# The Factor Contributing to the Learners Success in Language Learning

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**Abstract**
Learning involves not only a matter of intellectual exercise, but a matter of emotions as well. The situation of inner most self of individuals to great extent can effect their learning drives. Several studies on learners motivation show that the emotion states of language learners plays an important role in determining their achievements. There are some internal and external factors can be identified to give contribution to the learners success in language learning, for examples: having high motivation, high self confidence, avoiding learners anxiety, having good image, creating positive climate, providing speech community and developing English practice, language learning refers to habit formation process, good teacher-learner relationship and creating English learning as enjoyable and knowledge satisfying Experience.

**Keywords:** *learners success; language learning*

## INTRODUCTION

Many learners of English attend English classes with many different motivations and purposes. Some come to the class because their school curriculum prescribes them to take it, disregarding whether they like it or not. Some come to the class due to their immediate needs to pursue their careers in specitific fields of jobs. And some other come to the class because their present jobs demand them to have a good command of English in order that they are able to get a better chance for advancement in their professional lives.

Regardless of different motivations and purposes, many learners of English often find themselves unhappy with language classes they have attended. After several weeks in a language class, for instance they quit and drof it. Basically, they do so because they feel unsatisfied with their learning achievement. They commonly complain that even though they have learnt English for ages, they still feel hard and competent to use it communication purposes.

In conjunction with the phenomenon above, the writer has the following questions in mind: (1) Why are some students successful at language learning whereas others are not? (2) How did teacher introduce English and the goal of English learning in the class? (3) How is the learner's motivation and self confidence in learning English? (4) How is the learner's anxiety and good image in English learning? (5) How is class room climate? (6) Did teacher provide speech community and develop English practice? (7) How is the process of English teaching and learning? (8) What kinds of relationship do teachers need to develop with their learners in the classroom in order that they can enhance their learners learning process optimally? (9) and creating English learning as enjoyable and knowledge satisfying Experience?

This paper represent the writer's attempt to answer the questions posited above. The bulk of materials presented for this purpose was gathered from library research and the writer's own teaching experiences.

**DISCUSSION.**

Learning involves not only a matter of intellectual exercise, but a matter of emotions as well. The situations of the inner most self of individuals to a great extent can effect their learning drives. Several studies on students' motivation (Steinberg, 1986; Young, 1990; Phillips, 1992; Soepriyanti, 1995) show that the emotion states of language learners plays an important role in determining their achievements.

Kumaravadivelu (1994) futher explains that the most important factor determining the learner's relative success or failure in language, teaching-learning process in the match between the language programs and the learner's needs. What impact classroom activities will have on the learning process depends very much on the learner's need fulfillment. She therefore advices that every teacher sensitize them selves to the potential sources of mismatch between the language program and the learner's needs in order that the problem posited above can be avoided.

With all those in mind, it is necessary for every teacher to conduct needs assessment prior to establishing a language program. This is meant to reveal what the learner expects from class when attend the program. By knowing the learner needs, interests, and expectation, the teacher will obviously be able to design appropriate programs that meet whatever goals the learner has in mind (Savignon, 1983).

Conclusively, an assessment of the learner' needs, which is commonly known as need analysis, is advisably required to be undertaken by the teacher prior to conducting teaching-learning activities. The assessment can be optionally in the form of written questionnaires or oral interviews. Since the purpose of the assessment is to know learner's needs, interests and expectations on the language class – not to test their foreign language proficiency, ideally the teacher use any language that can be understood by the learners. The result of the assessment can further be used as a data record of the individual's needs and interest. With this, later the teacher will be able to determine the kids of programs of instruction suitable for the learners.

With regard the learner's needs, it is widely believed that the fulfillment of needs or expectations from the teacher in the language teaching process will predictably have a positive impact on the learner's active involvement in the language learner's process. Bertoldi *et. al*. (1988), for example, remarks that there is a convincing evidence that learners whose needs or expectations are met during classroom instructions learn better than those who are not. The former commonly take initiative in the feet of teachers, passively waiting to be taught (reactive learners).

Based of the evidence, it is hence imperative for the teacher to guide the students to find what they need and expect to do with the language skills they learn through need assessments. When the growth of learning awareness in the learners' self increase, the learning process in the classroom will obviously run smoothly. The students do not need to be reminded or told to learn the subject all the time because they have already known what to do with their own learning process.

