STUDENT'S EFFORTS TO SUCCEED IN ENGLISH CLASS : A CASE STUDY ON A STUDENT WITH LOW-INCOME BACKGROUND AT SMK JAKARTA PUSAT I

Sri Ayu Indrapuri[1,a)], Ilza Mayuni[1,b)], Darmahusni[1,c)]

Department of English, Faculty of Languages and Arts, State University of Jakarta, Jakarta, Indonesia[1)]

Email: sriayu_pb16s2@mahasiswa.unj.ac.id[a)], ilza.mayuni@unj.ac.id[b)], darmahusni@unj.ac.id[c)].

Abstract

This case study was aimed at describing what efforts have been undergone by a low-income student to succeed in English class. The participant of this study was a student who received Kartu Jakarta Pintar (KJP) at SMK Jakarta Pusat 1. The data of this study were collected through observation, interview and document analysis. The data were analysed qualitatively by rereading all the data carefully and coding the data based on research question. The findings show that the low-income student has employed three kinds of effort: rule-oriented, procedural and intellectual efforts to succeed in English class. The rule oriented effort was done by attending class regularly, the procedural effort was undergone by completing the assignments consistently, turning the assignment in the time frame and building engagement in the process of learning. The intellectual effort was done by actively thinking to do the best work of her ability at all times. And then, she has implemented the procedural effort at outside of school such as at home and library by completing the assignment continuously. These efforts have made her gain a significant achievement in learning English as shown in her good score in English class. To conclude, it is proven that short of resources, facilities and income are not contributor to failure.

Keywords: student's effort, success in English learning, low-income student

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

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

One of the vocational high schools (SMK) at Central Jakarta is SMK Jakarta Pusat 1. Based on the data of English achievement of national examination in 2018, SMK Jakarta Pusat 1 students

got average score of 41.48, whereas the minimum standard of National Exam for English language subject is 55. Moreover, some other data of students' English scores such as semester exam data in 2018 at SMK Jakarta Pusat 1 show there were 232 students out of 362 students who were in low level of English language score. Therefore, more than half of students of SMK Jakarta Pusat 1 were still in low level of English language score.

Some of previous studies found that low income background affected students' achievement and there were a big number of low income students failed in their study. According to Lacour and Tissingto (2011) who investigated the effect of poverty on academic achievement in The United States. The research found that poverty directly affects academic achievement due to the lack of resources available for student's success. And then, the findings also presented that many poor students below average measures, instructional techniques and strategies implemented at classroom.

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

Moreover, Sigh and Choudhary (2015) conducted a research project investigating the impact of socioeconomic status on academic achievement of school students. The findings of this research showed that academic achievement was influenced by socio economic status and those who belonged to high and middle socioeconomic status have shown better performance.

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

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

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

Carbonaro (2005) investigated tracked students' efforts and academic achievement. The study showed that the students' effort is strongly related to student's achievement. The effort is the amount of time and energy invested by students in their learning. It indicated when the students had a substantive effort in their study, it would definitely affect the achievement or the score they would gain.

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

students' behavior, diligence and engagement in learning.

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

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

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

Carbonaro (2005, p.25) three different types of effort. They are: First, rule-oriented effort, this effort entails students' compliance with the most basic rules and norms required by the school, such as showing up for class regularly and refraining from misbehavior. When the students attend the class regularly, it means that the students get more learning experiences and opportunities in learning. This effort can be seen from the attendance of student in following the process of learning. It related to Tomlinson and Cross (1991, p.69) stated that higher achievement (output) will result from higher instruction (input). The student will learn more when she gets many experiences in learning. The total of her attendance in English lesson every weeks and months at classroom represented the student had more opportunities and experiences in learning. And then, the misbehavior refers to the action of misbehaving in the process of learning at class. The student who implements the rule oriented effort will show she or he has the good behavior and attitude in learning. The good behavior refers to the some activities that used by student as follow as the teacher's rules in class. The student who followed some instructions will affect the quality of student in understanding some researchers argued that effort represent by behaviors (Johnson, Crosnoe, and Elder 2001; Smerdon 1999). The behavior can be looked from an affective or psychological component that focuses on students' enthusiasm, interest in and attachment in their school and schooling process, consequently effort can influence student's outcome.

