** My parents have one, but it's*

small. Only for calling people. We cannot watch a video from it. The electricity here is limited. The National Electricity Company (PLN) could not reach this island. So, my village has a small electricity engine. We get the electricity four hours per day, starting from 6 to 10 in the evening."

Other students described similarly. Their statements 'The teacher never taught English online, The teacher did not teach us by using her phone, and I don't have a smartphone' indicated the students learned English offline. They had some reasons; some students did not have any phone. The condition of the island with unstable connection and electricity was unavailable. Thus, all the students did not have blended learning.

Based on the result of the interview conducted with 9 students, it can be concluded that the students experienced four types of learning experiences, they were indirect, direct, individual, and group learning experiences. The students did not have blended learning since the condition of the island did not enable them to do it.

2. Factors Affecting the Students' Academic Achievement

Several factors affect the students' academic achievement truancy, teacher, library and textbooks, and parents' level of education Brew et al. (2021). To find out the factors that affect the high academic achievement of the students, the interviews were conducted. The results are in the table 4.2.

Table 4.2 The Factors that Affect the High Academic Achievement of The Students

No.	Factor	Yes	No
1.	Truancy	√	
2.	Library and textbooks		√
3	Teacher	√	
4.	Parents' Level of Education		√

Table 4.2 shows that there are two factors that affected the students' high academic achievement, they were truancy and teacher. A detailed explanation of the table above can be seen in the description below:

a) Truancy

The result of the interview can be described in the following statements of Student 3,

> "*I was never absent from school. I did not go to school when I was sick. I told my teacher about the reason by sending her a letter. If I cannot write a letter, my parents meet the teacher directly to tell her my condition*"

Student 5 described a similar reason,

> "*I hate being absent from English class. Even if I wake up late, I must go to school. The teacher always accumulated the students' absence periodically. Special for the students who have high presence scores, will get a reward from the English teacher. We get*

some chocolates, nice pens, and a beautiful book. The teacher bought it in the city. So, I was happy."

The statements 'I was never absent from school, and I hate being absent from English class' showed that Students 3 and 5 were never truant. The other seven students also gave similar descriptions. They went to school. They did not go to school with a valid reason, only if they were sick. They told the teacher about their reason. The students who achieved high academic achievement were never truant. In short, the truancy affected the students' high academic achievement.

b). Library and textbooks

The interview with Student 3 resulted,

*"In my free time, **I went to the library to read a book**. I read a short story, a legend, and fables. I did not take the books home. I took the books to the library and then brought them to my classroom. I read them in there. I took both English and Indonesian books. The library provides a few books."*

Student 6 similarly commented,

*"When the teacher did not come to class, I went to the library to borrow some books. I chose Indonesian short stories. English books are limited. I prefer to read them inside the classroom because there is no place to sit in the library. **The room has many functions like teachers' room, staff's room, guest room, pantry, and library**. So, most of the teachers' activities are done there."*

Moreover, the student 8 said,

> "I just read a history of Indonesia. The books are written in Indonesian. **The books available are a few.** So, if I want to continue reading the story, I would find it on Google."

Based on the statement of Student 3 'I went to the library to read a book' indicated that the school seemed to have a library. The library provided very limited books. As Student 8 said 'The books available are a few'. In contrast, Student 6 commented, 'The room has many functions like teachers' room, staff's room, guest room, pantry, and library'. Indeed, the building cannot be called a library. The school did have a library since the teacher put a few books on the shelf in the teacher's room. Consequently, the library did not affect the students' academic achievement considering the students could achieve high achievement without the library provision.

c). Teacher

The students described the English teacher as varied. Student 1 said,

> "*I like my English teacher*. It's easy to catch the explanation. She even explained difficult materials well. When I could not catch the explanation, I would ask the teacher. She will repeat explaining the material. She taught English using teaching media. For example, we discussed the time, date, and month, she came to class with a clock and calendar. "

Student 3 added,

> "**My favorite teacher is my English teacher**. She made English learning fun. She made games to improve our vocabulary mastery. My friend showed me a picture of a student who was riding a bicycle, I gave a clue about the picture to another friend. I acted to give the clue. And then she guessed what I did. like the game. It's really fun. The winner of the game got a prize."

Similarly, Student 7 agreed,

> "I love learning English. **The teacher is nice**. She taught us using both English and Indonesian during the class. I like the method. she used Indonesian so that we can understand what she said. She also used English so we know English words. **The teacher also highly motivated students to learn English so I felt excited**"

In addition, Student 8 said,

> "When the English teacher knew that our teacher could not come to our class, she came to our class to waste the free time. Sometimes, we just sat in front of the class and discussed the storytelling while joking. We laugh together. **The English teacher was very good**."

The students narrated the English teacher in a similar perception. Student 1 stated 'I like my English teacher', Student 3 said 'My favorite teacher is my English teacher', Student 7 stated 'The teacher is nice', and Student 8 stated 'The English teacher was very good and The teacher also highly motivated students to learn English so I felt excited'. The statements

indicated that the students love the English teacher. Thus, the teacher affected the high academic achievement of the students.

d). Parents' Level of Education

The students informed their parents in the interview. Student 2 said,

> *"I live with my father and mother. Father only went to Junior High School. So did my mother. Father is a fisherman. Mother is a housewife. Father did not forbid me to go to school. **She never asked me to go for selling fish in a school hour**."*

Student 6 explained the same,

> *"My parents did not go to Senior High School. They support me a lot. They bought all I need for school. If I have a homework assignment from school, they will allow me to finish it. When they know I have homework, they won't ask me to help their work. **I once woke up late, of course, I go to school late, and they were angry with me**."*

All of the participants live with their parents. Their parents' level of education is low. The statements 'She never asked me to go for selling fish in a school hour and I once woke up late, of course, I go to school late, and they were angry with me' indicated that the student's parent fully support the children's education. Even though the students' parents had a low level of education, they kept supporting the students' education. This showed that the parent's level of education did not affect the students' high academic achievement.

The result of the interview with nine students who achieved high academic achievement showed that two factors that affected the student's high academic achievement; were teacher and truancy. This was reasonable because the teacher was able to motivate the students highly to learn English and the students were never truant. In contrast, the library and parents' level of education did not affect the student's academic achievement. The school did not have a library and the parents had a low level of education but the students were able to achieve high achievement.

3. **Challenges in Learning English**

The main problems with learning English are motivation and attitude which are categorized as an internal problem and teacher and facility which are categorized as external problems Pramudito (2020). To find out the challenges the students faced in learning English in rural areas, an open-ended questionnaire was conducted. The result of the questionnaire can be seen in the following table:

Table 4.3 Challenges in Learning English in Rural Areas

No	Challenges	Category	Yes	No
1	Motivation	Internal		√
2	Attitude	Internal		√
3	Teacher	External	√	
4	Facility	External	√	

The table 4.3 shows that the students of SMPN 4 South Bungku who achieved high academic achievement in English faced external challenges, they were teacher and facility. The detail explanation can be seen in the descriptin below:

a. Motivation

The students were asked about their motivation for learning English. They had various motivations. The following figure shows the students' motivation.
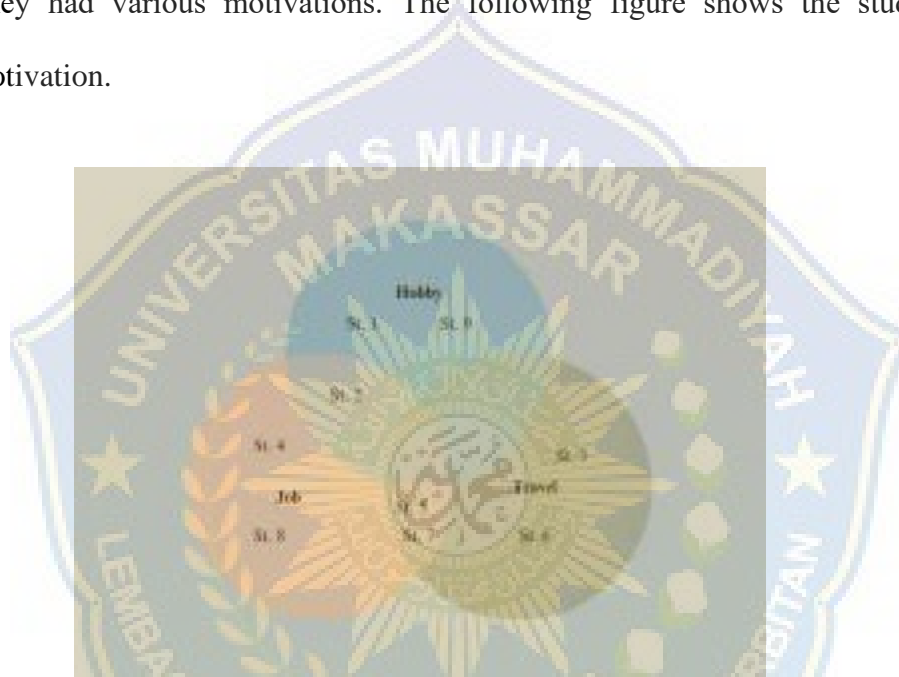
Figure 4.1 Students' Motivation in Learning English

Figure 4.1 shows that students' motivation for learning English were hobby and personal interest, better job and status, and traveling abroad. Students 1 and 9 stated they learned English because of their hobbies and personal interests. Student 2 learned English for her hobby, personal interest, and a better job and status. Students 3 and 6 learned English because they

hope someday to travel abroad. They hoped someday to be able to travel abroad. Students 4 and 8 learned English for a better job and status. Students 5 and 7 learned English because of their hobbies and personal interests and they hope they could travel abroad someday.

