

Factors Affecting the Learning of English as a Second Language in a Secondary School

May May Grace Derioh, Noor Leilah Abdul Karim

Faculty of Education and Humanities, UNITAR International University, Malaysia

Corresponding Author Email: grace@unitar.my

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Abstract

This paper analyses the result of a survey on 127 secondary students and 48 secondary teachers from our local secondary schools in Negeri Sembilan, Malaysia. This study examines the elements influencing our secondary school students' English competence. Students and teachers from secondary schools in Negeri Sembilan made up the study's sample. The study's findings imply that the factors determining secondary school pupils' English competence were not impacted by gender but rather by the length of time they spent learning English. Furthermore, the study discovered no link between cultural stereotypes and students' second language learning performance. For data collection, a 7-item questionnaire with 35 questions was designed and administered to 127 secondary students, and 3-part questionnaires with 13 questions were designed and administered to 48 secondary teachers online since it was the most convenient method of receiving responses from all respondents. The components in the questionnaire are 5-point Likert scales developed from factors affecting English as a Second Language competency. This study aims to determine (1) The factors influencing secondary school students in learning English as a second language. Results of the quantitative analysis show that the Attitude towards English language learning and using the language in various domains is highly positive.

Keywords: Learner Attitudes, English Competence, Usage of English as a Second Language.

Introduction

In this global age, English has established itself as the language of multicultural communication, international business communication, and international research (Rintaningrum, 2016). English, the most widely spoken language in the world, is spoken in various forms as a first language by an estimated 400 million people and as a second and or foreign language by an additional 2 billion people (Demont-Heinrich, 2007).

The English language has been used and valued in Malaysia at various stages. The English language emerged When the British arrived and occupied Malaysia in the seventeenth century. Their presence gave the English language the upper hand in the political, commercial, and social spheres. Education and English usage policies started shifting after the country

gained independence in 1947. In the 1970s, English was demoted to a supporting position in the educational system, and Bahasa Malaysia took over as the primary language used for instruction in schools. Despite the need to use Bahasa Malaysia as the primary language for instruction, English must also be considered a second language in everyday life.

Problem Statement

English is taught as a second language in all Malaysian schools beginning from the primary level. The teaching of English subject is made compulsory by the Ministry of Higher Education (2010), and is taught in all government schools as a second language. Being fluent and capable in English has become a must-have for students because it will open a chance to develop themselves in the international world. Opportunities to have a career in multinational companies will be wide open. However, though the students have been exposed to English for almost ten years, most need more proficiency, especially in speaking and writing skills.

This quantitative study aims to focus on the factors that influence the level of English proficiency of middle school students. The focus is language anxiety, cultural concerns, and student attitudes towards the English language. Language anxiety has a positive impact when students are excited to learn English, are inspired by friends and teachers, and are surrounded by a community that does not look down on English speakers. As for the cultural concerns, many students believe that their parents think that those who speak English well are more educated than those who do not, but parents encourage them to speak and learn English.

Literature Review

Several factors affect the students in learning English as a second language. Based on the literature review, most research includes language skills as related to the main factors affecting the students in learning English as a second language. Speaking is known to be the most essential skill because it is necessary to carry on a conversation. Husnawati (2017), believes self-esteem is essential to language learning because it reflects self-confidence and competence. Learners with low self-esteem often show nervousness when speaking their second language and cannot behave naturally. According to Spielberg (1983), anxiety is "the subjective experience of tension, anxiety, irritability, and worry associated with activation of the nervous system." Scovel (1991, p. 18) added that anxiety is also a psychological construct, and psychologists often describe it as a state of anxiety, a vague worry that is only tangentially related to an object, in this case, contributing to the tension surrounding student learning. According to Crookall & Oxford (1991), as stated in Humphries (2011), a small amount of anxiety can be motivating and valuable for students. However, if it exceeds a specific threshold, it can disrupt students' attention to language acquisition, resulting in inferior performance.

Despite years of formal English instruction, Malaysian students still need to improve on social issues, such as a lack of motivation and willingness to study English (Thang et al., 2012). Additionally, L2 or foreign language courses for second or foreign-language learners are particularly anxiety-inducing (Horwitz et al., 1986; MacIntyre & Gardner, 1991), making students afraid to talk (Nunan, 1999).

The second factor affecting the student's English language learning is cultural. The cultural influences L2 students encounter in the classroom cause them to adopt "unique" attitudes about learning English. They exhibit positive attitudes as a result of satisfying language learning experiences.

Methodology

This research identifies characteristics that influence secondary school students' ability to grasp English as a second language across language skills. The study was conducted using a quantitative research approach by delivering a series of online questionnaires to secondary school students. The samples are 127 form 5 students from a secondary school, and 48 form 5 secondary school instructors were the study's subjects. A questionnaire for students and instructors was one of the most essential tools employed.

The research design is descriptive and correlational. The data was gathered from two different sources. The first source was questionnaires for students, and the second was questionnaires to discover how teachers feel about English and what elements they believe influence secondary school students' English learning in Malaysia.