Second, procedural effort, this effort requires students to try to meet specific demands set forth by teacher in particular class, including completing required assignment and participating in class discussion Carbonaro (2005, p.25). It refers to the student's activities that implement in doing some assignments from the teacher. The procedural effort presented the student's effort when she or he completes the assignment in the time frame and produces the good assignment. Moreover, this effort also can be seen from the student's engagement in the process of learning. The studies of engagement have typically relied heavily on measure of effort such as the completion of homework, attentiveness, and preparedness (p.29). The students' work habit can be used by the teacher to measure student's effort through reporting homework, class participation and organization. The student's engagement related to the activities that show an involvement in the class. In short, the procedural effort refers to the student's activities to complete the task by requirements. Third, intellectual effort, it can be seen when the students apply their cognitive faculties toward understanding challenges posed by the curriculum like answering an assignment correctly (p.25). It

means the student that implemented intellectual effort when she is able to produces the correct answer for all assignments consistency. Cabonaro (2005, p.28) stated that when the student be able to finish the assignment faster than other student and answer the assignment correctly, it means that the student also showed her the intellectual effort. The intellectual effort is also one of the student's efforts that effect on the higher of achievement (p.29). It means the intellectual effort refers to the student' activity in thinking like she solves the some problems in finishing assignment. Therefore, the purpose of the study is to describe the process of the low-income to succeed in English class at SMK Jakarta 1. The research objective is to investigate what kinds of effort made by of a low-income student to succeed in English class.

METHOD

This is a qualitative approach research and kind of study research. A case of research was the low-income student who has many limitations such as lack of facilities and resources in learning, low income family background, and her environment is not conducive but still got the highest of English language score at school. And then, she also has good English performance and she usually became a school representative in some competitions. Therefore, this research explored what efforts have been undergone by the low-income students to succeed in English class .

To collect the data, the researcher combined several techniques such as: First, observation. The observations related to the theory of student's effort from Carbonaro (2005). Before the researcher observed the effort of student, the researcher created guideline of effort indicator which is consists of 5 aspects and some indicators of effort.

The role of researcher in this research is as a participant observer. A participant observer was an observational role adopted by researchers when they take part in activity in the setting they observe (Creswell, 2012, p.214). In order to get the more information, the observation was not only done in the process of learning at school but also at the outside of school and the researcher allowed to the all the activities of student.

In collecting the observation data, the researcher used video-recording to find the data completely about all the real activities of student. It consisted of all of student's activities in classroom and the outside of school. Second, interview. The questions of interview was created and developed by researcher. The researcher created interview protocol before being asked directly to the student. Third, document. the document was collected in order to get the data about the result of student's achievement in English class and student's effort to achieve her English language score at school. The researcher used some documents, such as student's portfolio to analyzed the learning progress and learning reflection of student during learning English in second semester, attendance list of student at English class to analyze how often the student attended English class and recapitulation of English language score of student to know all of student's score in 2018.

In this research, the process of analyzing the data followed qualitative approach (Miles, Huberman, & Saldana, 2014). There were several steps to analyze the observation data, such as: First, the observation data was collected from video recording, the whole data that consist of student's responds, reactions and all of activities were transcript by researcher into the written text. It means that the student's responds and all of the activities of student were taken into some notes in the process of observation. Second, the researcher did a coding data, in this step the researcher reread all of transcript data and found the important activities and responds that related to the aspects and the indicator of student's effort in guidelines of effort indicator. Third, the important data was created into some codes of the data. The purpose of this step was to interpreted the data with simple language in order to facilitate understanding the activities and