Based on the result of the questionnaire above, it can be said that the students learned English for three different motivations; a better job and status, hobby and personal interest, and traveling abroad. Some students had one motivation. Some other students had more than one motivation. In short, the students had positive motivation to learn English.

b. Attitude

The attitudes that students have toward English—that is, how they feel, think, and act—have an impact on their goal, process, and eventual outcome of learning the language Hasbi (2013). The students were given three questions relating to their attitude. They were asked about their intention to learn English, their feeling toward English subject, and their opinion about English. The students gave responses varied. It can be seen in figure 4.2:
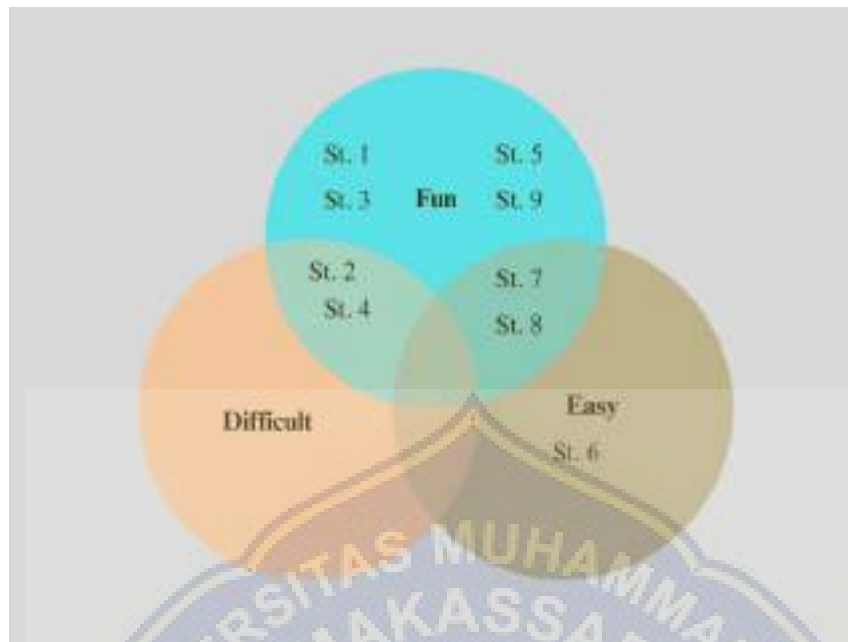
Figure 4.2 The Students' Opinion of the English Subject

Based on figure 4.2, the students' opinions about English were fun, easy and fun, and difficult but fun. Students 1, 3, 5, and 9 thought that English was fun. Student 6 thought that English was easy to learn. Students 2 and 4 thought that English was easy and fun. Students 7 and 8 thought that English was difficult but it was fun.

Then the students were asked about their intention to learn English. They had had several intentions. Some students learned English because they wanted to master English or get a high score on English subject. Some other students chose both responses, they wanted to master English and get a high score on English subject. The students' responses can be seen in the table 4.3:
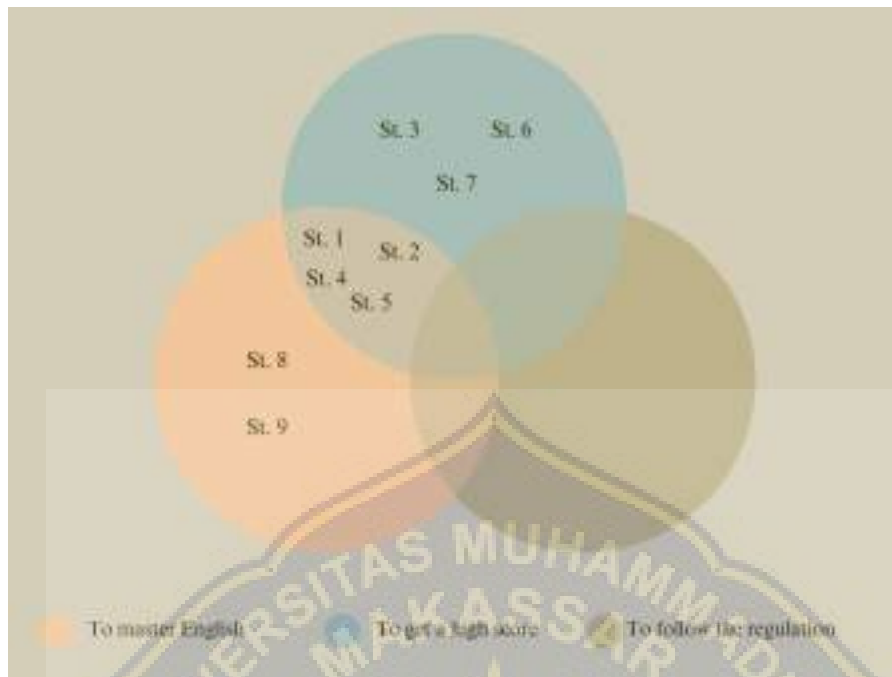
Figure 4.3 Students Intention to Learn English

Figure 4.3 explains the students' intention to learn English. generally, the students learned English because they wanted to master English, and get a high score on English subject. The Students 3, 6, and 7 learned English because they wanted to master English. Students 8 and 9 learned English because they wanted to achieve a high score on English subject. Students 1, 2, 4, and 5 learned English because they needed to master English and then get a high score.

Then the students were asked about their feelings toward English, and they opined similarly. All the students felt excited

Figure 4.4 Students Feeling Toward English

Figure 4.4 stipulates that Students 1, 2, 3, 4, 5, 6, 7, 8, and 9 felt excited in learning English. Nobody felt fear. None felt bored.

Based on the above figures, it can be said that the students had good opinions about English. They had astonishing intentions to learn English. The students also had a positive feeling toward English. Thus, it can be said that the students of SMPN 4 South Bungku who achieved high academic achievement in English subjects had positive attitudes toward English.

c. Teacher

The students were questioned about the teacher's response to the students' questions, they stated their opinion in the figure 4.5.

Figure 4.5 Teacher Response to Students' Questions

Figure 4.5 shows that the teacher always listened to the students carefully and was open to the follow-up questions when the students had difficulty in learning English. Students 1, 3, 4, 5, 7, 8, and 9 when they found difficulty in learning English in the classroom, would ask questions to the teacher and the teacher listened to them carefully and then explained the materials again. Students 2 and 6 stated that not only listened to students' questions carefully and explained the materials again but the teacher also was open to follow-up questions.

The students were also asked about the English teacher's presence and their answers were the teacher always came on time but she often left the island. The students' responses can be seen in the following figure.

Figure 4.6 Teacher's Presence

Figure 4.6 indicates that the English teacher always came to school on time, but she also often left the island. Students 3, 4, 5, 6, and 7 stated that the English teacher came on time to school and the classroom. Students 1, 2, 8, and 9 added that the teacher came on time but she often left the island.

The above figures indicated that the teacher's response to the student's questions was good. The teacher has a good method of teaching the students. On the other hand, the teacher often left the island to the city for some

businesses as treasurer for her additional duty. The teacher stayed in the city for a week every month. The teacher, of course, could not pay the duty to teach the students.

d. Facility

Furthermore, the students were asked about the facilities that were available in the school, they listed them in the following figure.

Figure 4.7 School Facilities

Figure 4.7 shows the students' responses relating to the school facility. Students 3, 5, 7, and 8 stated the school only provided a library. Student 6

stated that the school provided both a library and a laboratory. Students 1 and 4 stated the school had a toilet and a library. Students 2 and 9 stated that the school had a laboratory, a library, and a toilet.

The students wrote three facilities that were available in their school; they were a library, a laboratory, and a toilet. The library provided limited books. While the laboratory and the toilet were only unused buildings. Even if the toilet was good, the school did not provide water, since it's hard to find water in the rural island. Both the students and the teachers would go home whenever they needed to use the toilet.

The result of the questionnaire above showed that students had three motivations for learning English, they were a better job and status, traveling abroad, and hobby and personal interest. This means that the students possessed high motivation. In other words, the students did not have any problem or challenge with their motivation for learning English. Moreover, the students had diverse attitudes toward English. Attitudes consist of three things; opinion, feeling, and intention to learn English. All students thought that English was fun and they felt excited about learning English. The students intentions to learn English were to master English, to get a high score, and to travel abroad someday. It can be said that the students had a

positive attitude toward English. thus, the students did not have any problem or challenge with their attitude.

The English teacher went to school on time and responded to the student's questions well during the course. On the contrary, the teacher had an additional duty from the school as a treasurer. This made the teacher go to the city for a week every month. This is a problem for both the school and the students. Because of the lack of an English teacher provision, consequently, nobody changed the teacher's role during her visit to the city. Likewise, the students listed three facilities that were available in their school; they are a library, a laboratory, and a toilet. The toilet and the laboratory were unused buildings because they did not have complete tools. When students and teachers needed to use the toilet, they must go home. This was a problem because it can bother the teaching and learning process. Therefore, teacher and facility were challenges for learning English in rural areas.

B. Discussion

Based on the results of the interview and questionnaire above, the students who achieved high academic achievement had direct, indirect, individual, and group learning experiences. The students' academic achievement was affected by teacher, truancy, and parents' level of education. The students also faced external challenges in learning English in rural areas in Morowali. Detailed explanation of each point can be seen below.