As stated by Shameem Ahmed and Dornyei (2003, cited in McKay 2006), surveys can provide three distinct types of data: information about behavior, attitudes, and facts. Surveys are also an excellent way for researchers to collect data quickly and affordably. Therefore, surveys are a particularly effective method for teachers to learn more about their students' routines, preferences, and history. This kind of information can be used to create a curriculum.

Results

Descriptive Analysis

Factors Influencing Learning English as a Second Language

The first goal of this study was to look at the elements that influence secondary school students' English proficiency levels, as well as how students' attitudes about learning the language influence their level of competence. These is the six element that is asked in the survey question: (a) Factor of Anxiety, (b) Cultural Factor, (c) Attitude and Perception towards English as a Second Language, (d) Parental Influence, (e) Peer Influence and (f) Teachers' Influence.

It is inferred from Table 4.1 that Attitude and Perception towards English as a Second Language is the leading factor that influences learning English as perceived by secondary school students while comparing it with the other five factors.

Table 4.1

Factors that influence in learning English

Factor	N	Total Score	Mean	Rank
Attitude and Perception	127	485.67	3.82	I
Teacher	127	457.25	3.60	II
Cultural	127	421.00	3.32	III
Peer	127	412.20	3.27	IV
Parental	127	404.25	3.18	V
Anxiety	127	312.50	2.46	VI

Table 4.1 shows a list of the factors that affect English learning after all the data from the survey form has been analyzed. The three main factors that affect English learning among secondary school students are Attitude with a total score of (485.67), Teacher (457.25), and Culture as much as (421.00).

Through the results of this study, it is proven that the anxiety factor is not an obstacle to learning English among secondary school students in Malaysia. Nevertheless, one thing that cannot be denied is that the attitude factor is crucial in learning.

Descriptive Analysis of Anxiety Factor

Table 1

Factors of Anxiety

No	Content	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I do not know a lot of words to speak English.	24	34	51	15	3
2	I feel excited to speak English	2	4	36	48	37
3	I have negative perception of learning English	43	54	19	8	3
4	I fear of making grammatical mistakes during conversation	11	12	43	48	13
5	When I'm speaking, it's tough for me to translate from my mother tongue to English.	12	31	51	28	5
6	Even if I make mistakes, I motivate myself to speak English.	2	32	6	54	42

The bulk of the pupils reported to not having linguistic anxiety when it came to learning English. For the statements 'I do not a lot of words to speak English', about 24 students chose 'strongly disagree', 34 students chose 'disagree', 51 students were neutral, 15 students chose 'agree' and three students chose 'strongly agree'. From this survey, anxiety cannot be a factor that contributes to learning English as a second language as 26.8% of the students disagree and about 40.2% of the students are on the neutral side, which means that it can and might not be a significant a factor that affects the learning of English as a second language. Students are comfortable in speaking the English language.

For the statement 'I feel excited to speak English' about 2 students chose 'strongly disagree', 4 students chose 'disagree', 36 students chose 'neutral', 48 students chose 'agree' and finally 37 students chose 'strongly agree'. This shows that most students are keen to learn English as a second language, as 28.3% and 37.8% of students chose strongly to agree and agree that they feel excited to learn English. This means they want to learn English, but they still need to

be proficient enough despite the excitement. From this statement, the researcher can conclude that students do feel excited when it comes to speaking in English, but what concerns the researcher is that, although they do feel excited, we still have students who are unable to communicate well in the English language as a second language. They do feel excited when it comes to speaking in English, but they need more confidence to speak as they fear making grammatical mistakes or they will feel demotivated by their friends when they cannot speak fluently. This is one of the possibilities when it comes to speaking in English.

For the statement 'I have a negative perception towards learning English', about 43 students chose 'strongly disagree,' 54 students chose 'disagree,' 19 students were 'neutral,' 8 students chose 'agree,' and 3 students chose 'strongly agree.' The finding shows that most of the students do not have any negative perceptions towards learning English, as 33.9% and 42.5% of students show that they strongly disagree and disagree with the statement asked by the researcher. This is a positive sign that our students are keen to learn English as a second language. As from this statement, the researcher could see that students do not have any negative perceptions towards learning the English language as they are keen and excited to learn the English language. They realise how important the English language is and that they need to learn acquiring the English language as a second language. This good Attitude is important as students need to be open when it comes to learning the English language well.

For the statement, 'I fear making grammatical mistakes,' about 11 students chose 'strongly disagree,' 12 students chose 'disagree,' 43 students chose 'neutral,' 48 students chose 'agree,' and finally, 13 students chose 'strongly agree.' The chart shows that 10.2% and 37.8% of students strongly agree and agree, with 33.9% choosing neutral when conversing in English. This means that our students are focusing on grammar more than having the confidence to communicate in English with the fear of making grammatical mistakes. This contributes to the factor that affects learning English as a second language. Students need to focus more on speaking rather than focusing on the grammar part, as this will stop them from speaking in English. Students need to be motivated and encouraged to speak and learn the English language without having the fear of making grammatical mistakes.

