

**POTRAYING EFL STUDENTS INDIVIDUAL DIFFERENT
IN LEARNING ENGLISH**

THESIS

This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education



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FACULTY OF TARBIYAH
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PREFACE

This thesis is submitted as a part of completion for the “Sarjana Degree” in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, he really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

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Assalammu’alaikum Warahmatullahi Wabarakatuh.

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The researcher finished this thesis entitled “**POTRAYING EFL STUDENTS INDIVIDUAL DIFFERENT IN LEARNING ENGLISH**”. This thesis is presented in partial fulfillment of the requirement for the degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, support, suggestion and motivation from others. in this chance the researcher would like to express his deepest gratitude for:

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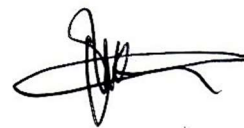
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7. All of my friends at TBI 2015.

Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect. And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Subhaanahu Wa Ta'ala bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'amin.

Wassalammu'alaikum Warahmatullahi Wabarakatuh.

Curup, 13 July 2020

Writer



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MOTTO

**“ I Decided Long Ago, Never to walk in Anyone
Shadows.If I fail or even I succeed, at Least I live As I
Believe”**

~ Whitney Houston~

From Song : Greatest Love Of All

DEDICATION

Allah, is only the reason why I can finish this thesis. Big thanks for letting me to finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, I would like to dedicate this thesis for:

- ❖ **My lovely parents, Mr. Z.Aripin and Mrs. Nurlela thank for support and love that you give.**
- ❖ **My beloved sisters and my brothers in-law : desi ratnasari, risnawati, rian edo, roli alfian**
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- ❖ **My Whole Big Family**
- ❖ **My friend from group "S A H A B A T ": Duik, Yosju, JoMan, Sakut, Nyot, Desju**
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- ❖ **My friend from TBI A CLASS**
- ❖ **Thank you for all of my "ARDAYA" friends**
- ❖ **My friend from whole edge of the world**
- ❖ **It is with pleasure that to them all I dedicate this thesis.**

ABSTRACT

Sugianto 2020, **Portraying EFL Students Individual Different in Learning English**

Advisor : Desfitranita, M.Pd.

Co-advisor : Eka Apriani, M.Pd.

The research describes about the individual differences factor in low and high achiever students at English Study Program of IAIN Curup. The objectives of this research are to find out the low and high achiever students' individual differences in learning English . in this study, the researcher used qualitative methods study. The population and the subject of this research were consisted of three low achiever student and three high achiever student at TBI which are the total number six students. In this study, the researcher took purposive sampling and the instrument used is interview. The interview use by the researcher to find out the individual differences of low and high achiever student in learning English. The individual differences consisted of age, sex, aptitude, motivation, learning styles, learning strategies, personality. The data showed that the low achiever student motivation is to obtain sarjana degree, use more cognitive strategies, preffer to study with friend, choose the extrovert way in learning, use to fight with the inhibition, and having the anxiety in learning English. while the high achiever wanted to be the native like, using less cognitive strategies, preffer to study alone, use the introvert way in acquiring language, and let the inhibition win. There some similarities between both student such as they couldnt comprehend the material in relatively shorttime, they plan monitor and evaluate their English, like to watch english stuff and listen to song to improved their English, they both prefer learning with the phsycally activities involved, like solving problem while learning English, their confidence built by their experienced in learning English and the last their prefer the democratic class than the traditional one because the same reason.

Keywords : individual differences, low achiever, high achiever.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays, English is an important role in facilitating people in both academic and professional life. In Indonesia particularly, English has been taught from elementary to university level and it becomes the compulsory subject that students should pass. Moreover, in some professional aspect such as in the workforce, English put into the standard of requirement that the office candidates should have in order to reach prestigious career.

In regard to this, some people learn English to dispose the standard criteria of job requirement. They learn English and it is an impressive matter if they can engage with this language. However, learning English is not as easy as they think, it will take a long time and the seriousness of the learners. Some aspects of this language like pronunciation, vocabulary and grammatical need an extra effort to comprehend. Hamalik states that learning as a process of changing the whole students' behaviour, as the product or outputs from the interaction with the environment.¹ Similarly, O'Grady and DeBovolsky English Learning is a work to which is done, purposely and deliberate to master a second or foreign language.²

¹Oemar Hamalik. *Psikologi Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 1992), p.7

²Ibid., p.5

Moreover, there are some advantages of people who acquire English language. Firstly, they can communicate with other people around the world easily. As an International language, people who understand English and speak it well will involve in international environment without hesitation. Secondly, English is the most dominant language for business purposes and it has become the most important language in the global workforce. Most international companies expect their employees fluent in English. Thirdly, English take the prominent position in the advance of technology. Almost the electronic devices such as computer and internet use English as the official language. Finally, in education sector, the international students should have the ability to speak, read and write English. This because of students should access the information in the book, internet and school magazine in English. Thus, their successful in academic life will depend on how the students understanding English.

In fact, in the process of learning English, not all students can develop their English skills well and some of them face difficulties in a learning process. Even though the students are teach with the same teachers, material and treatment, the target of achievement will be different for every students. This situation occur because every individual has different each other in both different personalities and styles in learning. Dörnyei states that “personal characteristics are assumed to apply to everybody and on which people differ by degree³.”

³ Dörnyei , Z.”*the psychology of the language learner:individual differences in second language aquisition*”.(Mahwah NJ:Lawrence Erlbaum,2005) p. 3

Humans differ from each other due to many biological or conditioned factors such as affected by nature or unconscious forces that affected by past experiences.

According to Lujan Ortega The study of individual differences has obtained substantial attention over the years and has indicated that there are amount of dimensions of learner differences which are regularly admitted to affect the way they learn foreign languages, how they perform in actual language use and the last levels of success they achieve. From the above overview, several assumptions can be made. Within individual learner differences, there are a number of factors that influence foreign language acquisition. Most authors state that age, motivation and attitude, learning styles and strategy, attitude and intelligence are of determinate importance. According to some literatures, personality and cognitive style play an important role, too.

In regard to this, in IAIN Curup there are two foreign language that been the majors which is English and Arabic. The students who come to English Department expect that they will acquire English as well as their native language. They learn English from first up to eighth semesters and have emphasis on language skills such as speaking, reading, writing and listening. In the learning process, the students got the same materials based on the syllabus and teaching objectives and teach by the same professional lectures.

However, in this case, English Study Program of IAIN Curup found that there are several students who from the beginning come to the college until they finished learning English, they do not show any significant changes while others

showing the opposite, even though all the student are actually impose with the similar data in English, some students seem not have progress from their beginner level. These both students can identified as low and high achiever students. The low achiever students are the learners who do not perform well and with lower score and high achiever students are the learners who achieve the goal and who get good grades. This phenomenon, the researcher thinks that there should be individual differences work upon the students' achievement in English Study Program of IAIN Curup.

In order to prove the evident, 1) the researcher, as their classmate, tries to observe some students who look stagnant with their study progress and others who have significant progress. Some students that assumed as the low achiever did not show the good performance during the class while some student showed the opposite, for example. in speaking class, when the lecturer asked them for a question they seems like cannot answer the question but high achiever can answer that easily, 2) the student score, the researcher submit these stated student score in four English skill. It is showed that some assumed low achiever student haven't got the standard score. Although almost of them got B score. The researcher haven't satisfy yet about this proof by the score, so the researcher decided to take, 3) lecturers recommendation, the researcher conduct the interview with four English skill lecturers in order to get information about some students that suspected as the high and low achiever. The lecturer mentioned some name that

can be assumed as the high and low achiever student and 4) English test to ensure above assumptions are true base on the test result.

In regard to the phenomena, it is found that English study program students have different outcomes one from another and could be categorized as higher, average and low achievers. There is an assumption that Individual Different work behind the students' achievement on their language learning. Therefore, it is important to carry out this research entitle **“Portraying EFL Students Individual Different in Learning English”**.

B. The Research Question

1. To what extent do the students individual difference in effect toward English language achievement ?

C. The Research Objectives

For the present study, the researcher had decided the following objectives

1. To identify to what extent the individual differences of EFL Students in learning English at TBI IAIN Curup

D. Limitation of The Research

This research is only to know and identify about individual differnces of high and low achiever of eight semester student of TBI IAIN CURUP and discover in what way they have the differences of each individual differences in learning english at TBI IAIN Curup based on the theoris the researcher use.

E. Definition of Key term

1. Individual differences.

According to Doryei “personal characteristics that are assumed to apply to everybody and on which people differ by degree.” there are a number of factors that influence foreign language acquisition. Most authors state that age, motivation and attitude, learning style/strategy and attitude/intelligence are of determinate importance. According to some sources, personality and cognitive style play an important role, too.

2. High achiever

According to Hairus Salikin “A high achiever learner are those who achieve the goal, in school, a high achiever would be a student who get high marks , good grades.”⁴ From the explanation, it can be assumed that learner who is successful in school is likely to be a learner who gets a high score or passes the standard which is determined by the school.

3. Low achiever

According to Wen and Johnson low achievers learner are the students who spend more time learning English and with lower score.⁵ Low achievers learners are a person who do not perform well in the classroom. Jabeen and Khan found that low achievers have low need achievement, have fear of

⁴ Hairus Salikin, Saidna Zulfiqar Bin-Tahir, Christine Emelia. " *The Higher Achiever Students' Strategies in English Learning*". EBSCO, November 2017.