1. **Learning Experience**

   A learning experience is any experience the students learn from whether it is outside or inside the school. Based on the findings then it is known that there are five types of learning experiences, they are individual, group, direct, indirect, and blended learning. The students did not experience blended learning. This is relevant to the theory of Floor (2023) that there are five types of learning experiences, they are direct, indirect, individual, group, and blended learning experience.

   a. Direct Learning Experience

   The findings presented above show that three of nine students enjoyed conducting a practical activity which was still a part of the learning process. The students practiced the materials that had been discussed inside the classroom. The steps the students had been through were the syntax of Project-based learning. The objective of the activity was to make students experience directly the real situation of the material they learned inside the classroom. The students' activity was relevant to the previous study conducted by Seng et al. (2023) and to the statement of Kolb & Kolb (2017) who state that direct learning is learning in which the learner comes in direct contact with the realities being studied as part of the learning process. Thus, the three students were categorized as having direct learning experiences.

b. Indirect Learning Experience

All students mainly learned English from their English teacher at school. When the students were at their house, they learned English from family or friends. They also enriched their knowledge through reading books and watching videos. This implied that the students learned English from second-hand resources without directly encountering the materials. The students' experiences were related to the previous study of Naeimi & Foo (2015) and the theory of Gallemart (2023) who sought that indirect learning is the practice of people sharing knowledge, expertise, or ideas with other divisions or persons within an institution. This denotes that all students experienced indirect learning.

c. Individual Learning Experience

The result of the interview shows that seven students enjoyed finishing the worksheet alone. They could handle their work by themselves without any interaction with their peers. This signified that the students are categorized as individual learning experiences. These were according to Vinikas (2022) who found that independent learning is all about empowering students to take ownership of their learning. Additionally, the students preferred to work individually regarding the reason that their peers bothered them so they could not focus on the work. They even could not manage their time well during the discussion session. This indicated that the student's learning preference was affected by the environment. This case was similar to Closs et al. (2022)

findings in their previous study that learning environments influenced students' learning experience. This means that the students' learning experience was not innate or inborn, but it can be affected by another factor like environment.

d. Group Learning Experience

Three of nine students often worked together with their peers. They divided the tasks for each member of the group so their work became easier. They opined that through group-based tasks, they could share ideas with their friends and have inspiration about what to do with the tasks. The three students were categorized as having group learning experiences. This is based on Chiriac (2014) who states that group work is when students work together in small groups to complete a task or achieve a common goal. Generally, it can be said that the students of SMPN 4 South Bungku who achieved high academic achievement had four types of learning experience, they were direct, indirect, individual, and group learning experience. These findings were appropriate to Floor (2023) who divided the types of learning experiences into five types; direct, indirect, group, individual, and blended learning.

In addition, a student learned English from the teacher since the English teacher was the main resource for English learning, she also read books and watched videos to enrich her knowledge. As a consequence, the student was categorized as having three types of learning experience, they were individual, direct, and indirect learning. Similarly, another student enjoyed learning English individually at home and school. At other times, he enjoyed sharing

knowledge with his friends in group discussions. He also learned English from his teacher at school. The student also had individual, group, and indirect learning experiences. It means that these students had more than one type of learning experience. This was following Sood (2021) who found students get access to the material through various types of learning experiences, including several chances for knowledge transfer and the expansion of the application of skills and information to fresh and unusual situations. Having multiple types of learning experiences enabled the students to personalize their learning. Victoria State Government (2022) declared that students with high academic achievement grasp all that they come across in the classroom and are adept at all aspects of learning. Similarly, Mubarok et al. (2016) in their study denoted that the high academic achievement students established their own effective and efficient strategies that were suitable for them in their learning process. As a result, although the students had a problem with the limitation of the facilities and the teacher's time, with the full support of parents, a great method of teaching, and positive motivation and attitude, the students were able to achieve high academic achievement in English subject.

2. **Factors Affecting the Students' Academic Achievement**

The students' academic achievement can be affected by various factors. The results show that there are several gaps in the resources and infrastructure for language instruction, as well as a lack of teachers and English curriculum

deployment.Brew et al. (2021) classify several factors affecting the students' academic achievement including truancy, teacher, library, and parents' level of education. While, Labasano (2022) found that significant determinants of students' academic achievement included sex, study hours, and review attendance..

a. Truancy

The result of the interview showed that said that if the students were sick, she would confirm with the teacher by sending a letter or asking her parents to meet the teacher directly. Even if he woke up late, she kept going to school. The students' responses were dissimilar to Sahbaz et al. (2017) findings. The result of their interview showed that the students 14 to 22 years old in Germany, Greece, Spain, and Turkey often truanted for various reasons such as school, family, health, and pleasure-related reasons.

This denotes that the students were never truant. It made the students have problems with their academic achievement. This is under Mwansa (2021) who concluded that truancy can cease immediately to pose a problem of academic achievement and the development of skills. It means that the students achieved high academic achievement because they were never truant. In other words, the truancy affected the students' high academic achievement.

b. Teacher

Furthermore, the result of the interview also pointed out that the teacher explained the materials well, used teaching media, gave fun games,

and highly motivated the students to come to school and learn English. the students' responses through interviews were equivalent to Lamatokan (2018) findings that most of the students of SMAN 1 Tobelo were aware of their English teachers who was responsible for their carrier as a good teacher.

This means that the students loved the way their English teacher taught them so they were excited to learn English. As a result, the students got high academic achievement. This is appropriate with Fadlun & Fatmawati (2023) who wrote that teacher's performance had an impact on student academic achievement. This indicates that the teacher affected the students' high academic achievement.

c. Library

The results of the interviews also pointed out that the students often visited the building that they call a library. These findings were similar to the students' responses in Dent (2006) interview with the students in rural schools in Uganda. Both students visited the school library periodically. However, there was a difference. Uganda schools have a school library while SMPN 4 has a building with was so-called library. The building had several functions as an office, a teachers' room, a pantry, a guest room, and a library. The teacher merely put a few books on the shelf in the corner of the multifunction room. Indeed, the building did not meet the requirements to be called a library. This can be said that the school did not have a library. Although

Steven et. al. in Brew et al. (2021) conclude that the unavailability of a defined school library would continuously be severely fatal to a lot of secondary school students, in reality, the students of SMPN 4 South Bungku were able to achieve high academic achievement without the library provision. The unavailability of the library did not affect the learning process due to the teacher who was able to provide some materials by downloading them from the internet and then printing them out.

d. Parents' Level of Education

The students' parents had a low level of education. They mostly worked as a fisherman or fish seller. They never asked their children to help them during school hours. The students' responses were similar to Yulinati et al. (2019) study. They found that the students' parents in rural and urban in Java island fully supported their children in school by involving in their children's education.

This means that the parents whose children achieved high academic achievement guided their children in education. This statement was contradictory to Khan et al. (2015) who concluded that high-level educated parents to an extent, have more influence on their children to achieve and perform well in their studies at the secondary school level. Although the students' parents had low levels of education, they fully supported their children to go to school. Brew et al. (2021) wrote that academic achievement was affected by factors such as truancy, parents' level of education, teacher, and library. But, these research findings were dissimilar. Parents' level of education and library did not affect the students' high

academic achievement by any chance. The students' high academic achievement was merely affected by teacher and truancy.

3. Challenges in Learning English in Rural Areas

In learning English, students often face some challenges. Pramudito (2020) divides two main problems of learning English; they are internal and external problems; internal problems can be motivation and attitude and external problems can be teacher and facility.

a. Motivation

The results of the questionnaire showed that students' motivations in learning English were varied; their hobbies and personal interests, better job and status, and being able to speak English fluently so they can travel around the world. These motivations were similar to the Secondary School students in Bangladesh. Through Joydhar (2021) study, the students had various motivations for learning English, such as getting better jobs, getting higher scores, going abroad, and passing the examination.

This indicates that the students had great motivations to learn English since they could build their motivations. This also made the students achieve high academic achievement. This is similar to McDonough in Al-Tamimi et al. (2009) who states that the students' poor English academic achievement could be caused by a variety of circumstances, one could be linked to the

motivation of students for the English language. Thus, the students did not face challenges in learning English relating to motivation.

b. Attitude

The result of the questionnaire also demonstrated that the students learned English for several intensions. They wanted to master English and to be able to speak English fluently so they could achieve a high score in the English language. They thought English was fun. Some students opined that English was difficult but fun to learn. Some other students claimed that English was fun and easy to learn. All of them were excited to learn English.

The student's responses were similar to the response of the SMPN 28 Seluma students in the Akbarjono et al. (2022) study. The Seluma students also loved English and they thought that English was easy to understand. This denoted that the students have a positive attitude toward English. This made the students view learning English as favorable and learn it enthusiastically. As a result, they wanted to improve their English. This is in accordance with Ali et al. (2013) who declared that most students have a positive attitude toward learning English and that they try to improve their English and use the language even though there are a lot of demands on their time and few opportunities to practice their English. In short, the students did not face any challenges relating to attitude.

c. Teacher

Based on the result of the questionnaire, the English teacher went to school on time and responded to the student's questions well during the course. On the contrary, the teacher had an additional duty from the school as a treasurer. This made the teacher go to the city for a week every month. The student's responses were similar to the result of an interview conducted by Nasution et al. (2023). Their findings were the schools in rural areas in Seluma village had a problem with the English teachers relating to the qualification of the education.