1.  **Introducing the Importance of English Learning**

    English is introduced for Indonesian students earlier, starting from elementary school. English has been pervasively studied in Indonesia since 1960s and it is officially regarded as the first foreign language to be studied in schools and University (Ratminingsih, 2012). English is also learned as a part of academic requirements at school system, or in preparation for travel or study in an English-speaking country. English has played an important subject and a compulsory subject. This is showed that English is taught from elementary school until university.

    English is a tool to communicate orally and in writing. Communicating is to understand and express information, thoughts, feelings, and develop science, technology and culture.

    Nowadays, English becomes an important language as it is used globally or internationally. The role of English is for global communication tool due to the globalization era. English is used widely and easily for it is called international language. English is the language of pop culture, of tourism, of markets, of the internet and trade (Nehemiah, 2009). Over half of various forms of personal communication written in letters, short message service, and e-mail are also written in English. Due the importance of English learning and the widely use of English in the word society and a tool for communication and interaction are not doubted.

    In 2,000 there were approximately 1,500 million speakers of English word wide, consisting of around 329 million first language (L.1) speakers, (mostly in inner cycle countries), 430 million second language (L.2) speakers, (Outer circle countries) and about 75 million speakers of English as a foreign language in the countries of expanding circle (crystal, 2003). It is more over proven that English speakers are increasing every year.

2.  **Introducing the Goal of English Learning**

    According to the competency-based curriculum which was issued by the Indonesia ministry of National Education reflects that the goal of English learning in Indonesia is to develop communicative competence and to enable the students be able to communicate in English orally and in writing. (BSNP, 2006). Communicating here means to understand and to express information, thoughts, feelings, and develop science, technology, and culture. Ability to communicate is the ability to understand or to produce spoken text or written text to be realized in the four language skills, namely listening, speaking, reading and writing. The four language skills are used to respond or to create a discourse in public life, therefore, the method of English subjects are used of schools to be directed to the development of four skills of language for graduates be able to communicate and interact in English at certain level of literacy. In the end, the communication activity will create a human figure, who is able to communicate effectively, have high self-confidence, critical tinking and be able to solve the problems and take an active role either independently or in groups.

3.  **Growing Learners Motivation and Self Confidence in English Learning**

    Leraners motivation and self-confidence should be built by teacher before learning English. Motivation is derived from Greek, "Movere" , Its meaning is to drive (Fred Luthans, 1995). While Streets and Porter state that motivation has relation with "what energizes human behavior" (1991). Motivation is something thst drives someone to do activities. Relation to this, motivation according to Lim Kiat Boey (1975) can be divided into two kinds.

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Firstly, is instrumental motivation, this is when the student learns the second language for instrumental purposes. For example, it may be required for post graduate work, for his career or for travel abroad. There is no desire on his part to go beyond the language as a tool to fulfill rather limited purposes. The secondly, is integrative motivation. In this case, the student learns the second language with the desire to identify himself with the native speakers and to enrich his life by contact with another culture. It was found that students with integrative motivation have greater success at learning the second language than those with merely instrumental motivation. Based on the explanation above, it can be understood that motivation is very important for learner to get success in English learning.

Relation to this, according to Krashen and Terrell (in Hadley, 1993) state that a foreign language learner who has certain motivation, i.e he/she wants to be like a foreigner and has self confidence in learning English, she/he will get more success than who has low motivation and self-confidence.

**4. Avoiding the Sense of Learners Anxiety and Building Learners Good Image in English Learning**

The sense of learners anxiety should be avoided before English learning, because the sense of anxiety makes a learning is lazy and anxious to learn English. Anxiety in general can be associated with "threats to self-efficacy and appraials of situations as threatening (Pappamihiel, 2022:331).

Language anxiety refers to the feeling of tension and apprehension experienced by learners in the foreign language classroom. More particularly, that language anxiety is a distinctive complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Marwan, 2008:119). In language learning process, teacher encourages learners to speak English or to ask questions in English. Teacher is to provide the kinds of warm, embracing climate that encourages studens to speak, however halting or broken their attempts may be (Brown, 2007).

Relation to this, Pappamihiel (2002) divides the anxiety into two types, namely state anxiety and trait anxiety. State anxiety is a type of anxiety which occurs because learners are exposed to particular conditions or situations. For example, there are learners who way feel anxious if they are requested to speak in front of the class or if they do not understand many of the teacher' words during the class. Meanwhile, trait anxiety is a person's tendency to feel anxious regardless of the situations to which they are exposed. Based on above explanation, that can be summarized that anxiety is a part of some body's character that makes someone's condition feel anxious. When learners are "put on the defensive" in English learning, the affective filter is high, and comprehensible input can not "get in". On the contraly, when the learners have good image on English learning and "put on the relaxing" the affective filter is opened and positive, the comprehensible input can "get in" (Hadley, 1993:51). It means that learners who have good image, opened and positive attitude on English learning. They will be able to communicate with other people with their trust and will be easy, and more successful in English learning. In this case, teacher should make conducive class. If the class is conducive, learners feel happy and easy to be motivated to learn. Teacher also should make English learning as enjoyable learning.