⁵ Wen, o and Johnson, R, K, " *l2 learner variables and English achievement: a study of tertiary level English English major in china*. (applied linguistic: 1997) p27-48

failure, possess low ego-ideal, are not perseverant, have unrealistic attitude and possess a feeling of external control of fate⁶.

F. Significances of The research

This research is expected to be valuable for :

1. The lecturer

The lecturer can discover the appropriate strategies in teaching English by knowing the differences of the student.

2. The researcher

This research can be used by the researcher as the way to know the differences between each students and also give the knowledge to the researcher about low and high achiever way in achieving language.

3. IAIN Curup

The result of the research can be use by IAIN Curup to know the way of differences in low and high English departemet achiever students.

G. Organization of Thesis

This part provided the paper organization from chapter one until chapter five. Chapter I was the introduction. This chapter consist of introduction covering background of the study, research question, objective of the research, the delimitation of the research, significance of the research, definition of key terms and organization of thesis.

⁶ Samia jabeen and MA, khan ,” *a study on need achievement of high and low achievers*”.(journal of education and practice: 2013) p.227

Chapter II deals with review of the related literature. It provided theoretical foundation that is related to this research and previous study of the research. Review of related theories consist of definition of research paper, the important of thesis, and the process of writing research paper.

Chapter III is research methodology. It deals with kind of the research, population and sample of the research, the techniques of collecting data, instrument of the research, validity of instrument, reliability of instrument and techniques of analysis data.

Chapter IV deals with findings and discussion. This chapter would answer and discuss the research question. It also provided interpretation of data related to purpose of study and some theories.

Chapter V is conclusion. This chapter showed conclusion of whole study. In addition, suggestion for following studied was present.

CHAPTER II

REVIEW OF RELATED THEORIS

A. Review of Related Theories

a. Individual differences

According to modern psychology “every human being is unique”⁷. Plato expressed the same well know statement “no two persons are born exactly alike, but each other differs from each natural endowments, one being suited for one occupation and other for another”⁸. From the definition above it can say that individual differences is the differences among humans that separate or distinguish them from one another and makes one as a single unique person.

b. Individual difference in language acquisition

Individual differences also plays significant role in language acquisition. In learning process some the learners show the different outcome in obtaining the material. Some learners seems able to learn the language quickly and make rapid progress while others progress seems very slow and face the difficulty. The reason probably that human is having differences, they different from each other. Doryei states “ personal characteristic that are

⁷ J.P.Guilford, “*General psychology*”, p.483

⁸ J.L.Davies and D.J.Vaughan. “*the republic of plato, book II, Quoted in A.anastasi, differential psychology*”.p.6

assumed to apply to everybody and on which differ by degree".⁹ Some Authors distinguish various factors which as they believe influence language acquisition. They said individual learner characteristics play a significant role. Skehan said that in literature four main areas are concerned when considering individual differences in second and foreign language learning ; language aptitude, learning style, motivation, and learning strategies. He enhance, according to Dewaele and Furnham, personality is also existed¹⁰. A similar approach can be discover in Ellis who explains that there are five common factors that contribute to individual learner differences in some aspect : age, aptitude, cognitive style, motivation, and personality.¹¹

From the above overview, several assumptions can be made. Within individual learner differences, there are a number of factors that influence foreign language acquisition. Most authors state that age,sex, motivation and aptitude learning style/strategy are of determinate importance.. In the following subchapters, the most relevant factors are presented in more detail and research findings in favour of as well as against their importance in foreign language acquisition are introduced. These are important as they are considered the key aspects in acquisition of a foreign language. Individual

⁹ Dornyei , Z. "*the psychology of the language learner: individual differences in second language acquisition*". (Mahwah NJ:Lawrence Erlbaum,2005) P.3

¹⁰ Skehan, p, "*Individual differences in and foreign language learning*", (London:Edward Arnold,1989) p.276-277

¹¹ Ellis, R. "*The study of second language acquisition*". (Oxford: Oxford University Press.1994) p.471

learner differences influencing foreign language acquisition have been the subject of many research works. The following are generally believed to play a part in influencing foreign language acquisition.

1. Age

Some people assumed that the children is more successful than adult in language acquisition, if we observe some children especially young children slip into the role of second language speakers. But that one must consider in determine the success of a language learners. According to Qin LI in his research about age in foreign language, he said that even the children have some advantage over adults in term neurorlistic, social, and cognitive aspect not all the children can achieve a better language learning there are some factor that also affect the language learning.¹² Also, some research define success of language learner in terms of how close the learner's pronunciation is to a native speakers, how close a learner grammatically like a native and still others in terms of fluency or functional competence . Brown divide the age of second or foreign language learners into three age group :¹³

a. Children

¹² Qin LI, " *Research on age related factors in foreign language learning*"(international journal of language and linguistic,2014) p.36

¹³ Brown H D, "*principle of language learning and teaching*",(Englewood cliffs,N,J:prentice,inc,2000) p.87

In this age while acquiring the language the children are still in a developmental phase called concrete operation, so the rule, the explanations and other talks about language must be provided with very carefully. The students in this age are not like adults who are very concerned about accuracy and they also have not been able to understand the grammar used by adults in describing and explaining linguistic concepts.

b. Adults

In this age, it is said that they are better able to understand material and linguistic principles more easily. Because of their sensory maturity. At this phase the second or foreign language learners are better able to focus on a particular goal.

2. Sex

Although it is fair to argue that males and females are equal human beings, they demonstrate different features not just physically, which in most cases is rather obvious, but also mentally. They are explained to perform differently in everyday activities, thinking in different ways or sometimes in fact transforming a surface structure to different deep structures and to misunderstand each other in this way. As the way of thinking is closely related to use of language if the thinking of the two sexes differs, it is quite predictable that the ways they learn and acquire languages will be different. Many studies have

discovered that gender can have a significant impact on how students learn a language.

Some research have explained the difference between female and male in terms of how their performance in school, the result showed that female achieving higher result than male, though sometimes not considered relevant enough.¹⁴ studies of individual language learner differences related to sex have showed that females express greater integrative motivation and more positive attitudes to second language learning, and use more learning strategies, Boyle state Studies of sex have showed that females are dominant than males in mostly all materials of language learning, except listening vocabulary.¹⁵

According to Paula Lopez in her research about sex in foreign language learning, she said there are several differences between male and female in learning language than she conclude that female are superiors to male in overall achievement in language in general in foreign languages in particular.¹⁶ From above overview and several

¹⁴ Saha rajib and syed Md golam faruk. "Gender disparity in second language learning: reality or illusion?". (sino US English teaching, nov.2016) vol.13

¹⁵ Boyle, J., "Sex Differences in listening Vocabulary", *language Language learning* 37.2 p273-284.

¹⁶ Paula Lopez-Rua. "the sex variable in foreign language learning : an integrative approach" (university of belearic island,2009) p.100

research that been done by the experts show that female are better learner in acquiring the language.

3. Aptitude

According carrol aptitude is capacity or cognitive ability that enables humans to master a foreign language.¹⁷ Aptitude has continously been related to second or foreign language acquisition success. Aptitude becoming the most influential individuals factors in language learning. Many language aptitude tests like IELTS, TOEFL, have been used for a lengthy time to test the aptitude of a second language or foreign language learner of English. Winke as stated in karim sadeghi have explain in her reaserach in foreign language learning success,there are four types that constitue aptitude:¹⁸

Phonetic coding ability	This ability is related to the ability to analyze differences in sound, connect a symbol to a particular sound, and master the relationship
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¹⁷ Carroll, J., "The Prediction of Success in Intensive Foreign Language Training. In R. Glazer (ed.) *Training Research and education.*,(Pittsburgh: University of Pittsburgh press.) p67-136

¹⁸ Karim sadeghi. " *Language learning aptitude (LLA) and language learning strategy (LLS) use among EFL students : patterns and relationship*" (EJAL, 2015) P.80

	between them.
Grammatical sensitivity	This ability is the ability to understand the grammatical function of language element such as words, phrases, etc, in a sentence without training and learning.
Inductive learning ability	This ability is the ability to induce or prove certain rules or formulas in the grammatical structure of a language.
Memory in learning	This ability is the ability by rote to remember and learn the materials in a relatively short time.

Many research showed that aptitude does not really decide the language learning ability of the student individual by itself. individual ability may be influenced by others factors like personality, language learning style and motivation that must be considered before taking into the result.

4. Motivation

Motivation is widely known as one the most valid reasons at second or foreign language acquisition success. According to Mitra Alizadeh motivation is the key factor for determining the successful or failure of the learner in learning language.¹⁹ Saville-Troike also argues that motivation is the second strongest predictor after aptitude of second or foreign language success.²⁰ According to both statements we can see that motivation is really influential in language learning. It can determine the success of the students in acquiring the language.