Peng (2023) found that teachers' roles are versatile, and they differentiate rapidly in terms of different situations to realize numerous purposes in motivating and encouraging students, so that the best teaching and learning modes may be achieved. When the teacher left the school, she could not employ her roles or even conduct the main duty; which was teaching. Although the teacher gave the students the assignment, it did not mean that her role was changed. The lack of teacher provision caused the English teacher to have no choice but to run the additional duty. As a result, the absence of the teacher from the classroom is a problem for both the students and the school itself since it may affect the students' academic achievement negatively. This is based on Finlayson (2009) findings that the academic achievement of students can suffer greatly from a teacher's frequent absences.

In other words, it can be said that the students faced challenges relating to the teacher.

d. Facility

The students listed three facilities that were available in their school; they are a library, a laboratory, and a toilet. The toilet was broken and the laboratory did not have complete tools. Even if the toilet was good, the school did not provide water. This happened because the island was different from other rural areas where people was difficult to find water. So, when students and teachers need to use the toilet, they must go home. The students' answers were similar to the answers of the reseach participants of Supriadi et al. (2021) study that SMPN 6 Malunda had lack of school facilities and learning media.

This was a problem because it can bother the teaching and learning process. This was comparable to Ramli & Zain (2019) who found that the facilities and infrastructure affected the academic achievement of the students and Sianipar et al. (2023) that the more suitable the learning facilities, the deeper the students' knowledge, which in turn increases students' motivation to learn as well as their performance and comprehension. As a consequence, it can be said that the students faced challenges relating to the facility. The students had positive motivations and attitudes toward English. Thus, they did not have any problem with the motivation and attitude. In short, the students did not face challenges in learning English in rural areas relating to internal

factors. These findings were in contrast with Shan & Aziz (2022) previous research which found that the students in rural areas had negative attitudes towards learning English. Overall, the students of SMPN 4 South Bungku who achieved high academic achievement in English subject merely faced external challenges in learning English in rural areas. The external challenges were teacher and facility. The problems are out of the students' control. Those challenges can affect the students' high academic achievement.

In summary, The students experienced four types of learning experiences, they were individual, group, direct, and indirect learning. The students also had multiple types of learning experiences. Two factors that affected the student's academic achievement. They were teacher and truancy. The students faced external challenges in learning English in rural areas, they were teacher and facility. The absence of the teacher from the classroom and the unavailability of basic school facility are a problem for both the students and the school itself since it may significantly affect the students' academic achievement negatively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of findings and discussions of the research study, it could be concluded that:

1. The students experienced four types of learning experiences, they were individual, group, direct, and indirect learning. Individual learning could be seen from the students' statement that they enjoyed finishing tasks alone. Students who enjoyed group-based tasks were categorized had a group learning experience. Students who practiced the materials directly were classified as experiencing direct learning. Students who learned English from books, videos, their teacher, or family were categorized had an indirect learning experience. It means that the students had multiple types of learning experiences. Students with high academic achievement grasp all that they come across in the classroom and are adept at all aspects of learning. the high academic achievement students established their own effective and efficient strategies that were suitable for them in their learning process. As a result, although the students had a problem with the limitation of the facilities and the teacher's time, with the full support of parents, a great method of teaching,

and positive motivation and attitude, the students were able to achieve high academic achievement in English subject.

2. Two factors that affected the student's academic achievement. They were teacher and truancy. The students were never truant. They also loved their English teacher so they were excited to learn English. It means that the students achieved high academic achievement because they were never truant and they learned English enjoyably.

3. The students faced external challenges in learning English in rural areas, they were teacher and facility. The absence of the teacher from the classroom and the unavailability of basic school facility are a problem for both the students and the school itself since it may significantly affect the students' academic achievement negatively.

B. SUGGESTION

Based on the conclusion above, the writer would like to address some suggestions to be taken into consideration:

1. For the English Teacher at SMPN 4 South Bungku

The teachers are suggested to consider the students' learning requirements in teaching English. The teacher should provide optimal time to teach the students since they have positive motivation for and attitude to learn English.

2. For the school of SMPN 4 South Bungku

   It is suggested to provide more English teachers and some basic school facilities such as toilet, library, and laboratory.

3. For Next Researcher

   This study can enrich the reference in investigating the students' learning style, academic achievement, and the challenges the students face in learning English in rural areas. Future research can be conducted with more specific types of learning experiences, other factors that affect the high students' academic achievement, and the challenges in learning English to provide a deeper understanding about the teaching and learning English in rural area.
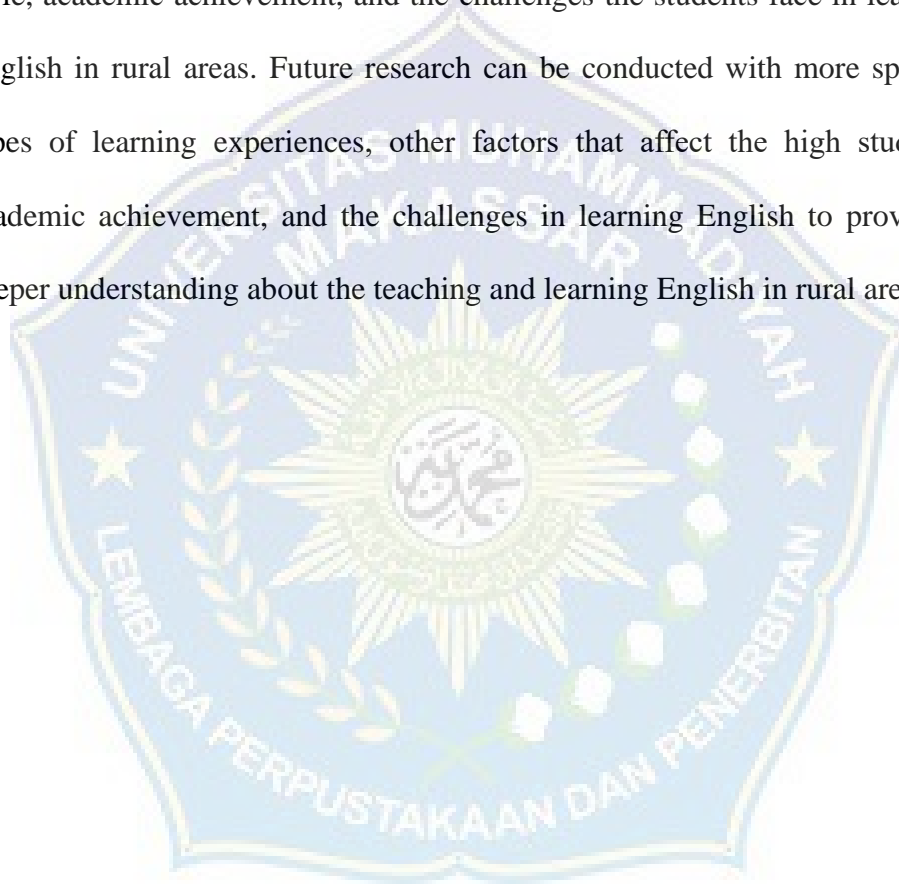
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Appendices

Interview

A. Interview

No.	Questions	Topic
Learning Experience		
1	Do you prefer worksheets, written activities, or storytelling in learning English?	Individual learning experience
2	Do you like discussion, team-based tasks, or games in learning in the classroom?	Group learning experience
3	Does your teacher teach English through online learning?	Blended learning experience
4	Do you learn English by reading books, watching videos, or listening to your teacher?	Indirect learning experience
5	Do you learn English by practicing the topic discussed?	Direct learning experience
Academic Achievement		
6	How often do you absent without permission from your teacher?	Truancy
7	What is your father/mother's education?	Parents' level of education
8	Do you always go to the library?	Library
9	How does your English teacher teach you?	Teacher

(Adapted from Floor, 2023, Brew et. al, 2021)

Questionnaire

B. Questionnaire

Challenges in Learning English Language

Dear student,

The main goal of this Questionnaire is to investigate challenges in learning English. Your answers will help teachers and educators to overcome any difficulties and challenges they may have with English language.

Please read the statements below carefully and select the appropriate choices.

Part One: Demographic Profile

Please read the statements below carefully and select the appropriate choices.

A) Gender: 1. Female 2. Male

B) Class: 1. Seven 2. Eight 3. Nine

Part Two: Challenges in Learning English

The following items ask about your challenges in learning English. Remember there is no right or wrong answers; just answer as accurately as possible. Please read the statements below carefully and tick the appropriate choices.