In the English learning, teacher should allow the learners to learn with playing, asking, discussing, doing the meaningful something and motivating them to become learning activity to be enjoyable learning. Learners want to learn if learners see learning as an enjoyable experience (Hutchinson and Walters, 1994). If learners are asked to answer the questions, discussion, or observation, learners brain will work better, so the process of English learning will be better too (Silberman, 1996) and will be able to increase learners evalution score significantly.

5.  **Creating A Positive Classroom Climate**

The role that teacher plays and styles that teacher develops will merge to give the teacher same tools for creating a classroom climate that is positive, stimulating and energizing. A positive classroom climate can be done by teacher are as follow: establishing rapport, balancing praise and criticism, and the last is generating energy (Brown, 2007). Rapport is the relationship between teacher and students. The relationship built on trust and respect that leads to the students, feeling capable, competent, and creative. The relationship can be done by showing interest in each student as a person, by giving feedback on each person's progress, by openly soliciting studens ideas and feelings, by valuing and respecting what students think and say, by laughing with them and not at them, by working with them as a team, not against them, and by developing a genuine sense of vicarious joy when they learn something or otherwise succeed. The relationship that made by teacher as above explanation, the learners feel respected. In this case, the learners will be easy to be motivated to learn English.

6.  **Providing Speech Community and Developing English Practice**

In building learners to success on English learning, it needed to create speech community. Speech community is widely used by sociolinguist refers to a community based on language (Hudson, 1996). In the term of sociolinguistics, speech community is called linguistic community (Wardhaugh, 1998).

Linguistic community is a social group which may be either monolingual or multilingual held together by frequency of social interaction patterns and set off from the surrounding areas by weakness in the lines of communication linguistic. Communicaties may consist of small groups bound together by face-to-face contract or may cover large regions, depending on the level of abstraction we wish to achieve (Wardhaugh, 1998). In this definition, then communities are defined partially through their relationship with other communities. Internally, a community must have a certain social cohesiveness, while externally, its members must find themselves out off from other communities in certain ways.

Relation to this, Bloomfield (in wardhaugh, 1998:119) states that speech community is as a group of people who interact by means of speech. Speech community is meant as all of people who use a given language (or dialect) (Lions in Hudson, 1996:25). Based on above explanation, it can be understood that speech community is a community which the members should use a given language or the same dialect. In this case, teacher should encourage learners to practice English. For example, in the process of teaching and learning English in the class, every learner should use English for asking questions or for interaction with teacher or with other learners. Learners may not be permitted to use Indonesia. Learners have to use English for interaction in the class. In this case, Brown (2007) states that several classroom activities could be conducted, such as imitation (drilling), intensive speaking, responsive

speech, transactional dialogue (exchanging specific information), interpersonal dialogue (maintaining social relationship) and extensive dialogue (oral report, summaries, short speeches).

### 7. Teaching and Learning English Refers to Habit Formation Process

Learning English through doing good habits is very important to be given to the learners, because, with doing good habits at the first time, learners will reject it. But, if teacher always asks for them to do good habits, little by little, learners want to do it. Because of doing good habits has been their new habits, in the end, learners can do it without pressuring from the teacher. For example, when learners are requested to speak English, at the first time, they will reject. But if teacher always asks for them and gives opportunity for them to speak English. In the end, learners will do it easily. Because learners always learn about it. As behaviorism theory (gleason : 1998). stated that learning is new habit formation process. Learner can speak English if learners always speak English- and English-speaking activity becomes their new habits. Learners are able to do something, because of being their habits.

### 8. The Teacher-Learner Relationship

Curran (1992) states that relationship between teacher-leaner in the teaching-learning process should not be seen as a power struggle rather as amutually recognized need to each other for the joint realization of their common goal. Both parties should be aware that they need each other in gining the goals. The learner will not succeed without the skills and information shared by the teacher, whereas the teacher will never succeed in teaching without the presence of their learners in their classroom. In order for learners can be able to perform at their best in the language learning, there must therefore exsist a positive climate for learning in which feeling of well-being personal worth, and mutual trust between student-teacher are engendered (brown, 1982). The issue, then, how is it possible not to have a power strunggle when inequality exsist between the teacher and the learners in our language learning environment?