According to Jhonstone he claimed that motivation as stimulant for gaining a certain goal.²¹ Crump explained that pleasure, interest, passion, and spirit towards learning are the main element of motivation.²² The levels and kind of motivation in any individuals are different. Namely, not only levels and amounts of motivation in individuals are different, their kinds of motivation can be also different. Mitra Alizadeh have explained the following four types of motivation in language learning which are:²³

a. Integrative motivation

¹⁹ Mitra Alizadeh "the impact of motivation on English language learning" (*international journal of research in English education*, 2016) p.11

²⁰ Saville, *op cit* p.91

²¹ Jhonstone, K. "research on language learning and teaching, 1997-1998". (London: Routledge, 1999)

²² Crump, C. A. "Motivating students: A Teachers challenge". (sooner communication conference, Norman, Oklahoma, 1995) p.3

²³ *Op cit* Mitra Alizadeh p.13

This motivation is happened when the learners or the individuals of the second or foreign language acquisition interested in learning the language in order to become the part of the community or the culture. This motivation is a motivation that arises because of the purpose of mastering the language itself. Therefore The individual with this motivation has a big willingness to follow or imitate the culture which here especially in acquire language.

b. Instrumental motivation

This motivation is found in learners who interested to learn the language with the objective of getting benefits from that. The Objectives here, like better job, business advancement, educational goals, increase in social status in society and etc.

c. Intrinsic motivation

This motivation is found when the learner engage in the task for their own sake. This motivation is aimed at bringing certain internally rewarding consequences like feeling of competence and self determination. For example of this motivation is when you're desire to learn a skill because you're eager to learn.

d. Extrinsic motivation

This motivation is found when the learner motivated by an external factor pushing the learner to do something in hope of earning a reward. To avoid the punishment are also extrinsic motivation. For example of this motivation is when the learner learning the language to obtain a job.

5. Learning Styles

According to ricahrd m felder learning style is the ways that use by the learner in acquires , retains and retrieves the information.²⁴According kolb as cited in loo R, he believes that learning style is various ways that trough by the students to produce concepts, rules, and principles in learning.²⁵ Pierce as cited in seif agues that learning style is the ways students preffer in learning materials.²⁶ In summary, Language learning styles in language acquisition is about the learners chosen way of organizing, perceiving, processing, conceptualizing, and recalling information concern to language learning. The following learning styles have been identified by Nunan : ²⁷

a. Concrete learning style

²⁴ Ricahrd M Felder. *"learning and teaching style in foreign and second lanaguge education"*.(north Carolina state university.2010) p.21

²⁵ Mahdi moenika and adel zahed babelan. *"the role of learning style in second language learning among distance education students"*.(procedia:social and bahviour science,2010) p.1169

²⁶ *Ibid.* p.1170

²⁷ Farinaz Shirani Bidabadi and Hamidah Yamat. *"learning style preferences by Iranian EFL freshman university student"*.(PROCEDIA, 2010) p. 220

Learners with a concrete learning style like to be physically involved in learning, for example there a game in the learning that involve physical activities. They dislike written work, and choose verbal or visual experiences. Such as learning material from watch something or listening .they use active and direct means of taking in and processing information. They are interested in information that has without extend value. They are spontaneous, curious, and inclined to take risks. They like variety and a constant change of pace. and They like to be entertained.

b. Analytical learning style

Learners with an analytical style are Such students that prefer a logical, systematic presentation of new learning material with opportunities for learners to follow up on their own. They are independent, like to solve problems, and enjoy tracking down ideas and developing principles on their own. Analytical learners are serious, push themselves hard, and are vulnerable to failure. For example when there is problem in some material learners with this style has big desire to solve them.

c. Communicative learning style

Learners with a communicative learning style need personal feedback and interaction, prefer a social approach to learning. They and learn well from discussion and group activities. They thrive in a democratically run class. the learners with this like when there a group discussion in learning where they can involved in it. They like to show themselves for example to give their opinion about the learning.

d. Authority-oriented learning style

Learners with an authority-oriented style are not comfortable with consensus-building discussion. They relate well to a traditional classroom. They prefer the teacher as an authority figure. they said to be responsible and dependable. They like and need structure and sequential progression. They like to have clear instructions and to know exactly what they are doing. The learners with this style like the class with the teacher only the focus of learning and the center of information.

6. Learning Strategies

The learning strategies are the preferred strategies that a learner choose in acquiring the language. Willian and burden defines that learning strategy can be explained as the resources or way that the

learners use in different ways to finish or solve the task.²⁸ O'Malley and Chamot give more specific definitions; they say "learning strategies are techniques and devices used by learners for organizing or that learners use to help them comprehend, learn, and master information."²⁹ Many researchers have speculated out to discover which techniques are used by the top language learners, with the prospect that chosen strategies can be taught or even utilized to increase the success of learning.

According to Cohen these are some following strategies in learning language in foreign language:³⁰

a. Cognitive strategies

Some of these strategies are :

Repetition	openly and silently like to imitate other people speech
Resourcing	using dictionaries as a language materials learning
Directed Physical Response	responding physically as with directives
Translation	in producing and understanding

²⁸ Abdalmajid A hardan. "language learning strategies: A general overview". (procedia: social and behavioural sciences, 2013) p.1713

²⁹ Ibid. P.1714

³⁰ Jiung liu, "language learning strategies and its training model". (qiandao university of science and technology, 2010) p.101

	the foreign language use the first language as the basic
Grouping:	arranging learning on the basis of common attributes
Note-taking	writing down the keyword etc of texts
Deduction	conscious application of rules to processing the foreign language
Recombination	putting together smaller meaningful elements into new wholes
Imagery	for memory storage used to visualizing information
Auditory Representation	keeping a sound or sound sequence in the mind
Key Word	using keyword memory techniques, such as identifying word that it sounds like
Contextualization	placing a word or phrase in a meaningful language sequence
Elaboration	relating new information to other

	concepts in memory
Transfer	using previous knowledge to help language learning
Inferencing	using available information to guessing meanings
Question for Clarification	asking a teacher or native speaker for explanation, help, etc.

b. Metacognitive strategies

Metacognitive strategies are techniques used for monitoring, planning, and evaluating the learning activity. These are some of the metacognitive strategies :

Advance Organizers	planning the learning activity in advance
Directed Attention	deciding to concentrate on general aspects of a learning task
Selective Attention	deciding to pay attention to specific parts of the language input or the situation that will help learning
Self-management	trying to arrange the appropriate

	conditions for learning
Advance Preparation	planning the linguistic components for a forthcoming language task
Self-monitoring	checking one's performance as one speaks
Delayed Production	deliberately postponing speaking so that one may learn by listening
Self-evaluation	checking how well one is doing against one's own standards
Self-reinforcement	giving oneself rewards for success

c. Social and affective strategies

Social and affective strategies involve interacting with another person to assist learning or using control to assist a learning task.

These strategies are

Questioning for Clarification	Asking for explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing
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	questions to the self.
Cooperation	Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance
Self-talk	Reducing anxiety by using mental techniques that make one feel competent to do the learning task.

7. Personality

The factors related to the writers internal factors can also be known as the personality factors. Brown believes that the personality factors of students can be identified from the affective factors of the students.³¹ Further, Brown explains that the affective factors -which becomes the personality factors that will affect the undergraduate students. All of the personality factor mentioned by Brown will affect to their ability in english.³²

a. Self-Esteem

³¹ Brown and H. Douglas, *Principles of Language Learning and Teaching: Fifth Edition*, (Pearson Education, United States of America Inc., 2007), p153

³² *Ibid.*, p152-174.

Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and self-efficacy—belief in your own capabilities to successfully perform that activity. By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves. It expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.

Students with low self-efficacy might also attribute failure to an initial lack of ability. Both of the latter attributions can create a self-fulfilling sense of failure at the outset. What these strands of psychological theory say, in simple terms, is that it is essential for learners to believe in themselves in order to succeed at a set of tasks. The prospect of learning a second language is itself potentially so overwhelming that learners can and often do lose momentum in the face of a number of forms of self-doubt.

b. Inhibition

The concept of inhibition all human beings in their understanding of themselves, build sets of defenses to protect the ego. Gradually it learns to identify a self that is distinct from others. The growing degrees of awareness, responding, and valuing begin to create a system of affective traits that individuals identify with themselves. The physical, emotional, and cognitive changes of the inhibitions to protect toward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been founded.

c. Risk Taking

These factors suggest that risk taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. Risk-taking variation seems to be a factor in a number of issues in second language acquisition and pedagogy. Self-esteem seems to be closely connected to a risk-taking factor, when those foolish mistakes are made, a person with high global self-esteem is not daunted by the possible consequences of certain patterns of error, may be due to a lack of willingness to take risks.

d. Anxiety

The construct of anxiety plays a major affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. Anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." More simply put, anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

Some people are predictably and generally anxious about many things. At a more momentary, or situational level, state anxiety is experienced in relation to some particular event or act. However, recent research on language anxiety, as it has come to be known, focuses more specifically on the situational nature of state anxiety. Finally, anxiety was correlated with low-perceived self-worth, competence, and intelligence. Many of these findings reinforce the assertion earlier that self-efficacy and attribution are keys to other affective variables, especially to anxiety.

e. Extroversion and Introversion

Extroversion and introversion are also potentially important factors in the acquisition of a second language. The terms are often misunderstood because of a tendency to stereotype

extroversion. Introverts, conversely, are thought of as quiet and reserved, with tendencies toward reclusiveness. Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel "good." Introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people.

c. High and Low Achiever Students

In learning English there are four language skill that must mastered by the learner such as speaking, listening, reading, and writing. In fact, during the learning process, that cannot be avoided that not all the learners are able to develop their english skill. Some of the learners find difficulties during the learning process while other learners learn more quickly and easily although they studied the same materials and guided by the same teacher. Based on their achievement, learners are divided into high achiever and low achiever. According to Travers achievement is the result of what an individual has learned from some educational experiences.³³

³³ Hairus Salikin, Saidna Zulfiqar Bin-Tahir, Christine Emelia. " *The Higher Achiever Students' Strategies in English Learning*". EBSCO, November 2017.