No.	Questions	Topic
1	What motivated you to learn English? a. Better job and status b. Afraid of punishment c. Travel abroad d. Financial reward e. Hobby and personal interest f. Other: ………………	Motivation

2	How do you think of English subject?
	
	  a. English is fun
	
	  b. English is easy
	
	  c. English is difficult
	
	  d. English is boring
	
	  e. Other: ………………
		Attitude

3	What is your intention in learning English?
	
	  a. To master English
	
	  b. To get a high score
	
	  c. To follow the school regulation
	
	Other : ………………………………………………
		Attitude

4	What do you feel when you learn English?
	
	  a. Excited
	
	  b. Fear
	
	  c. Neutral
	
	  d. Boring
	
	Other : ………………………………………
		Attitude

5	How was your teacher's presence?
	
	  a. She came on time
	
	  b. Came late
		Teacher

	c. Did not come to class	
	d. She left the island	
	a. Other……………………….	
6	If you found difficulty in learning English and then you asked your teacher, how did she respond? a. Listened carefully and explained the material again b. Be open to follow-up questions c. Ignoring the question d. Be angry e. Other: ……………...	Method
7	What kinds of facilities are available? a. Library b. Laboratory c. Toilet d. Laptop e. TV f. Electricity g. Stable connection a. Other: …………..	Facilities

(Adapted from Pramudito, 2020)

Interview

A. Interview

No.	Questions	Topic
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5	Do you learn English by practicing the topic discussed?	Direct learning experience
Academic Achievement		
6	How often do you absent without permission from your teacher?	Truancy
7	What is your father/mother's education?	Parents' level of education
8	Do you always go to the library?	Library
9	How does your English teacher teach you?	Teacher

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2	How do you think of English subject? a. English is fun b. English is easy c. English is difficult d. English is boring e. Other: ………………	Attitude
3	What is your intention in learning English? a. To master English b. To get a high score c. To follow the school regulation Other : …………………………………………………….	Attitude
4	What do you feel when you learn English? a. Excited b. Fear c. Neutral	Attitude

	d. Boring Other : ……………………………………	
5	How was your teacher's presence? a. She came on time b. Came late c. Did not come to class d. She left the island a. Other……………………….	Teacher
6	If you found difficulty in learning English and then you asked your teacher, how did she respond? a. Listened carefully and explained the material again b. Be open to follow-up questions c. Ignoring the question d. Be angry e. Other: ……………..	Method
7	What kinds of facilities are available? a. Library b. Laboratory c. Toilet d. Laptop e. TV	Facilities

	f. Electricity g. Stable connection a. Other: …………..	

(Adapted from Pramudito, 2020)

Students' Responses

Lembar Angket Tantangan Dalam Belajar Bahasa Inggris

A. Identitas Siswa
   - Nama : Tahang
   - Kelas : VIII (8)
   - Jenis Kelamin : Laki-laki/ ~~perempuan~~

B. Petunjuk
   1) Dimohon kesediaannya untuk mengisi angket ini sesuai dengan pengalaman Anda selama belajar Bahasa Inggris.
   2) Dalam pengisian angket ini tidak mempengaruhi nilai Anda.
   3) Menjawab pertanyaan dengan cara memilih satu atau lebih jawaban yang tersedia pada kolom. Silahkan mengisi pilihan JAWABAN LAINNYA bila Anda memiliki jawaban lain.

No.	Questions
1	Apa yang memotivasi Anda belajar Bahasa Inggris? (a) Ingin mendapatkan status dan pekerjaan yang lebih baik b) Takut dihukum guru/ orang tua c) Ingin jalan-jalan ke luar negeri d) Mendapat hadiah dari guru kalau nilainya bagus e) Hobi dan suka Bahasa Inggris f) Jawaban lain: Saya mau masuk tentara jadi harus menggabi Bahasa Ingris
2	Bagaimana pendapatmu Pelajaran Bahasa Inggris? (a) Menyenangkan b) Mudah c) Sulit d) Membosankan e) Jawaban lain:
3	Apa tujuan Anda mempelajari Bahasa Inggris? (a) Ingin menguasai Bahasa Inggris b) Untuk mendapatkan nilai yang tinggi c) Mengikuti aturan wajib sekolah d) Jawaban lain:
4	Bagaimana perasaan Anda Ketika belajar Bahasa Inggris? (a) Bersemangat b) Takut a. Biasa saja b. Bosan c. Jawaban lain:
5	Bagaimana kehadiran guru Bahasa Inggris?

	ⓐ Hadir tepat waktu b) Terlambat c) Tidak masuk kelas ⓓ Meninggalkan pulau e) Jawaban lain: _____
6.	Bila menemukan kesulitan dalam belajar Bahasa Inggris kemudian Anda bertanya, bagaimana respon guru? ⓐ Mendengarkan pertanyaan dengan baik lalu menjelaskan materi yang ditanyakan b) Terbuka terhadap pertanyan berikutnya c) Mengabaikan pertanyaan siswa d) Marah e) Jawaban lain: _____ _____
7	Fasilitas apa saja yang ada di sekolah Anda? ⓐ Perpustakaan ⓑ Lab ⓒ Toilet d) Laptop e) TV f) Listrik g) Jaringan h) Jawaban lain: _____ _____

<u>**Lembar Angket Tantangan Dalam Belajar Bahasa Inggris**</u>

A. Identitas Siswa
   - Nama : Firda Sari
   - Kelas : VII
   - Jenis Kelamin : Laki-laki/ perempuan

B. Petunjuk
   1) Dimohon kesediaannya untuk mengisi angket ini sesuai dengan pengalaman Anda selama belajar Bahasa Inggris.
   2) Dalam pengisian angket ini tidak mempengaruhi nilai Anda.
   3) Menjawab pertanyaan dengan cara memilih satu atau lebih jawaban yang tersedia pada kolom. Silahkan mengisi pilihan JAWABAN LAINNYA bila Anda memiliki jawaban lain.

No.	Questions
1	Apa yang memotivasi Anda belajar Bahasa Inggris? (a) Ingin mendapatkan status dan pekerjaan yang lebih baik b) Takut dihukum guru/ orang tua c) Ingin jalan-jalan ke luar negeri d) Mendapat hadiah dari guru kalau nilainya bagus e) Hobi dan suka Bahasa Inggris f) Jawaban lain: _____
2	Bagaimana pendapatmu Pelajaran Bahasa Inggris? (a) Menyenangkan (b) Mudah c) Sulit d) Membosankan e) Jawaban lain: _____
3	Apa tujuan Anda mempelajari Bahasa Inggris? (a) Ingin menguasai Bahasa Inggris b) Untuk mendapatkan nilai yang tinggi c) Mengikuti aturan wajib sekolah d) Jawaban lain: _____
4	Bagaimana perasaan Anda Ketika belajar Bahasa Inggris? (a) Bersemangat b) Takut a. Biasa saja b. Bosan c. Jawaban lain: _____
5	Bagaimana kehadiran guru Bahasa Inggris?

	a) Hadir tepat waktu b) Terlambat c) Tidak masuk kelas d) Meninggalkan pulau e) Jawaban lain: _____
6.	Bila menemukan kesulitan dalam belajar Bahasa Inggris kemudian Anda bertanya, bagaimana respon guru? a) Mendengarkan pertanyaan dengan baik lalu menjelaskan materi yang ditanyakan b) Terbuka terhadap pertanyan berikutnya c) Mengabaikan pertanyaan siswa d) Marah e) Jawaban lain: _____ _____
7	Fasilitas apa saja yang ada di sekolah Anda? a) Perpustakaan b) Lab c) Toilet d) Laptop e) TV f) Listrik g) Jaringan h) Jawaban lain: _____ _____

Lembar Angket Tantangan Dalam Belajar Bahasa Inggris

A. Identitas Siswa

Nama : Safitta Ramadan

Kelas : V III

Jenis Kelamin : ~~Laki-laki~~/ perempuan

B. Petunjuk

1) Dimohon kesediaannya untuk mengisi angket ini sesuai dengan pengalaman Anda selama belajar Bahasa Inggris.
2) Dalam pengisian angket ini tidak mempengaruhi nilai Anda.
3) Menjawab pertanyaan dengan cara memilih satu atau lebih jawaban yang tersedia pada kolom. Silahkan mengisi pilihan JAWABAN LAINNYA bila Anda memiliki jawaban lain.

No.	Questions
1	Apa yang memotivasi Anda belajar Bahasa Inggris? a) Ingin mendapatkan status dan pekerjaan yang lebih baik _(dilingkari)_ b) Takut dihukum guru/ orang tua c) Ingin jalan-jalan ke luar negeri _(dilingkari)_ d) Mendapat hadiah dari guru kalau nilainya bagus e) Hobi dan suka Bahasa Inggris f) Jawaban lain: _____
2	Bagaimana pendapatmu Pelajaran Bahasa Inggris? a) Menyenangkan _(dilingkari)_ b) Mudah _(dilingkari)_ c) Sulit d) Membosankan e) Jawaban lain: _____
3	Apa tujuan Anda mempelajari Bahasa Inggris? a) Ingin menguasai Bahasa Inggris b) Untuk mendapatkan nilai yang tinggi _(dilingkari)_ c) Mengikuti aturan wajib sekolah d) Jawaban lain: _____
4	Bagaimana perasaan Anda Ketika belajar Bahasa Inggris? a) Bersemangat _(dilingkari)_ b) Takut a. Biasa saja b. Bosan c. Jawaban lain: _____
5	Bagaimana kehadiran guru Bahasa Inggris?

	a) Hadir tepat waktu b) Terlambat c) Tidak masuk kelas d) Meninggalkan pulau e) Jawaban lain: _____

6.	Bila menemukan kesulitan dalam belajar Bahasa Inggris kemudian Anda bertanya, bagaimana respon guru?
	    a) Mendengarkan pertanyaan dengan baik lalu menjelaskan materi yang ditanyakan
	    b) Terbuka terhadap pertanyan berikutnya
	    c) Mengabaikan pertanyaan siswa
	    d) Marah
	    e) Jawaban lain: _____

7	Fasilitas apa saja yang ada di sekolah Anda?
	    a) Perpustakaan
	    b) Lab
	    c) Toilet
	    d) Laptop
	    e) TV
	    f) Listrik
	    g) Jaringan
	    h) Jawaban lain: _____

Lembar Angket Tantangan Dalam Belajar Bahasa Inggris

A. Identitas Siswa
   - Nama : Rifki
   - Kelas : VIII
   - Jenis Kelamin : Laki-laki/ ~~perempuan~~

B. Petunjuk
   1) Dimohon kesediaannya untuk mengisi angket ini sesuai dengan pengalaman Anda selama belajar Bahasa Inggris.
   2) Dalam pengisian angket ini tidak mempengaruhi nilai Anda.
   3) Menjawab pertanyaan dengan cara memilih satu atau lebih jawaban yang tersedia pada kolom. Silahkan mengisi pilihan JAWABAN LAINNYA bila Anda memiliki jawaban lain.