Initially, the one who is to be responsible for changing such a condition is the teacher. Whether the inequality state will exist or this never easy to do, this is due to the fact than the common perception of the learner and teacher in Indonesia is that the teacher should dominate the classroom or otherwise he/she loses his/her dignity or is considered incompetent. The combat this misconception, first, teacher have to be aware or their own limits. They are just ordinary people, not the superior ones. They have weaknesses and strengths, and they can make mistakes too. Therefore, they should not be fearful or hurt when they find their students try to develop a sense equality with him during the teaching and learning process. Teachers have to believe that the job of a teacher is not only giving information, but also developing mutual interpersonal relationship between him/her and the learners. When a sense of equality can be well developed among learners, a positive atmosphere of learning will result as well. Thus, learning anxiety can be reduced into minimum.

Second, teachers have to be aware of their students' limits and able to accept them as what they are. As a creator of learning opportunities, it is the teacher who ought to provide secure learning procces, not vice versa. They should be able to accommodate better see that "teachers simply as teachers and learners simply as learners", because the production of

classroom learning outcome is to a great extent a should be neither students-centered nor teacher-centered.

Third, teachers have to be aware the tension, anxiety, and fear are common phenomena among new learners. When learners do not know what to do with the subject they learn, teacher should be able to encourage their learners to face those emotional states positively in order that can change the uncertain psychological condition into accommodating learning process. Too much exposure of the learner's mistake in front of the class, for instance, will trigger a greater tensionand anxiety the learner's psyche. As evidence, find out that teacher's relaxing and positive attitude can minimize students' levels of anxiety. Conclusively, to have a good interpersonal relationship with the learners. If they do, they supposedly will be able to minimize the level of anxiety in the learning process. Thus, the learning outcome is predictable.

Last, but not least teachers have to be sensitive with the classroom organization. They way in which a classroom is organized can bring a significant influence on language laearning processes and the patterns of relationship. In the teacher-fronted classroom. For instance, the teacher commonly more dominates the speaking time than the students do he/she will lead the activities, constantly pass judgment on the student performance, and become the central attention of the classroom. All these create nothing challenging but a sharp social distance between the teacher and learner. Different from the teacher-fronted classroom, in a highly this type of classroom organization, learners will have more individualization of learning objectives, increased opportunities to perform with the target language, increased personal sense of relevance and achievement, and so forth. Furthermore, students often will pay more attention and learn better because teachers' dominated activities and tasks go into minimum.

9. **Creating English Learning as Enjoyable and Knowledge Satisfying Experience.**

In this statement that teacher should be able to create English learning as enjoyable learning. It means that teacher should be able to help learners to know how is the way of learning, how is the way of analyzing and how is the way of self-learning. Teacher also should be able to manage real learner's experiences and give response on what have been learned that should be suitable with their needs. In this case, teacher should be able to allow the learners study through playing, asking, discussion, and doing something that will be useful for learners and motivate them for becoming English learning as enjoyable learning (Hutchinson and Walters: 1994) state that learner wants to learn if learner sees learning as an enjoyable and knowledge satisfying experience.

**CONCLUSION**

The internal factors contributing the success or failure in foreign language learners are identified as needs, interest and motivation. These play a crucial role in determining whether the learner will stand with the program or abandon it. Several studies show that learners whose needs are fulfilled perform better than those who are not. This finding implies that to help learners gain their success in foreign language learning, teachers are expected to conduct needs assessment prior establishing a language program. Thus, the suitability of the program with the learner's need is identified as the key to success.

Internal factors and external give contribution to the learner's success, in learning English. One striking external factor that is neglected from intellectual discussion is the teacher-learner relationship. The prerequisite for climate for learning in which feeling of well-being, personal worth, and mutual trust between student-teacher are made. Teachers, as planners and creators of activities have to have some qualities, i.e., ability to accept their own limits and their students' limit, ability into provide relaxing learning environment so that tension, anxiety, and fear can be minimized or eliminated from the language teaching and learning process and ability to organize classroom arrangement.

Beside internal and external factors also can be identified to give contribution to the learners success in language learning is motivation, self confidence, avoiding learner anxiety, good image, creating positive climate, providing speech community and develoving English practice, language learning refers to habit formation process and creating English learning as enjoyable and knowledge satisfying experience.

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