1. High Achiver

According to Hairus salikin “A high achiever learner are those who achieve the goal, in school, a high achiever would be a student who get high marks , good grades.”³⁴ From the explanation, it can be assumed that learner who is successful in school is likely to be a learner who gets a high score or passes the standard which is determined by the school. Rubin claimed in her pioneer work that the “good language learner” has a strong desire to communicate, is not afraid of making mistakes in order to learn and communicate, is an accurate guesser, is looking for language patterns, creates opportunities for speaking, and monitors his/her own learning.³⁵

2. Low acviever

According to wen and jhonson low achievers learner are the students who spend more time learning English and with lower score.³⁶Low achievers learners are a person who do not perform well in the classroom. Jabeen and Khan found that low achievers have low need achievement, have fear of failure, possess low ego-ideal, are not perseverant, have unrealistic attitude and possess a feeling of

³⁴ *Ibid p.13*

³⁵ Rubin, J.” What The “*Good Language Learner*” can teach us. (TESOL Quarterly.2010) 41-51.

³⁶ Wen, o and jhonson, R, K, “*l2 learner variables and English achievement: a study of tertiary level English English major in china.* (applied linguistic: 1997) p27-48

external control of fate³⁷. To sum up, Vann and Abraham stated that low achievers learners are a group of students who meet the difficulties and fail to gain the understanding of material in learning process or move relatively slowly through an English program.³⁸

B. Review of Related Finding

There are related studies which has been done by the other researchers. Zi Yu, Yuyang Fu, Wei Go in 2015, conducted research entitled “ *A Research into the influence of individual differences on the effect of second language acquisition*”. This study aimed to describe the influence of individual differences toward their language acquisition. The population and sample includes all students of English majors in universities of Xia Sha Higher Educational Zone and the other universities in China. After doing many steps and processes in this study, he concluded that, the individual differences play an important role in student language acquisition

Furthermore, there is a research which was constructed by Irmawati Ahmad in 2014, conducted a research entitled “*the factors influence individual differences in learning English*”. This research aimed to explain the factor influence the individual differences in learning at English department in UIN Alauddin Makassar. The population were 74 students and the sample 35 students.

³⁷ Samia Jabeen and MA, Khan, “ *a study on need achievement of high and low achievers*. (Journal of Education and Practice: 2013) p.227

³⁸ Vann, R. J. & Abraham, R. G., “*strategies of unsuccessful language learners*. (TESOL Quarterly: 1990) p.177-198

After long process the researcher result is there some factor that influence the student language learning.

Based on the research above, the research find the differences between the researcher postulated earlier with this research. The difference are this research hopefully more give contribution than both of them. Therefore, this research can give the information about in what way that the low and high achiever students have the differences. Futhermore, in this research there are some individual differences of the low and high achiever students like the researcher has explained in related theory by the expert. But, still, both related finding gave the contribution for this research.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind Of The Research

This research was designed as a Descriptive research with Qualitative approach. Hancock has stated that, “Qualitative research is concerned with developing explanation of social phenomena”.³⁹ Then this research was focused on describing the social phenomena which the researcher presented this research based on the the real data which found in the field.

Suharsimi Arikunto stated that descriptive research is a research intended to collect information about the indication status happens, that is the indication based on the real situation when the research is being done.⁴⁰ According to Sukardi, descriptive research is a research method which tries to describe and interpret the object based on the real situation. In conclusion descriptive research is generally done to describe the fact and the characteristic of the object or subject researched systematically and accurately. The aim of this research is to describe the condition of variable in that situation. The researcher will describe the situation as mentioned in the formulation of the research.

³⁹ Beverly Hancock, *Trend Focus for Research and Developing in Primary Health Care: An introduction to Qualitative Research*, (University of Nottingham : Trend Focus Group, 1998), P 2.

⁴⁰ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta : Rineka Cipta, 1990), page 309

Moreover why the researcher used of Descriptive Qualitative research to investigate about to what extent the Students' individual different in learning English at English Study Program (PBI) in IAIN Curup. There were 7 individual different of students that researcher wanted to know when they learning english. After that, the data that the researcher got from the field was presented in a qualitative manner.

B. Subject of the Research

As the subject of this research, the researcher chose eight semester students of English Tadris Study Program IAIN Curup. There were two classes of TBI, involved, VIIIA (13 students), VIII B (17 students), Thus, the total number of students were 30 students. Then, the researcher used *Purposive Sampling* to take the sample. Gay has stated Purposive sampling is non probability sampling which is the way to take the sample that is not randomly and it consider with the characteristic that will be taken as a number of sample and one of type of Purposive Sampling is criterions. Where it is sample that chose to all participants who met defined criteria.⁴¹ So, from the population that researcher chose before, the researcher considered the characteristics and formulated the category who had appropriate category as sample of this research.

⁴¹ L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey:Prentice-Hall,Inc, 2000), P 137

These are some considerations based on this research characteristics such as : First, The sample who has done studied in the English Study Program had faced four English skill, because the researcher believe the students with that criteria could be specified as the low or high achiever. Afterward, the researcher conduct some way to prove that the subject the researcher choose is specified as the high and low achiever. Such as the researcher itself as the classmate, from the students score, from the lecturer recommendation and the student toefl test score.furthermore, the researcher identifying which students are specified based on the criteria of low and high achiever students.

The researcher hopes the student who has been specified can give data that the researcher need. So, the subjects that researcher got from VII semester were three students that sepified as low achiever and three students specified as the high achiever and total participants or samples of this research were 6 students.

C. Technique of Data Collection

The technique of collection data means the way which the researcher used to collected the data or informations from theparticipats.⁴² In this research, the researcher used interview as the techniques of collecting data. In the process of collecting data, the researcher identified and analyzed the data. The data was taken by doing recorded the audio of the students and interviewing the students

⁴² Ibid.

about what are the individual differences in low and high achiever students ,where the researcher analysis the data based on the theory and the data. Here the techniques that the researcher used:

1. Interview

The interview used in this research was *Semi-structured interview*. In this type of interview, the researcher wanted to know specific information which can be compared and contrasted with information gained in other interviews.⁴³In addition, Dawson said that in semi-structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.⁴⁴In other words semi-structured interview was used to take the information from students where the students were not limited in giving information that they feel important to talk and the researcher just give little directional as a guide. The entire questions constructed based on the theories from Dornyei, the record data changed into written transcript text.

In this research the researcher would interviewed the students of eight semester who had selected as a subject of the research , the researcher used interview to got more information,In collecting data the researcher did interview with the students based on the criteria in order to

⁴³ Catherine Dawson, *Practical research Method* , (United Kingdom: Deer Park production, 2000),P.28

⁴⁴ Ibid.

know how the low and high achiever students individual differences in learning english. It was done by using guidelines of interview and also by using tape recorder to get the result of interview. This interview consists of some questions used to get information from the students.

D. Research Instruments

The researcher need tools as a media to collected the data from the sample or participant. This is appropriate to “Research Instruments are simply devices for obtining information relevant to your research project, and there are many alternatives from which to choose.”⁴⁵ Because this is Descriptive Qualitative study so, the main instrument in this research was the researcher herself this is appropriate then Wikinson said that in Qualitative research, the main instrument to collect the data is the researcher herself.⁴⁶ But, the researcher also helped by some instruments, such as Interview guidance, and tape recorder for helping and completing the data

1. Interview guidance

The researcher should have interview guideline to indicate what questions were to be asked, in what order and how much additional prompting or probing is permitted.⁴⁷ It used when the researcher interviewed the students

⁴⁵David Wilkinson and Peter Birmingham, *Using Research Instruments : A Guide for Researchers*, (New Fetter Lane, London : Routledge Falmer, 2003), P 3.

⁴⁶David Wilkinson and Peter Birmingham, Op,Cit, P.116.

⁴⁷ Ibid, P 292

in order to attain standardized comparable data from each respondent. All interviews must be conducted in essentially the same manner.

In this research, the researcher used some questions in interview section for the students. The steps of constructing questions were; first, the researcher determined the indicator of each theory. The main theory used in this research is individual differences , where there are seven individual differences in it. Second, after getting the indicator, the researcher determined the question used based on the indicator. Third, to establish the question the researcher formulated the question with validator. This step aims for checking and classifying the accuracy of the questions. Fourth, during the formulation of the question, researcher made several improvements to get the most appropriate question in the content and context of the question. The researcher revised the question for four times to the Validator Lecturers. This interview consisted of some questions that were used to get information about the low and high achiever student individual different:

Table 3.1
Interview guidance
Interview on individual differences of low and high achiever students in learning
English

Individual Different Factors	Indicators	Questions
Sex	1. Male	1. Are you able to understand all aspects of English learning easily? 2. What are difficult aspects for you to learn?
	3. Female	
Aptitude	1. Phonetic coding ability	1. Are able to pronounce the sound of phonetic based on phonetic symbol? 2. How do you distinguish the sound of phonetic symbol?
	2. Grammatical sensitivity (Covering some grammatical function of language elements)	1. Are you able to understand every function of every word or every phrase? 2. What do you understand about the predicate, the subject, the complements, and modifiers?