No.	Questions
1	Apa yang memotivasi Anda belajar Bahasa Inggris? a) Ingin mendapatkan status dan pekerjaan yang lebih baik b) Takut dihukum guru/ orang tua c) Ingin jalan-jalan ke luar negeri *(dilingkari)* d) Mendapat hadiah dari guru kalau nilainya bagus e) Hobi dan suka Bahasa Inggris f) Jawaban lain: _____
2	Bagaimana pendapatmu Pelajaran Bahasa Inggris? a) Menyenangkan *(dilingkari)* b) Mudah c) Sulit *(dilingkari)* d) Membosankan e) Jawaban lain: _____
3	Apa tujuan Anda mempelajari Bahasa Inggris? a) Ingin menguasai Bahasa Inggris b) Untuk mendapatkan nilai yang tinggi *(dilingkari)* c) Mengikuti aturan wajib sekolah d) Jawaban lain: _____
4	Bagaimana perasaan Anda Ketika belajar Bahasa Inggris? a) Bersemangat *(dilingkari)* b) Takut a. Biasa saja b. Bosan c. Jawaban lain: _____
5	Bagaimana kehadiran guru Bahasa Inggris?

	a) Hadir tepat waktu b) Terlambat c) Tidak masuk kelas d) Meninggalkan pulau e) Jawaban lain: _____

6.	Bila menemukan kesulitan dalam belajar Bahasa Inggris kemudian Anda bertanya, bagaimana respon guru?
	    a) Mendengarkan pertanyaan dengan baik lalu menjelaskan materi yang ditanyakan
	    b) Terbuka terhadap pertanyan berikutnya
	    c) Mengabaikan pertanyaan siswa
	    d) Marah
	    e) Jawaban lain: _____

7	Fasilitas apa saja yang ada di sekolah Anda?
	    a) Perpustakaan
	    b) Lab
	    c) Toilet
	    d) Laptop
	    e) TV
	    f) Listrik
	    g) Jaringan
	    h) Jawaban lain: _____

Lembar Angket Tantangan Dalam Belajar Bahasa Inggris

A. Identitas Siswa

Nama   : DELVIN NIRWANA

Kelas   : IX

Jenis Kelamin : Laki-laki/ ~~perempuan~~

B. Petunjuk

1) Dimohon kesediaannya untuk mengisi angket ini sesuai dengan pengalaman Anda selama belajar Bahasa Inggris.
2) Dalam pengisian angket ini tidak mempengaruhi nilai Anda.
3) Menjawab pertanyaan dengan cara memilih satu atau lebih jawaban yang tersedia pada kolom. Silahkan mengisi pilihan JAWABAN LAINNYA bila Anda memiliki jawaban lain.

No.	Questions
1	Apa yang memotivasi Anda belajar Bahasa Inggris? (a) Ingin mendapatkan status dan pekerjaan yang lebih baik b) Takut dihukum guru/ orang tua (c) Ingin jalan-jalan ke luar negeri d) Mendapat hadiah dari guru kalau nilainya bagus e) Hobi dan suka Bahasa Inggris f) Jawaban lain: _____
2	Bagaimana pendapatmu Pelajaran Bahasa Inggris? (a) Menyenangkan b) Mudah c) Sulit d) Membosankan e) Jawaban lain: _____
3	Apa tujuan Anda mempelajari Bahasa Inggris? (a) Ingin menguasai Bahasa Inggris (b) Untuk mendapatkan nilai yang tinggi c) Mengikuti aturan wajib sekolah d) Jawaban lain: _____
4	Bagaimana perasaan Anda Ketika belajar Bahasa Inggris? (a) Bersemangat b) Takut a. Biasa saja b. Bosan c. Jawaban lain: _____
5	Bagaimana kehadiran guru Bahasa Inggris?

	a) Hadir tepat waktu b) Terlambat c) Tidak masuk kelas d) Meninggalkan pulau e) Jawaban lain: _____
6.	Bila menemukan kesulitan dalam belajar Bahasa Inggris kemudian Anda bertanya, bagaimana respon guru? a) Mendengarkan pertanyaan dengan baik lalu menjelaskan materi yang ditanyakan b) Terbuka terhadap pertanyan berikutnya c) Mengabaikan pertanyaan siswa d) Marah e) Jawaban lain: _____ _____
7	Fasilitas apa saja yang ada di sekolah Anda? a) Perpustakaan b) Lab c) Toilet d) Laptop e) TV f) Listrik g) Jaringan h) Jawaban lain: _____ _____

Lembar Angket Tantangan Dalam Belajar Bahasa Inggris

A. Identitas Siswa

Nama : Mitra ulfiani

Kelas : Ix < g >

Jenis Kelamin : ~~Laki-laki~~/ perempuan

B. Petunjuk

1) Dimohon kesediaannya untuk mengisi angket ini sesuai dengan pengalaman Anda selama belajar Bahasa Inggris.
2) Dalam pengisian angket ini tidak mempengaruhi nilai Anda.
3) Menjawab pertanyaan dengan cara memilih satu atau lebih jawaban yang tersedia pada kolom. Silahkan mengisi pilihan JAWABAN LAINNYA bila Anda memiliki jawaban lain.

No.	Questions
1	Apa yang memotivasi Anda belajar Bahasa Inggris? a) Ingin mendapatkan status dan pekerjaan yang lebih baik b) Takut dihukum guru/ orang tua c) Ingin jalan-jalan ke luar negeri d) Mendapat hadiah dari guru kalau nilainya bagus e) Hobi dan suka Bahasa Inggris f) Jawaban lain:
2	Bagaimana pendapatmu Pelajaran Bahasa Inggris? a) Menyenangkan b) Mudah c) Sulit d) Membosankan e) Jawaban lain:
3	Apa tujuan Anda mempelajari Bahasa Inggris? a) Ingin menguasai Bahasa Inggris b) Untuk mendapatkan nilai yang tinggi c) Mengikuti aturan wajib sekolah d) Jawaban lain:
4	Bagaimana perasaan Anda Ketika belajar Bahasa Inggris? a) Bersemangat b) Takut a. Biasa saja b. Bosan c. Jawaban lain:
5	Bagaimana kehadiran guru Bahasa Inggris?

	a) Hadir tepat waktu b) Terlambat c) Tidak masuk kelas d) Meninggalkan pulau e) Jawaban lain: _____
6.	Bila menemukan kesulitan dalam belajar Bahasa Inggris kemudian Anda bertanya, bagaimana respon guru? a) Mendengarkan pertanyaan dengan baik lalu menjelaskan materi yang ditanyakan b) Terbuka terhadap pertanyan berikutnya c) Mengabaikan pertanyaan siswa d) Marah e) Jawaban lain: _____ _____
7	Fasilitas apa saja yang ada di sekolah Anda? a) Perpustakaan b) Lab c) Toilet d) Laptop e) TV f) Listrik g) Jaringan h) Jawaban lain: _____ _____

Lembar Angket Tantangan Dalam Belajar Bahasa Inggris

A. Identitas Siswa
   - Nama : Nurhafizah
   - Kelas : VIII
   - Jenis Kelamin : ~~Laki-laki~~/perempuan

B. Petunjuk
   1) Dimohon kesediaannya untuk mengisi angket ini sesuai dengan pengalaman Anda selama belajar Bahasa Inggris.
   2) Dalam pengisian angket ini tidak mempengaruhi nilai Anda.
   3) Menjawab pertanyaan dengan cara memilih satu atau lebih jawaban yang tersedia pada kolom. Silahkan mengisi pilihan JAWABAN LAINNYA bila Anda memiliki jawaban lain.

No.	Questions
1	Apa yang memotivasi Anda belajar Bahasa Inggris? a) Ingin mendapatkan status dan pekerjaan yang lebih baik b) Takut dihukum guru/ orang tua **(c)** Ingin jalan-jalan ke luar negeri d) Mendapat hadiah dari guru kalau nilainya bagus e) Hobi dan suka Bahasa Inggris f) Jawaban lain:
2	Bagaimana pendapatmu Pelajaran Bahasa Inggris? **(a)** Menyenangkan b) Mudah c) Sulit d) Membosankan e) Jawaban lain:
3	Apa tujuan Anda mempelajari Bahasa Inggris? a) Ingin menguasai Bahasa Inggris **(b)** Untuk mendapatkan nilai yang tinggi c) Mengikuti aturan wajib sekolah d) Jawaban lain:
4	Bagaimana perasaan Anda Ketika belajar Bahasa Inggris? **(a)** Bersemangat b) Takut a. Biasa saja b. Bosan c. Jawaban lain:
5	Bagaimana kehadiran guru Bahasa Inggris?

	a) Hadir tepat waktu b) Terlambat c) Tidak masuk kelas d) Meninggalkan pulau e) Jawaban lain: _____
6.	Bila menemukan kesulitan dalam belajar Bahasa Inggris kemudian Anda bertanya, bagaimana respon guru? a) Mendengarkan pertanyaan dengan baik lalu menjelaskan materi yang ditanyakan b) Terbuka terhadap pertanyan berikutnya c) Mengabaikan pertanyaan siswa d) Marah e) Jawaban lain: _____
7	Fasilitas apa saja yang ada di sekolah Anda? a) Perpustakaan b) Lab c) Toilet d) Laptop e) TV f) Listrik g) Jaringan h) Jawaban lain: _____

Lembar Angket Tantangan Dalam Belajar Bahasa Inggris

A. Identitas Siswa
   Nama   : Rista
   Kelas   : VII
   Jenis Kelamin : Laki-laki/ perempuan

B. Petunjuk
   1) Dimohon kesediaannya untuk mengisi angket ini sesuai dengan pengalaman Anda selama belajar Bahasa Inggris.
   2) Dalam pengisian angket ini tidak mempengaruhi nilai Anda.
   3) Menjawab pertanyaan dengan cara memilih satu atau lebih jawaban yang tersedia pada kolom. Silahkan mengisi pilihan JAWABAN LAINNYA bila Anda memiliki jawaban lain.