responds that be used by participant in this research. Fourth, the researcher categorized the result of coding data based on the relevance to indicator of effort. This step was called data categorization, in the step the researcher made some key words into a categorization. Fifth, the researcher did a triangulation, in this step the researcher did the process of check and recheck between data and other data sources. When the researcher got the clear explanation of the data, and the researcher wrote the final conclusion and finished the research. In term of interview data, the researcher analyzed the data was similarly with how the data collected through video recording. The interview data consisted of student's answer related to interview protocol. Furthermore, in order to get more information about student's score in English language and to investigate the student's effort to achieve the English language sore in English class, the researcher used some of documents of learning progress and learning reflection of student during learning English in second semester, the attendance list of student at English class and he recapitulation of English language score of student to know all of student's score in final semester exam, mid semester exam and daily assignments in 2018. After that, the researcher concluded the data to findings and discussions.

RESULTS AND DISCUSSION

There were 3 types of efforts that analyzed by researcher based on theory about student's effort from Carbonaro (2005). They are rule oriented effort, procedural effort and intellectual effort.

4.1.1 Rule oriented effort

The rule oriented effort referred to the aspect of student's compliance in English class. The indicator of student's compliance was the student attends the class regularly. Based on the student's attendance and some observations. she almost completed all meetings of English learning in English classroom. According to one of the basic rules required by school was the student should attend the class with the total minimum about 60 percent to complete the meeting in class. When the student's attendance under 60 percent, it meant that the student rarely attended the process of learning and she was not able to pass the English subject. Therefore, based on the data of student's attendance showed the student attended the English class about 93 percent. It indicated the student showed the indicator of student's compliance, she attended English class regularly.

4.1.2 Procedural Effort

The second effort referred to procedural effort. The procedural effort related to some aspects such as completing required assignments, turning assignment in time frame, and participating in group discussion. According to the findings, the indicator of procedural effort that implemented of student can be found at the observations in English class and outside of school. And then, the student also presented the indicator of procedural effort in her learning progress and reflections.

Based on all of findings, the student focused on the assignment that was given by teacher consistently in learning English. She tried to find out the answer of the assignment through English dictionary. And then, she participated in answering some questions from teacher, communicated to the others kindly and followed the activities of class actively.

4.1.3 Intellectual Effort

According to classroom observation the student used English language in presenting the result of group discussion in front of class. Then, all of the English assignments that answered by her in group or individually assignment always got the correct answer. In addition, the indicator of intellectual effort also was found at the recapitulation of student' learning progress. According to the findings, the low-income student implemented the intellectual effort on her assignment. She was actively thinking to present the correct answer in finishing assignment.

The findings presented the student attended English class regularly. When the student attended the class regularly, it meant that she had more opportunities in learning. Tomlinson and

Cross (1991, p.69) stated that higher achievement (output) will result from higher instruction (input). The student will learn more when she gets many experiences in learning. The total of her attendance in English lesson every weeks and months at classroom represented the student had more opportunities and experiences in learning. It was because she can listen the explanations of teacher directly and ask to the teacher easily when she got confused in learning English. Therefore, she got better input to increase her ability in learning English.

In short, the rule oriented effort or student's compliance was important to be implemented by low-income student in learning English at classroom. Having more learning experiences by attending English class regularly in English class become the essential efforts that implemented to student in order to get the highest achievement in English language learning

According to the findings, the indicator of procedural effort that implemented of student can be found at the observations in English class and outside of school. And then, the student also presented the indicator of procedural effort in her learning progress and reflections. In short, according to all of findings, the student focused on the assignment that was given by teacher consistently in learning English. She tried to find out the answer of the assignment through English dictionary. And then, she participated in answering some questions from teacher, communicated to the others kindly and followed the activities of class actively.

Carbonara (2005, p.31) stated students who believe they can succeed and expect to succeed in school will try harder. Based on the findings, the student kept herself to be focus on the assignment and also tried to answer the assignment from anything that related to English language. She answered the questions of assignment and then wrote her answer of assignment consistently in learning English.