	3. Inductive learning language activity	<ol style="list-style-type: none"> 1. What are some English rules or formulas that you remember? 2. How do you use those English formulas (for example; tenses) in your daily life?
	4. Memory in learning	<ol style="list-style-type: none"> 1. Are you able to comprehend every English materials in a relatively short time? If yes, how do you do that?
Motivation	1. Integrative motivation	<ol style="list-style-type: none"> 1. What are your purposes to learn English?
	<ol style="list-style-type: none"> 2. Instrumental motivation 3. Intrinsic motivation and extrinsic motivation 	
Learning strategies	1. Cognitive strategies	<ol style="list-style-type: none"> 1. Do you have any strategies to make you understand the material easier when you learn English? 2. What kind of strategies that you use to enhance your English learning? 3. How do you plan, monitor and evaluate your leaning activities?
	2. Metacognitive strategies	
	3. Social and affective strategies	

		4. How do you interact with another students in assisting a learning task?
Learning style	1. Concrete learning style	<p>1. Do you have any preferred ways (style) to make you feel easier, more comfortable and more successful in learning English?</p> <p>2. What kind of learning styles that you have in learning English?</p> <p>3. Do you like learning English that involves physical activities? If yes, why do you like it?</p> <p>4. Do you like solving problems in learning English? If yes, why do you like it?</p> <p>5. Do you like democratic class involving group discussions in learning English? If yes, why do you like it?</p> <p>6. Do you like traditional classroom involving teacher-centered in</p>
	2. Analytical learning style	
	3. Communicative learning style	
	4. Authority oriented learning style	

		learning English? If yes, why do you like it?
Personality	1. Extroversion introversion	1. Which one do you prefer, studying alone or studying in group? Why?
	2. Self-esteem	1. How do you evaluate your confidence and your own capabilities to reach the success in learning English?
	3. Inhibition	1. Do you refrain yourself from issuing your ideas? 2. How do you protect yourself from inhibitions in learning English?
	4. Risk taking	1. Do you like to try everything about language? 2. How do you respond to yourself if you are being wrong and make a mistake in learning English?
	5. Anxiety	1. What do you feel if you have to speak in front of many people by using English language?

2. Tape Recorder

During observation and interview, the researcher used tape recorder as a tool to help researcher get the data or information. It is really important to make the data that researcher got is valid, because the researcher can play it more than twice to check and get the valid data. This statement also appropriate to Catherine said the advantages of using tape recorder are:⁴⁸

1. Can concentrate on listening to what they say.
2. Able to maintain eye contact
3. Have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee
4. Have plenty of useful for report. The recorder data will be changes into written transcript text.

After that, the recorded data about the information of students strategy in building up effective communication in conversation are changed into written transcript text.

E. Technique of data analysis

After the data was collected from the techniques of collecting data, the researcher continued to analyze the data. Creswell stated that for analyzing qualitative data, the researcher can do data managing, reading/memoing, describing, classifying, interpreting and representing the findings in a written report.⁴⁹ All the data were analyzed by some steps, they were :

⁴⁸ Ibid., P 66

⁴⁹ John W. Creswell, *Research Design*, (California : SAGE Publications, 2014), p. 247

1. Managing

Before the data from interview read and able to be interpreted, first they were managed by envisioning what the data from interview of the research look like. The researcher divided the data based on the resources. From interview data saved in other folders. Besides that, the folders of data divided also by the date were gotten.

1. Reading/Memoing

After managing the data, the researcher read the data from interview by using the result of interview. The researcher read to what extent do the student individual different in affect toward English language achievement

2. Classifying

Classifying data were done after reading interview. The data were classified based on what are the way of individual different of high and low achiever in learning english

3. Description

In this step, the researcher started to describe all the data that can help the researcher to do next step in analyzing the data. the data is described from the result of the interview that the researcher have done.

4. Interpreting

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and

explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher is interpreting data whenever he or she uses some conceptual basis or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from other.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

Based on the results that have been obtained by the researcher to determine low and high achiever student in eight semester. The researcher found 3 low acvhiiever student and 3 high achiever student. The researcher code names of them, code names for A-C low achiever students were participant 1-3 and code names D-F high achiver students were participant 4-6.

a. Participant A

The result of the interview, participant A said that she found the difficulties when learning English only in speaking. When learning English especially speaking she didn't have confident and also she still lacked of vocabulary that make her really difficult when the lecturer asked her to speak in front of class.

The second question is about aptitude. The first aptitude question is about phonetic. She said that she could pronounce the phonetic symbol, but if it was on the easy one like a,I,e,o, but when the symbol is getting harder it was quite hard for her to pronounce. It was also happen when she ask to distigiush the sound of the symbol she said that she is hard to distinguish the symbol when its come to the higher level of phonetic.next aptitude question is about the grammatical sensitivity. She said that she understand about the

aspect of grammar like word phrase and the another and she also understand about the function of each aspect like what the subject for, the predicate she said that she didn't find any difficulties in that material when she learnt English. She also knew about the formula or English rules like she knew that there were 16 tenses that existed and how to use it in her daily life like when she want to tell about her experience in the past she used simple past tense. But when the researcher ask about she could or not understand the material in relatively short time she said she couldn't do that because she had the problem in memorizing something and also she had to practice the material continusly then she could understand that.

The next question is about her motivation to learn English. She said that she didn't have any desire to take English major because she didn't like English at all. Actually she wanted to take physic major in the other college, because she didn't pass the test,finally she come to this Campus and choose English without no reason. She tried to love English, she didn't want be able speak English so she said that her motivation to learn English is only want to get the sarjana degree.

Based on the interview, she said that she didn't have any special strategies but she usually used the internet to find the information that she need or when she didn't know any meaning of word she usullay take a look in the dictionary so it would make her easier to learn English and when she was in the class she usually imitated what English word that her friends said and

then she always took some note of any material that she had learn. She liked doing study together with her friend because it made her easier learn English, when she didn't know any information or material she could asked her friends.

In the question about the styles that she used in learning English she said that she really like watch English movie and listen to English song because when she watch English movie she could find new vocabularies there and in the song she could know about the pronounciation of some word and she can imitate that. She also said that she like the pyhsical activities when learning English, for example like games, when she play games The lecturer give the instruction and I practiced it directly so it make her could remember the English word easily. But when the lecturer asked her to find the answer or solving problem when learning English she said she didn't like that the reason is cause from time she didn't like English so she didn't like to solve the problem of the English. But even she didn't like the English so much when the lecturer asked her or they learn in a group discussion she like that bacuse from the group discussion each people can give their own opinion and it free even she didn't like English but at least from that activity make her easily learn the English. she like the democratic class than the traditional class she didn't like when only the lecturer give the material or all information is centered by the leturer.

In the question of personality she said she prefer to learn with group or with friend because it made her learn the English easily and she could get much information or even when she didn't know about the material she can asked her friend that the reason she likes study in the group. Then, she said that from the beginning she didn't have any confidence about her skill in English because she didn't like the English but because she has been trapped in the major so she forced her self of any situation that happen so that could make her feel more confidence. when the researcher asked her about the ego that she had she said that she had the ego for example like the laziness . the laziness is the problem that she had. And how she protect her self from that laziness she said that she always remember that she want to finish this study as soon as possible so from that she could fight with that ego. But even she didn't like English and have no confidence she like to try everything about language because she feel challenged even she didn't like the English even she always make a mistake, but when she remember her old self when I make the mistake I always felt like don't want to study anymore, but her self nowadays felt it like something ordinary and she can learn from that. When she asked about she had the anxiety or not when learning English she said yes. the main reason is because she didn't have the confidence.

b. Participant b

Based on the interview he said that he understand almost all the materials but he found the difficulties when learn speaking. He said the reason was because he is the uncommunicative person so when the lecturer asked him to speak its hard for him to did it .

In the aptitude question he said he could pronounce and distiguish the symbol but only the easy symbol like e or o, if it's the difficult symbol he is not be able do that. He also said that he knew what the function for example subject predicate and the other but when its come to the hard level of materials he said it is quiet hard for him to understand. He also said he can memorize the material in relatively shorttime because he had a problem with memorizing something so he had to do that slowly and practice the material continuously to make him understand the material, but when the researcher asked him about the tenses he said he could remember the tenses and also he could understand how to use it in daily life.

In the question of motivation he said from the first he took the English major actually not because he wanted to study English but because he look at the accreditation of the departemet and he saw that the English departement has the good accreditation and also because he said that he have learnt about the English in senior high school he assumed that he had that power in English, but finally he realize that he didn't have the good enough skill in

English so he change her purpose just want to finish his study from the department.

Based on the interview about learning strategies . he said that when his friend speaking in English he usually imitate what his friend talking about and he always using the dictionary when he want to know about some word that he dont know the meaning is. He also used to take some note about what material that he had learn and also using some keyword for some information so he could remember and learn the English. And he said that he always prepare the material before that material is teached in the class he learn it first at home. He also said that he sometime studied together with his friend they going to someplace and learn English together he said it make him easier learnt english.

In the question of learning style he said that he really like watch English movie. he can learn like the vobaluary from and the gesture or expression in the movie so he could imitate what it is in the movie and how the English should be pronouce. And also he like to listen to English song. Then, when the researcher ask about he like or not the psyhical activities he said yes, because when there are psyhcal activities in English learning he can understand the English. For example when the lecturer give the games and the lecturer said same word he directly practice it like he said “run” so he gesturing that like we “run” so he can understand and remember the word easier. he also like problem solving in english because he was corious. for

example he make mistake he wanted to know what his mistake is. He also like the democratic class that include such a group discussion because every student can give their own opinion, he explain that he don't like the traditional class where the lecturer is the only center of information it such boring for him.