No.	Questions
1	Apa yang memotivasi Anda belajar Bahasa Inggris? a) Ingin mendapatkan status dan pekerjaan yang lebih baik ✓ b) Takut dihukum guru/ orang tua c) Ingin jalan-jalan ke luar negeri d) Mendapat hadiah dari guru kalau nilainya bagus e) Hobi dan suka Bahasa Inggris ✓ f) Jawaban lain: _____
2	Bagaimana pendapatmu Pelajaran Bahasa Inggris? a) Menyenangkan ✓ b) Mudah c) Sulit d) Membosankan e) Jawaban lain: _____
3	Apa tujuan Anda mempelajari Bahasa Inggris? a) Ingin menguasai Bahasa Inggris ✓ b) Untuk mendapatkan nilai yang tinggi ✓ c) Mengikuti aturan wajib sekolah d) Jawaban lain: _____
4	Bagaimana perasaan Anda Ketika belajar Bahasa Inggris? a) Bersemangat ✓ b) Takut a. Biasa saja b. Bosan c. Jawaban lain: _____
5	Bagaimana kehadiran guru Bahasa Inggris?

	a) Hadir tepat waktu b) Terlambat c) Tidak masuk kelas d) Meninggalkan pulau e) Jawaban lain: _____
6.	Bila menemukan kesulitan dalam belajar Bahasa Inggris kemudian Anda bertanya, bagaimana respon guru? a) Mendengarkan pertanyaan dengan baik lalu menjelaskan materi yang ditanyakan b) Terbuka terhadap pertanyan berikutnya c) Mengabaikan pertanyaan siswa d) Marah e) Jawaban lain: _____ _____
7	Fasilitas apa saja yang ada di sekolah Anda? a) Perpustakaan b) Lab c) Toilet d) Laptop e) TV f) Listrik g) Jaringan h) Jawaban lain: _____ _____

Lembar Angket Tantangan Dalam Belajar Bahasa Inggris

A. Identitas Siswa
   Nama   : Miska
   Kelas   : VII
   Jenis Kelamin : ~~Laki-laki~~/ perempuan

B. Petunjuk
   1) Dimohon kesediaannya untuk mengisi angket ini sesuai dengan pengalaman Anda selama belajar Bahasa Inggris.
   2) Dalam pengisian angket ini tidak mempengaruhi nilai Anda.
   3) Menjawab pertanyaan dengan cara memilih satu atau lebih jawaban yang tersedia pada kolom. Silahkan mengisi pilihan JAWABAN LAINNYA bila Anda memiliki jawaban lain.

No.	Questions
1	Apa yang memotivasi Anda belajar Bahasa Inggris? a) Ingin mendapatkan status dan pekerjaan yang lebih baik b) Takut dihukum guru/ orang tua c) Ingin jalan-jalan ke luar negeri d) Mendapat hadiah dari guru kalau nilainya bagus (e) Hobi dan suka Bahasa Inggris f) Jawaban lain: _____
2	Bagaimana pendapatmu Pelajaran Bahasa Inggris? (a) Menyenangkan b) Mudah c) Sulit d) Membosankan e) Jawaban lain: _____
3	Apa tujuan Anda mempelajari Bahasa Inggris? (a) Ingin menguasai Bahasa Inggris (b) Untuk mendapatkan nilai yang tinggi c) Mengikuti aturan wajib sekolah d) Jawaban lain: _____
4	Bagaimana perasaan Anda Ketika belajar Bahasa Inggris? (a) Bersemangat b) Takut a. Biasa saja b. Bosan c. Jawaban lain: _____
5	Bagaimana kehadiran guru Bahasa Inggris?

	a) Hadir tepat waktu b) Terlambat c) Tidak masuk kelas d) Meninggalkan pulau e) Jawaban lain: _____
6.	Bila menemukan kesulitan dalam belajar Bahasa Inggris kemudian Anda bertanya, bagaimana respon guru? a) Mendengarkan pertanyaan dengan baik lalu menjelaskan materi yang ditanyakan b) Terbuka terhadap pertanyan berikutnya c) Mengabaikan pertanyaan siswa d) Marah e) Jawaban lain: _____
7	Fasilitas apa saja yang ada di sekolah Anda? a) Perpustakaan b) Lab c) Toilet d) Laptop e) TV f) Listrik g) Jaringan h) Jawaban lain: _____

Students' Score
in English Subject

PENILAIAN AKHIR SEMESTER (PAS)
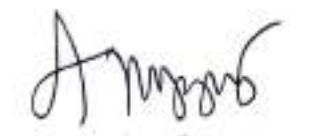## SMP NEGERI 4 BUNGKU SELATAN SATU ATAP
TAHUN PELAJARAN 2023 / 2024

MATA PELAJARAN : Bahasa Inggris   SEMESTER : GANJIL

KELAS   : VII   KKM : 75

No.	Nama	Nilai Pengetahuan											Rata-rata	PTS	UAS	Nilai Keterampilan			Rata-rata	N A
1	ADIL	80	79	77	83	78	78	80	79	85	82	79	77,0	85	81	87	79	85	84	79
2	ANISA	78	82	85	80	78	78	82	78	80	80	78	76,0	80	88	85	77	85	82	77
3	BAIM PRAYOGA	80	85	79	80	78	78	75	78	75	75	76	73,0	78	76	75	75	78	76	75
4	BAYU PRANATA	78	80	75	76	78	81	75	76	75	75	75	73,0	78	76	75	75	75	75	75
5	ELISA	85	79	80	78	80	78	82	79	90	80	82	78,0	80	85	90	79	85	85	79
6	FARDIN	80	79	85	79	80	77	78	81	85	80	85	77,0	80	81	80	80	80	80	78
7	HARYANI RA'ADIA	79	80	75	78	76	80	76	81	75	75	75	73,0	75	78	75	75	75	75	75
8	IFNAL	80	76	80	79	81	80	83	80	89	82	85	79,0	80	80	87	79	88	85	79
9	JUNIATI	85	80	78	78	81	78	77	80	78	75	78	74,0	80	78	78	78	85	80	76
10	MISKA	90	90	91	85	90	100	85	90	95	100	95	85,0	90	92	92	90	95	92	89
11	MUH. ARIF	80	79	79	78	80	78	81	80	75	78	80	75,0	79	80	80	77	80	79	76
12	MUH. ARIF	82	81	78	77	80	78	78	80	80	80	80	76,0	80	80	80	77	78	78	77
13	NUR AISAH	79	80	78	81	80	77	76	81	80	80	80	76,0	80	80	80	77	80	79	77
14	NUR MILA	83	80	78	81	79	77	78	79	82	80	78	76,0	82	85	80	78	80	79	78
15	NURHAFIZAH	95	90	92	95	89	90	85	89	100	89	93	83,0	85	90	90	85	95	90	87
16	RISDIN	80	77	79	80	78	80	80	79	81	80	80	76,0	79	80	80	78	80	79	78
17	RISTA	92	90	89	95	86	90	89	89	95	95	90	84,0	90	85	95	90	95	93	88
18	WAHYU NURGIANSYAH	75	78	80	79	80	81	80	78	80	78	80	75,0	79	80	80	77	80	79	77

Mengetahui
Kepala Sekolah,

Hambrudin Bangsoni, S.Pd
NIP. 19840052 1984121001

Morowali, 16 Desember 2023

Anggun Winarsih, S.Pd
Nip. 19940517 201903 2 017

PENILAIAN AKHIR SEMESTER (PAS)
SMP NEGERI 4 BUNGKU SELATAN SATU ATAP
TAHUN PELAJARAN 2023 / 2024

MATA PELAJARAN : Bahasa Inggris
KELAS : VIII

SEMESTER : GANJIL
KKM : 75

No.	Nama	Nilai Pengetahuan											Rata-rata	PTS	UAS	Nilai Keterampilan			Rata-rata	N A
1	Ahmad Farchoni	78	77	77	81	78	79	80	80	78	76	78	78,0	80	81	80	87	85	84	79
2	Alissa	78	79	81	82	78	78	78	82	78	79	79	79,0	80	88	77	85	85	82	79
3	Anugrah	81	80	79	75	78	75	75	82	77	78	78	78,0	78	76	75	75	78	76	78
4	Apriyanto	80	75	75	76	76	76	75	76	75	77	80	77,0	78	78	75	75	75	75	78
5	Arnita	80	79	91	81	78	85	79	80	80	78	78	81,0	80	85	79	90	85	85	81
6	Dirman	80	78	84	77	61	80	90	78	80	80	78	80,0	80	81	80	80	80	80	80
7	Epi	79	76	75	77	80	75	80	77	76	80	77	78,0	75	78	75	75	75	75	78
8	Jurdal	79	76	77	60	80	88	85	79	82	90	80	82,0	85	80	79	87	88	85	82
9	Masita	85	79	80	79	80	79	80	80	78	81	78	80,0	80	78	78	78	85	80	80
10	Rehan	80	80	79	85	90	90	89	80	89	78	77	83,0	89	92	85	80	80	82	85
11	Rifki	80	80	80	61	85	80	90	95	85	80	80	83,0	95	80	90	89	90	90	89
12	Rio	82	81	78	78	61	81	81	77	80	80	78	80,0	80	80	77	80	78	78	80
13	Safar	80	80	78	76	79	80	82	61	80	82	77	80,0	80	80	77	80	80	79	80
14	Safitra	90	99	90	89	80	82	80	81	90	94	89	88,0	98	90	80	80	80	80	87
15	Sri Wahyuni	80	90	82	65	69	80	89	90	89	80	*81	85,0	85	85	85	80	82	82	86
16	Tahang	99	90	95	90	97	90	89	93	90	85	95	92,0	98	90	95	90	91	92	93