In addition, Patron and Lopez (2011, p.2) stated that effort is a role of study time that determines student grades. The effort related to how much time that student spends in learning. Time spent on homework by students is commonly used measure of effort (Natriello and MicDill 1986 as cited by Carbonaro 2005 p.29). According to the findings, the student presented the effort of student in completing assignment not only at class but also outside of school.

And then, the findings showed the student always completed her assignment and turned the assignment in the frame time with the good quality. The finding related to Nagy (2016, p.185) sated one of student's efforts refers to diligence of student in completing assignment. The diligence related to the student's activities in class and at home like the student always shows the frequently exceeding expectation of conscientiousness and persistence in completing the assignment.

Moreover, Carbonara (2005, p.28) stated academic achievement related to students engagement in their class, the engagement includes an affective component that one of focuses on student's interest in participating to class and then it can affect the academic outcomes of student. Based on the findings, she built engagement in learning English at class.

Goss and Sonnemann (2017, p. 3) stated when students are engaged in class, they learn more. It also related to the findings that presented the low-income student always involve in the process of learning at class. She built the interaction between the others at class. The findings also related to Nagy (2016,p.185) stated the engagement related to student's activity that consistently demonstrates the highest standard of attention and focus in class, contributing where appropriate to group or classroom forums and showing respect and consideration for other

In short, the finding showed the low-income student implemented the procedural effort in learning English. She always complete the assignments consistently , turning the assignment in the frame time and building engagement in the process of learning are the aspects of effort that has been employed by the student to succeed in English class. Therefore, when she got some problems, she is able to overcome problems in learning. Moreover, the student's engagement also was needed in the process of learning, it was because the student built communications between others at class.

Having good communication will create the good atmosphere in English classroom, so that the process of learning English become conducive and affect the achievement of student in English class. Then, the low-student did not only implement the procedural effort in English class but also outside of school. Therefore, the procedural effort that implemented of student becomes of one the efforts of student to succeed in English class.

According to the findings, the low-income student implemented the intellectual effort on her assignment. She was actively thinking to present the correct answer in finishing assignment. Carbonaro (2005, p.28) stated that when the student be able to finish the assignment faster than other student and answer the assignment correctly, it means that the student also showed her the intellectual effort. The intellectual effort is also one of the student's efforts that effect on the higher of achievement (p.29).

Nagy (2016, p. 185) stated the student' effort of student can be seen from the student's activity presenting work the best of her ability at all times. It related to the findings, the low-income student presented she always spend her thinking and ability to finish the best result of her assignment. She showed the highest English score than other student in English Class. Therefore, the intellectual effort was the important effort that implemented by low-income student to succeed in English class.

CONCLUSION

The role of student's efforts is very important to be considered in the process of English learning in order to discover the activity of low-income student to succeed in English class. The rule-oriented, procedural effort and intellectual effort of student are investigated to obtain the answer how the low-income student to succeed in English class.

The research findings denote the low-income student who implements the rule oriented effort in their study means that she gets the better input. One of the better inputs of student refers to how often is her attendance in learning English. The attendance of student makes them have a lot of learning experiences and presents the good achievement in their learning.

The procedural effort is one of the efforts that implemented by low-income student in their study. Completing the assignments consistently, turning the assignment in the time frame and building engagement in the process of learning are the aspects of effort that has been employed by the student to succeed in English class. Then, she has implemented the procedural effort at outside of school such as home and library by completing the assignment continuously.

The student who implements the intellectual effort in their study also make them be able to succeed in English class. The low-income student who actively thinking to present the best work of her ability at all times was the intellectual efforts to succeed in English class.

The finding shows the low-income student still present her success in English class. The lack of resources, facilities and income of student to support them in learning are found to only effect on the process of learning. The difficulties to fulfill the educational needs make the students do more efforts to survive in learning process. So that, the low-income background of student and the environment of students do not directly influence the success of low income student in English class. To conclude, it is proven that short of resources, facilities and income are not contributor to failure.

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