In the personality , he said the he was someone who preffer studying in a group because when study in group he can ask the information that he didn't know to his friend and he also like group because he can easier understand the material. he also said he is someone who really have big confident in English even he know he not really that good in English.if he had a fear he always fight with so it can built his confident. Even he had big confidence he said that it doesn't mean that he doesn't have the laziness he also had it too but he always protect his self from that by remember the lecturer, he know that when he lazy the lecturer will get mad so he don't like the teacher mad at him so he fight with that laziness. He also said he like to try everything in language even he get wrong , when he make maistake he always learn from that mistake and made it become the good experience. He also had the anxiety when learn english it is because he didn't understand the material so he afraid that the lecturer will made at him that what make him feel anxious.

c. Participant c

Based on the interview she said that she understand the all aspect of English but she found the difficulties in grammar and writing. She really bad in grammar and the writing needs good grammar so it difficult for her.

In the phonetic question she said that she forgot she ever learn about that material and also the lecturer never come to class at that time. That why she can remember how to pronounce and distigiush the sylmbol of the phonetic. When the researcher asked about the grammar sensitivity he said she understand those material but she is not really master It. she only know when the lesson is still basic, when it is going higher she cant do that.she also remember some formula or tenses just simple present and simple past and she is not be able to remember all the tenses. She also can use the tenses only in the simple sentences, when the tenses used in the hard level material she cant understand that. She also said that she cant remember the material that had given in short time she have to pratctice it coontinously to make her comprehend the material.

In the motivation question , she said that she took the English major is her own will, she really like English and want to speak english like native but she realized that she is not really good in English but she still wanted to learn English.

She said that to make her easy to understand the material she always take not of some vocabulary in paper or she writes down the keyword of some materials. And she also plan before she learn like she always learn the easy

material first and then going to the hard one. She always evaluate her skill in English by take a look of some video of her speak English and learn from that. She said she always study alone she cannot study with his friend because she cannot focus when study in group.

In the learning style she said that she really like read something and watch English material it make her easy to understand the material. She also like the psychical activities when learning English because that make her more spirit to study and everyone is on fire too she like it. She really like to solve the problem when learning English because it can make her remember the information longer because when she look for answer or searched the information that needed to be solved she does it by her own self that why make her remember the information longer. She also like the democratic class because in democratic class everyone can give their own opinion and speak and it can increase the skill of each student. She said she didn't like the traditional class because it is so boring.

In personality , she said that she prefer study alone that group because study alone make her more focus and can learn the material easy when the situation is calm. She also said she had big confidence in English even she know that she is not really have a good skill but she has big desire to learn about english. She improve her confidence by learn from her mistake. She also said that she sometime had the ego like the laziness she dont want to study English but she always protect her self from that and remember she had

the purpose and she want to reach that purpose so she fights with the ego. And she also had the anxiety when learning English it is because she found the difficult material and also she feel anxious when he meet the lecturer that she afraid of because that lectuer its such a killer lecturer.

d. Participant d

Based on the interview, he said that all aspect of English quiet understanable for him but he found the diffulities in writing . because In writing he cant formulate the idea and he doesnt know what sould what he write is. He only find difficult in writing .

He also said that he quiet good on pronounce and distinguish the phonetic symbol, he can do that he didn't find any difficulties. But about the grammar sensitivity he said that he is stuck in that material because he is bad in writing and this material is include in writing but when asked about the function of the predicate and the other she could understand it well, he only stuck when its comes to writing. And also about the formula she said that she know all the formula or tenses but he said when it come to speaking he master it all but when writing he get stuck. An he also cant comprehend the material in relatively shortime but he had to repeat and practice it more then he can comprehend the marterial.

In the motivation learn English he said that he really like watch English movie and like when the actor speak English he wants to be like the native or

speaks English fluently that why he wants to learn English he said it sounds cool when he can speak English like how the native does.

In the strategies, to understand the material easier he said that he usually read some article in the internet and after that he record her voice and listen to it and doing the correcting how he pronounce it like the vocabulary . he didn't plan first when he wants to study, he just go with the flow. he also always do like chatting with his friend in English and it help him a little bit about writing.

In the learning style, he usually watch English movie and English material that his way to proof his English and he also doing like chatting with his friend and send the voice note in English and they talk in make him quiet easy to understand the English.he also said he like the psychial activities when learning English because he stuck when just sit when the lecturer give the games that make his body move he does really love that . He also like solving problem in English, for him it was a fun activity. He also like the democratic class because he like when someone can give their own opinion and sometime doing the debating he like that he doesn't preffer the traditional class.

He like study alone than group. because when study in group he got herself crazy and sometime group is disturbing him. Actually he got no confidence at his first semester but some teacher motivate him so he has big confidence now. But he also get the laziness when he learning English

actually in writing. He protect herself from the ego he just let the laziness win, after the laziness get tired of him so he feels on fire again. He also like trying everything in english because it is challenging him, even he make mistake he except the the mistakes and let it be the experiences. he never fell anxious in everything learning English even a bit.

e. Participant e

Based on the interview, she said that she can understand the aspect of the English because she follow the learning as well but actually she find the difficulties in reading.

She can pronounce the symbol but she cant do it like native because sometime her accent is follow if the distigiush the symbol she can do that so far. She sometime found the diffuclities when have to decided and know the function of like phrase or word or something like that but if it only the function of subject and the other his friend she know it. She also know the formula or the tenses she had learn tenses and she also can use it based on the time of the tenses. She cannot comprehend the material in shortime she had to do the training first and practise it contionuosly so she can understand the material that given.

She said that she had a dream being a tour guide.she realized that if she want to reached that dream she had to master in English first. Then she can

guide the people from overseas .So that the reason why she want to study English in the English department.

she said she had the strategies to make her easier learn about English, she always take a note of a material that she had read, she write down the keyword or the important thing from that , then she always bring that note everywhere and if she had time she will open the note and read that. So it make her easier remember the material. She also said that she planning to learn English. She always study the english from the easy material first , if she had understood the easy one she would go the harder one. She only interact with her friend in class if in the lesson she preffer study alone because it make her more focus.

Watch English movie is her preffer way to study English, she usually imitate what the actor on the movie said and also she imitate the accent of the actor so she can learn English by doing that activity. She didn't like the psyhcial activities in learning English because she preffre learn English by sit and see or listening to something it more comfortable for her. On the other hand she said that she like solving a problem in learning English because she is the curious person so when there is something need to be solved she wonder how and what is the result on the end of that problem. She also preffer the democratic class that traditional because in democratic class because every person had their own idea so when there is a group discusiion like in democratic class everyone can give their own opinion and can do sharing to

each other it will not happen in the traditional class cause only teacher that give the lesson.

She preffere study alone cause it make her more focus learn English. She said that her confidence from the first time until now is increase a lot. She said it is because now she do talking much to another and doing the interaction and also because when learning in class sometime she sould do the English presentation so from that her confidence is built. She also had the ego when learning English like the laziness . she will let the laziness win until she bored with that laziness and then finally the laziness is gone that she can do the learning activity again.

She dont like try everthing in about language. but when she try something and she got it wrong then she didn't mind it and let it be her lesson to not doing that mistakes again.

She also said that she felt anxious when she had to speak of many people. Sometime she felt like no one care about what she said and doubting her. And she is afraid if she did wrong in the grammar sometime she felt not really confidence. Even she always make her mistake or her anxious become the lesson.

f. Participant f

She said that she found the dificulties in listening. Because when the native in the audio said the new vocabularies that she never know before but

she have to look for the answer it hard for her to find out the answer she didn't understand about that. except listening she said that she find any difficulties. In reading

She said in phonetic, she don't really master how to pronounce the phonetic symbol because barely practice that. she understand about the function of word phrase also like predicate subject and know how to use it. She also now about the tenses when the researcher ask how she use the tenses she said that because she now the function of each tenses for example simple past is using if she want to tell about the past. But she had the problem with memorizing the materials in shorttime. She said she is not be able to do that, she had to practice and learn about the material deeply and continuously to make her understand.

When the researcher ask about what is her purpose want to learn English she said the only thing because she hopes his skill in English she would be easier get better job. Because she believe now every job need someone who can master in English.

In the learning strategies, to make her easier to learn English she usually memorize the vocabulary and listening to English song, and sometimes she follow the English group in social media. And las she said that she always take a note in every material that had been learnt especially in learning grammar. She also plan before she learn the materials like she prepare book

and some note to make her easier to learn English. But she barely do interacting with friend in assisting English task, she cant be focus.

In learning style, she said that she like watched youtube , she like searching the material that the lecturer have given and learn that from youdbe, she also like listening to English song to make her easier learn English. She said that she love the phsycal activities in learning English cause sometimes she feel bored when she only sit at the chair only watch the lecturer speak. She don't realy like to solve the problem about English. She prefer democratic class than traditional class in learning English because she feels bored when only the lecturer that give the materials.

She preffer study in group than alone because in group everyone give and share the information that the other don't know. A lot information that we can get in group. She said that her confidence is growing up a lot from the first time she come to the college she said it is because she learn really much English and because in the time she force her self to be confidence in speaking or in other material. But she said sometime she had the ego in herself like the laziness come. She protect herself from that she usully take break a while until he feel rilex and finnaly her ego is slowly gone.

B. DISCUSSION

1. The way of individual differences of low and high achiever student

a. The way of individual differences in low achiever

- To obtain sarjana degree

Motivation is play important role. Motivation here is the purpose of the student when they learning English. From the interview that the researcher have conducted show that the purpose of the low achiever student when they learning English they only one to get sarjana degree so this is the researcher said as the educational goals. . participant A said :

“from the first time i came to this college. actually i have no any desire to choose english dapartement. I want learning something about sains like fisika but after i didn’t pass on the another college finnaly i come here. Actually i don’t like English , but time by time i try to love the English. And finnaly i just want to finish this study quckly and i just want to get the sarjana degree.”