Mengetahui
Kepala Sekolah

Hambuan Langkini, S.Pd
Nip. 19640521 1964121001

Morowali, 16 Desember 2023
Guru Mapel

Anggun Winarsih, S.Pd
Nip. 19940517 201903 2 017

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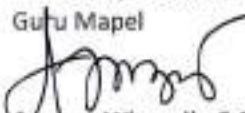## SMP NEGERI 4 BUNGKU SELATAN SATU ATAP
TAHUN PELAJARAN 2023 / 2024

MATA PELAJARAN : Bahasa Inggris   SEMESTER : GANJIL
KELAS : IX   KKM : 75

No.	Nama	Nilai Pengetahuan											Rata-rata	PTS	UAS	Nilai Keterampilan			Rata-rata	NA
1	Abdi Irmansyah	80	76	77	81	78	79	80	80	78	76	78	78,0	80	81	80	80	85	82	78
2	Anada Wira	78	76	80	82	78	78	78	82	78	78	79	79,0	80	79	80	85	83	83	79
3	Ayu Lestari	79	80	80	75	78	75	75	82	77	78	78	78,0	78	76	75	75	78	76	78
4	Delvin	90	88	95	76	76	76	75	76	75	77	80	80,0	78	77	90	95	90	92	87
5	Ferlita	85	88	90	81	78	85	79	80	80	78	78	82,0	80	81	79	85	80	81	81
6	Fiki	78	78	80	77	81	80	90	78	80	80	78	80,0	80	81	80	80	80	80	80
7	Indriani	80	78	75	77	80	75	80	77	76	80	77	78,0	75	75	75	75	75	75	78
8	Lestari	89	90	90	85	86	88	85	95	82	90	89	88,0	89	80	95	90	92	92	89
9	Miratil Hayati	82	80	79	79	80	79	80	80	78	81	78	80,0	80	82	78	78	85	80	80
10	Moh. Ikbal	80	81	79	85	90	90	89	80	89	78	77	83,0	89	83	85	82	80	82	83
11	Muhammad Husen	81	81	80	81	85	80	90	96	85	80	80	83,0	78	79	80	84	80	81	82
12	Nurhidayani	80	78	80	78	81	81	81	77	80	80	78	79,0	80	80	80	82	78	80	79
13	Nurul	98	90	95	90	95	85	85	81	90	90	95	91,0	93	90	95	90	89	91	91
14	Pipin Andriani	80	88	80	89	79	82	80	81	90	94	89	85,0	78	79	79	80	80	80	83
15	Roy Faiz	77	78	80	85	89	80	89	83	89	80	81	83,0	85	85	80	80	82	81	84
16	Samsir	79	95	80	80	79	80	89	93	90	85	80	84,0	79	80	80	89	78	82	84
17	Sri Wulandari	79	80	83	80	80	78	80	77	82	85	80	81,0	80	80	80	82	80	81	81
18	Suarlin	78	77	75	78	80	76	82	85	80	77	80	79,0	80	80	78	80	80	79	79
19	Tiara Renata	80	78	77	78	90	80	78	77	78	80	78	79,0	78	76	80	82	80	81	79
20	Warda Ningsih	80	81	79	76	78	80	80	77	80	78	85	80,0	80	80	80	85	80	82	80

Mengetahui
Kepala Sekolah

Hambrodin Bangkoni, S.Pd
Nip. 19640528 198412 1 001

Morowali, 16 Desember 2023
Guru Mapel

Anggun Winarsih, S.Pd
Nip. 19940517 201903 2 017

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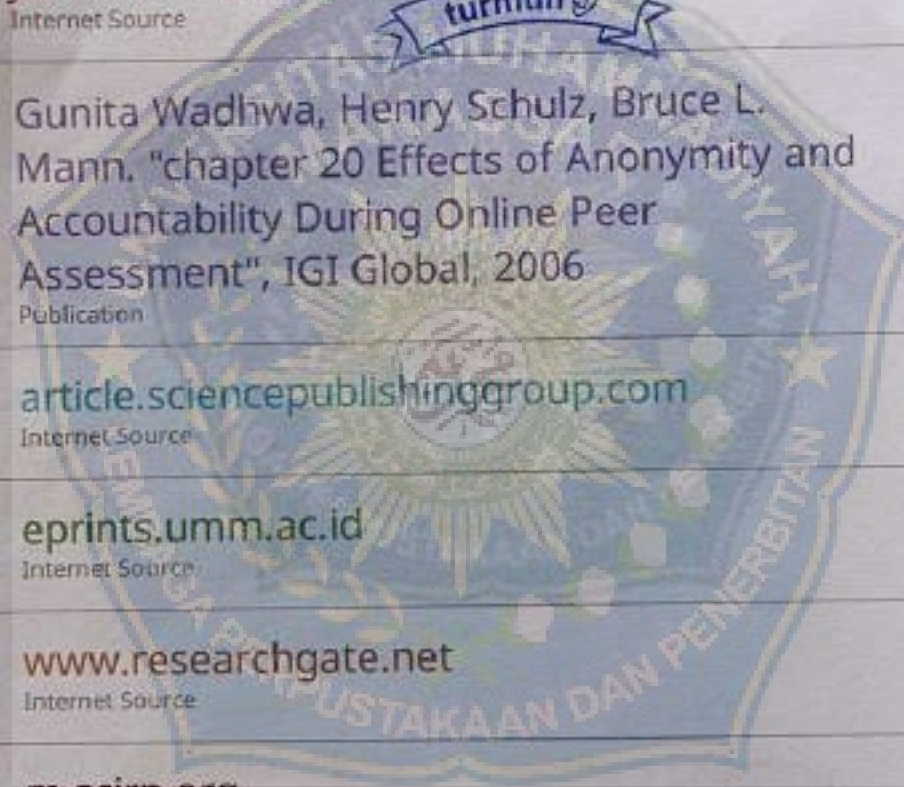
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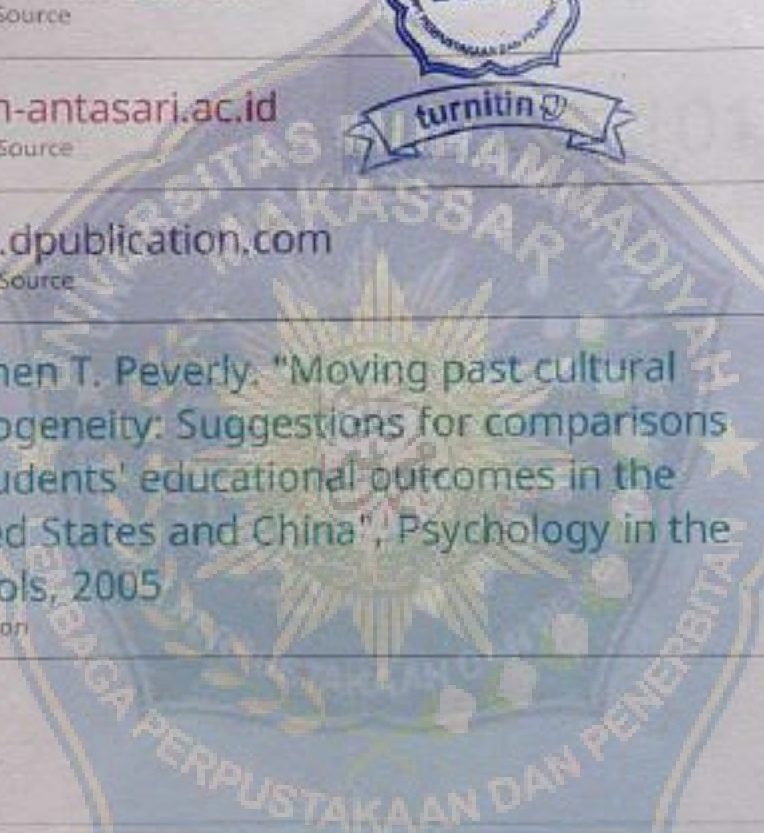| 1	digilib.unimed.ac.id Internet Source	1%
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The researcher, Nurlaili was born in Sakita 17th November 1986. She is the first daughter of 4 siblings, from lovely couple of her parents Djabir Maharibu and Masita Malla. She began her study at SD Negeri Sakita in 1993-1999. Then she joined in Junior High School at SMP Negeri 1 Bungku Tengah in 1999-2003.

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