From the statement about we know when she said she just want to get sarjana degree it mean that she want to get the educational goal which is that is include in instrumental motivation and extrinsic motivation. According to winke One of the characteristic of the instrumental motivation is the student want to reach their educational goals.as stated by the low achiever student that they learn English bacuse they want to obtain sarjana degree.which mean that the low achiever students use intsrtumental motivation when learn English. And also this motivation is extrinsic motivation because the learner leran the language because the is a push from external which is they want to get the educational goal.

- Used more cognitive strategies in acquiring language

As the low achiever student , it seems that they need a lot strategies to make them easy to learn English. From the interview that the researcher have

done there are some strategies that the low student used. Like the participant

A said :

“i usually use the internet to find the information and use the dictionary when don’t know any word . and i also like imitating my friend speech and the i use keyword for any material and i usually take a note of any important thing of the material so it makes me easy to understand.”

From the result above, we can see that the strategies that use by her is some of the cognitive strategies. She imitated her friend, use dictionary, use keyword and take some note of any material. Which are those characteristic of the cognitive strategies as stated by cohen. The researcher conclude that the low achiever used more cognitive strategies in acquiring English language.

- Choose to study with friend to make easier learning English

Study together with friend is become the essential way for the low achiever student to make them easier learn English. This is because the low achiever students realizes that they have a weakness in learning English so by learn with friend they can ask like the information that they didn’t know or asked the friend to help her/him o learn English

“Yes . i also used to learn with my friend. And we sometimes decided to go someplace and sometime in my friend home and we study together and i feel that when study together i easy to understand.”

From the statement above the researcher conclude that the low achiever use the social affective strategies to learn English it is prove by the statement that he said to make easier understand about English he study with

his friend which is that is the social affective strategies like. As stated by o'malley learners with social affective strategies like to working together with peers to solve the problem.

- Used the extrovert way in acquiring language

Based on the interview that the researcher have done. One of the characteristic of extroversion is need other people to feel good. This really appropriate with the that the researcher found. The result is the low achiever student preffer to study in the group because from that they can ask about the information that they didn't now before so they can ask to their friend in group. It made them easy to acquiring language

“I like studying in grup because when i don't understand i can ask to may friend about the material that i haven't not understand yet.”

From the statement above the researcher conclude that the low achiever student used the extrovert way to learn English because he like study in the group which is one the characteristic of extroversion. According to brown he states that the extroversion need other people in order to feel good in learning. Same as with what he low achiever student said above By learn in the group the low student can get more information that they didn't know before.

- Used to fight with the inhibition on themsleves

Inhibition is one the factor affect the lasnguge acqcuition. This behavior sometime made the student have the ego. The data that the

researcher got the low achiever student use the different way to protect themselves by the inhibition . like the participant A said :

“Yes at first i do it. But because i have a pupose i have to finish this study from this college so i force my self to fight with that ego like laziness, don’t want to leraning English and etc.”

From the statement above we can see that the low achiever student used to fight with their ego because they remember the have purpose if they let the ego win themselves they will never finish the study because the purpose of them is want to get sarjana degree.as stated by brown the concepts of the inhibition is how the learners set of defences to protect their ego. From above statement we can see that the low students use to fight with the ego.

- Having the anxiety to speak in front of people

Based on the interview that the researcher have done all the low achiever student said that they having an anxiety when learning English. They feel anxious because of some some factor, one of them said the anxiety come because she is afraid of the lecturer.

“Yes sometime i feel anxious and afraid . its because some material that difficult to understand. And also i feel anxious when i meet with a lecturer that for is really killer lecturer”

Beside that, the confidences factor also become the another reason of their anxiety . for example as been expressed by the low achiver student.

“Yes i feel so axious, afraid and i dont have the confidence”

The both statements showed that low achiever student have the anxiety because of they don't have enough confidence..as brown states that when the learner feel anxiousness nervoraneous and worry. It is the same characteristic with the statement from the low achiever above.

b. The way of individual differences in high achiever

- Wanted to be native like

On the other hand the high achiever student show the fact that they learn English because of the have the integrative motivation. One of The student show that they had this mtovation in learning English are student D. The participant D said :

“.....why i want learn English because i want to be seem like the native speech and the get closer to native. It just sound cooler when youcan speak same like the native.”

From the statement above show that he want to learn English he just want to be same like native. It show that she learn emGLISH because he had the integrative motivation because the meaning of the integrative motivation according to winke is when the student learn English because they want to be seems like the native. And also this is extrinsic motivation because the students learn English because they interested by the language itself.

- Use less cognitive strategies

Every student have their own strategy . from the result that the researcher get it show that high achiever student used the strategy by read the article or book then take note or even they record their voice by the article that

they read after that doing the correction of their mispronounce in the word. It helped them to study English easier. As the participant D and E said below :

“I usually take a note from the book that have read like write some main idea of the material from the book. And i always bring the note everywhere and if i have time i open it and read it.”

“I usually read some article on the internet and after that i record my voice.then i heard it afterward i do the correcting of somne mistakes that i made in the reorder”

From the both statement the researcher conclude that the strategy that the high achiever did is take a note and use auditory representation .which is that characteristic is cognitive style as exolained by o’malley and chamot. each student only use one cognitive strategies as their staretgy to learn English. It is different from the low student which is use more cognitive startegies to learn English easier.

- Choose to be alone when learning English to get focus

The high achiever student preffer to study English alone than doing the interaction directly with their friend even that they interacting in the class. They spend more of their time to learn English by themselves, it is because when their alone they can be more focus. Like the participant E said :

“I only interact when learning English with my frteind in class if the class over i prefer to study English alone . it make me quiet focus”

From the statement above the researcher conclude that the high achiever student didn’t really preffer the social afecctive strategies when the learning English. Beause one of the characterictics of this strategies is the

student study together and the other student ask for explanation but it doesn't happen to high achiever because they prefer to study alone.

- Used the introvert way in acquiring language

When the high achiever study English alone they feel more comfortable and they can express themselves as they want and don't get any bothered by the other. They can be more focus when they in the condition that they learn English by themselves, the high achiever student need the time and space for themselves they can easier learn English by this way. Like the participant D said :

“i love studying alone. Doesn't mean that i don't love in group but it because when i study alone i get myself so crazy in thinking i get wider unfertanblke and sometime group is disturbing me.”

From the statement above the researcher conclude that the high achiever student used the introversion way to learn English they feel it is appropriate for them when they study alone than study in the group. The characteristic introversion according to Brown is they like to do everything alone and they need the space and time for themselves. They get the focus when they doing all by themselves.

- Used to let the inhibition on themselves win

The different way show by the high achiever student in protect themselves by the inhibition . they used to let the ego win after that they going to be rilex then the ego will slowly gone. participant F said :

“ yes . to protect myself from that I usually take a break of any activities that I do so whgen I get riley I can avoid that ego “

From the statement above we know that the high achiever student use to let that inhibition win until they feel riley the ego will slowly gone. according to brown inhibition is the way the learners set defences to protect the ego. In high achiever the way they choose is let the inhibition win while the low achiever learner prefer to fight with the inhibition.

c. The simialirities of individual differences in low and high achiever student

- Couldn't comprehend the materials in relatively shorttime

Both of low and high achiever student said that they couldn't remember the material in relatively shorttime , they all said that they have to practice it continuously then they comprehend the material. Like the participant said :

“i cannot comprehend and remember the material in short time when the lectuer give the leasrning.i should practice more first. Because i have problem in memorizing so i cant do that quckly.”

From the statement above it showed the student cannot comprehend the material because she had the problem in memorizing something. The other statement said by the participant :

“No i cant. Because for me to comprehend those thing or material i need some like a special training. I cant memorize something in short time. I have to practice it too.”

From both statement they say the same thing that they cant comprehend in reltively shorttime because of they have problem in memorizing or because of they need some trainng first so they can remember the material. According to carroll the students with aptitude is learners can memorizing the materials shot time. The fact said that low and high achiever had problem in memorizing materials short time.

- Used to plan, monitor and evaluate their learning activites

From the result of interview that the researcher have done both of low and high achiever student used to plan evaluate and monitor their learning activities . like the participant C said :

“i always learn from the simple first and then going to the harder one. And everytime after the learning i also do the evaluate to my self . for example we ever made the video for speaking . i learn from my video to get better and learn from my mistakes.”

From the statement above she ussualy plan the study fisrt she study from the material that easy than go to harder one to make her easier to remember every material an she also doing the evaluate and monitor her English skill by see the video speaking that she had made then she learn from the video and correction her mistake in that video.

The high achiever student also did the same thing like participant E said :

“i always learn the material from the easy one first then i go to the harder one so i can understand the material easier.”

By learning from the easy one it make them easy to understand . from the both result above the low and high achiever use the metacognitive strategies when they learning English. It is prove when the say that they plan the learning to make them easier comprehend the English material.omalley and chamot say metacognitive strategies is when the learner plan, monitor and evaluate their learning. Both low and high achiever said that they do same as what the metacognitive cognitive strategies. Both low and high achiever student use metacognitive strategies in learning English.

- Watch English stuff and listen to English song is their way in learning English

In this millennial era the modern media may play the important role in learning English. It is quiet true, from the data that the researcher got the media has significant effect to learning. From the result of interview from both low and high achiever students like watch English stuff and music to be their way in learning English . participant A said :

“I really like listening to the English song and watch English movie. Bcause when i do that for example in English movie i can find new vobalaryies in that if from the song i can learn about the pronunciation and how to speak English from tghe song that i heard.”

From the statement above she said that she like watch English movie because she can found new vocabularies on it and from the she know how to pronounce the word. Furthermore the participant F said :

“ I really like watching english movie because I can found the new word then I can imitate the actor on te movie how they speak English , and I also love listen to English song “

From the both statement above the researcher make the conclusion that the low and high achiever student use the same style in learning that is concrete learning. One of the characteristic of this style as stated by locharts and Richards the student like the verbal and visual experience. which same as the statement above the they watch English stuuf which the visual experience and the verbal experience from the listening.

- preffered the class that involves physical activities

The physical activities may give the sprit to the student when it involves in English learning . this reason might be make the both low and high achiever student like the phsycal activities in class. The participant C said :

“Yes i really like. Because it make me get more sipirt to study and the class is fell like on fire and every one is more spirit to study not sleepy everything is move. I like it”

The participant D also said :

“Yes i like the learning with physical activities. Bacuse when i just sit . it makes me suck. I like theactivites when i go outside to learn English and soing somthing like games and it make me really love and love English”

From both statement we know that the this one more time that both low and high achiever use the concrete learning in study English because like

like the physical activities is one of the characteristics of this style as explained by Lochart and Richard. From the statement they said that physical activities make them feel on fire and didn't get stuck when learning English.

- Like to do problem solving when learn English

Even there are differences among low and high students but they still like the same thing that solve problem when learning English

Participant B said :

“Yes i like it. For example i made the mistakes in English i really want to know where and why i make mistakes and i want to know the answer. “

Participant e said

“Yes i like to solve the problem in learning English. Because i am curious person so . when there something need to solve i feel like i wonder about what the result or the answer.”

Those statements prove that the low and high achiever students use the analytical learning style because one of the characteristics of this style according to Lochart is that the students are curious to solve the problem. From both statements we can see that the students feel curious about the material or even when they make mistakes they wonder about their mistakes . that it is the analytical learning style.

- Choose the communicative class than the traditional one

The characteristic of a democratic class is that there is group discussion where everyone can give their own ideas and do sharing. On the other hand

traditional class is the class where the teacher only the center of the information. From the interview that the researcher have done both of low and high achiever student like the democratic class than the traditional. Like the participant C said :

“Yes i like that type of class. Because everyone can speak everyone can talk about their own opinion so our English skill is increasing when the class is democratic like the discussing. question and answer. I don’t like the traditional class because it is so boring”

Almost the same statement said by the participant D :

“Yap. I love this class because we can give like our opinion and even sometime we do like the debating in English, I don’t prefer the traditional class no way.”

The researcher make the conclusion that the both of low and high achiever student prefer the communicative learning style than than authority oriented style. Lochart and Richard explain One of the characteristic of the communicative learning style the student prefer the communicative class which there the group discussion than the traditional class while teacher only the focus of learning.. It is prove that they use communicative learning style in learning English.

- Built the confidence by the experience

From the interview that the researcher have conducted it show that from the first come the English departemet both low and high achiever student

show that they didn't have enough confidence of their skill in English . but they think their confidence a lot since they in the English major.

Participant said :

“If you ask about confidence . because i don't really like English. So i have no confidence . but because i trapped in here so i forced my self to have a confident. Even i make mistakes i don't care. I just learn from that”.

The same thing said by the participant:

“At first on the semester i was so clumsy in the class room i just sit down and getting home and etc. But there some teacher that motivated me so get the confidence sometime i make mistake but i don't care. I get that the confidence and now i think this confidence really help me”

From both statements the low and high achiever student use the same way how they built their confidence that is by the mistake that they make, from the mistake they learn to be better and when they doing the better thing in English they got the praise and that built their confidence. According to Brown learner with no confidence will lose in learning. But it's wrong it's proved by statement above the low achievers said after long learning English they feel their confidence is much better but they are still low achiever student they have quite same confidence with high achiever students.

CHAPTER V

CONCLUSION AND SUGGESTION

After investigating and explaining the obtain data in the previous chapter, this chapter provides the conclusion and suggestion. The conclusion is the final answer of the reasearh question, while the suggestion is aimed to give information to the readers who are interested on doing further research in this area.

A. Conclusion

Based on finding and discussion in previous chapter the conclusion are :

1. Low and high achiever student's differences in learning English

In learning English the low and high achiever show some differences such as the low achiever student motivation is to obtain sarjana degree while the high achier wanted to be the native like, low achiever student use more cognitive strategies than the highr achiever student, the low achiever student prefer to study with friend while the high achiever choose to study alone, the low choose the extrivert way in learning in the other hand the introvert way is choosen by the high achiever student, the low use to fight with the inhibition in case the high just let them flow. The low aschiever have the anxiety in learning English while the high say the opposite

2. The low and high achiever student's similarities in learning English

In learning both type of student couldn't comprehend the material in short time, they plan to monitor and evaluate their English, use to watch English stuff and listen to songs to improve their English, they both preferred learning with the physical activities involved, like solving problems while learning English, their confidence built by their experience in learning English and they also preferred the democratic class than the traditional one because of the same reason.

3. Sex and age

There is a difference between the theory of sex and the fact that researchers found in the field. In the theory of sex has said that females are greater in acquiring language than males but in fact has shown that the participants in this research consisted of two female low students. It means that not all females are high achievers which breaks what the theory has stated.

Furthermore, age is not qualified in this research because all the participants are in the same age which is no difference that can be found from how they learn English based on age qualifying.

B. Suggestion

After doing the research, the researcher would like to give some suggestions that may be useful for:

1. IAIN Curup

The lecturers in IAIN Curup should adjust the appropriate strategy in learning in classroom for both low and high achiever students.

2. Students

The student have to realized what actually their motivation while learning English and they should know what their weakness in order to help them improve their skill in English or even to decide what their going to be in the future.

3. Future researcher

The future researcher have to make the research which better than this and it is better for the future researcher to research each idea of indivudal differences. This research can be used as the related finding if its important.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH**

Nomor : **19** /In.34/FT/PP.00.9/07/2019

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- nbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- ingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

apkan

- a : 1. **Desfitranita, M.Pd** **19791225 200912 2 002**
2. **Eka Apriani, M.Pd** **19900403 201503 2 005**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Sugianto**

N I M : **15551045**

JUDUL SKRIPSI : **Potraying Efl Students Individual Different In Learning English.**

- at : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
: Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
: Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
: Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
: Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
: Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 02 Juli 2019
Dekan,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 1005 /In.34/FT/PP.00.9/08/2019 26 Agustus 2019
Tempiran : Proposal Dan Instrumen
: Permohonan Izin Penelitian

Rektor IAIN Curup
Kabupaten Rejang Lebong

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri Curup :

Nama : Sugianto
NIM : 15551045
Fakultas / Prodi : Tarbiyah / Tadris Bahasa Inggris (TBI)
Judul Skripsi : Portraying Efl Students Individual Different In Learning English
Waktu Penelitian : 26 Agustus s.d 26 November 2019
Tempat Penelitian : IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terima kasih.



a.n. Dekan
Wakil Dekan I

H. Abdul Rahman, M.Pd.I
NIP. 19720704 200003 1004

Penyusunan : Disampaikan Yth ;
Rektor
Warek I
Ka. Biro AUAK

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	5 Mei 2019	Chapter I for the writing and theory		
2	23 Mei 2019	Chapter I and II		
3	08 Juni 2019	Chapter I and II		
4	23 Juni 2019	for chapter I and II Chapter III		
5	15 July 2019	Acc I, II, III		
6	29 Agustus 2019	Chapter III		
7	07 Sept 2019	Chapter IV, V for writing and abstract		
8	17 Juni 2020	Chapter III, V, Acc Acc		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	11 Mei 2019	Background and Chapter I find theory for paragraphs and footnote		
2	1 Juni 2019	Chapter I and II for the theory and references		
3	15 Juni 2019	Chapter I and II for writing, footnote, own word		
4	3 July 2019	Chapter I, II, III for index, bibliography		
5	15 August 2019	Acc Lab. I, II, III		
6	5 Sept 2019	Chapter II for the writing of the finding		
7	15 Sept 2019	Chapter III, IV for the writing		
8	15 Juni 2020	Acc Chapter III, V Acc		







KARTU KONSULTASI PEMBIMBING SKRIPSI

Nama : Sugianto
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Fakultas/Jurusan : Tarbiyah / Tadris Bahasa Inggris
Pembimbing I : Desfitriani, M.Pd
Pembimbing II : Eko Ariani, M.Pd
Judul Skripsi : Pengaruh EFL Students Individua Different M Learning English

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
* Diurungkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



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Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi LAIN Curup.

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BIOGRAPHY

Name : Sugianto
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Address : Jl. Lintas Curup-
kepahiang, desa suro ilir
Instagram : sugik sugianto

he is the third child from three sibilngs. His education of The Elementary School in SD N 09 Ujan Mas and he finished from this school in 2009. Then, the continued his education in SMP N 01 Ujan Mas and ended in 2012. After that he continued in SMK N 01 Ujan Mas and graduated from this school in 2015. Alhamdulillah, all of his education was passed successfully. he entered of English Study Program on 2015/2016 Academic Years at Institute College for Islamic Studies (IAIN) Curup. By self patience, he tried to prove that she is able to study this program until passed his study. During his at IAIN, he was teaching practice (PPL) at charriyattam suksa school, chana, Thailand. And finally he graduated as Sugianto S.Pd from IAIN Curup in 2019.