For the statement 'When I am speaking, it is tough for me to translate from my mother tongue to English,' 12 students chose 'strongly disagree,' 31 students chose 'disagree,' 51 students chose 'neutral,' 28 students chose 'agree' and 5 students chose 'strongly agree.' It shows that for some students about 22% of them that chose agree, find it difficult to translate from their mother tongue and for some students about 24.4% of the students find it easy to translate and about 40.2% majority of students chose neutral which means that sometimes it is difficult and sometimes it is easy. For some students to translate from their mother tongue to English could be easy but not all can be translated directly. Some direct translations can give a different meaning, so students need to be very careful when they actually use this direct translation. This is why it is tough for some students but quite easy for most of the students in this survey, as most of them chose 'strongly disagree' and 'disagree' for the statement that, when they speak, it is tough for them to translate from their mother tongue. For these students, it is easier for them to translate from their mother tongue to speak in English language. This could be concluded that it depends on the student's language competence when it comes to learning English as a second language.

For the statement 'even if I make mistake, I motivate myself to speak English.' 2 students chose 'strongly disagree,' 3 students chose 'disagree,' 26 students chose 'neutral,' 54 students chose 'agree,' and 42 students chose 'strongly agree.' This is good as 33.1% of students chose strongly agree and 42.5% chose agree. This means that they are capable of motivating themselves in order to converse in English, which is really overwhelming. This is really good indeed, knowing that our students are strong when it comes to motivating themselves to speak in the English language even though they might make grammatical mistakes. The thought that our students are keen to learn the English language as a second language is something that we need to be proud of, as this tells us that our students need motivation when it comes to speaking in the English language as a second language. Teachers in schools, they need to know this fact as they are the ones who will be guiding and moulding our students in order for our students to learn English as a second language well. Teachers need to keep motivating our students as this will help students to learn English as a second language.

Descriptive Analysis of Cultural Factors

Table 2

Cultural factor Select only one

No	Content	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	My family believes that those who speak English well are more educated.	12	22	42	32	18
2	I feel outcast when I speak English	21	37	53	12	4
3	Many people value those who speak their mother tongue better than English	5	24	62	29	7
4	My parents always encourage us to learn English besides our mother tongue	4	0	39	41	33

Culture, which is represented in Table 2, is the second element that influences secondary school pupils' English competence. For the statement 'my family believes that those who speak English well are more educated'. 12 students chose 'strongly disagree', 23 students chose 'disagree', 42 students chose 'neutral', 32 students chose 'agree' and 18 students chose 'strongly agree'. From this finding, we know that the percentage of students who strongly agree is 39.4%, which is close to 40% and is nearly half of the students who have participated in this survey. They do believe that their parents do look up to English speakers. Students will be even motivated to speak in English as they know that their parents will look up to them.

Family believe that those who speak in English well are more educated than those who do not speak in English.

For the statement 'I feel outcast when I speak English'. 21 students chose 'strongly disagree', 37 students chose 'disagree', 53 students chose 'neutral', 12 students chose 'agree' and 4 students chose 'strongly agree'. Most of the students do not agree with this statement, as 45.6% of the students are in the strongly disagree and disagree column. 41.7% of students are neutral as they sometimes they do and do not feel outcast when they speak English. From this statement, the researcher knows that by speaking English, they will not feel rejected. From a cultural view, it can be seen that they do like to communicate in English. The ability for the students to speak in English and do not feel rejected is really good as we can see in the pie chart the percentage for students who strongly disagree and disagree to the statement that 'they will feel outcast when they speak English' is very high. That is a positive sign that students in this survey are happy to communicate in English.

For the statement 'Many people value those who speak their mother tongue better than English.' 5 students chose 'strongly disagree', 24 students chose 'disagree', 62 students chose 'neutral', 29 students chose 'agree', and 7 students chose 'strongly agree'. When it comes to the value people see when you speak your own mother tongue, students still believe that people will look up to those who speak their mother tongue more than to speak in English. As the percentage that strongly agree and agree is more than strongly disagree and disagree. 48.8% of the students chose neutral as they believe in both equally. Students believe that many people value those who speak their mother tongue better than English, as the percentage of students who strongly agree and agree to the statement is more who disagree. Of course, students should not forget their mother tongue, but at the same time, they do need to communicate well in English. When it comes to this, parents should motivate their children to not to forget their mother tongue, as speaking in English is equally important as their mother tongue.

For the statement 'My parents always encourage us to learn English besides our mother tongue'. 4 students chose 'strongly disagree', 10 students chose 'disagree', 39 students chose 'neutral', 41 students chose 'agree' and 33 students chose 'strongly agree'. Here, it is clear that parents do encourage their children to learn English as the percentage of students who strongly agree is 20% and agree is 32.3%, which comes to more than half of the students who have participated in this survey. As for 30.7% students' parents are neutral, which means they do and do not encourage them to learn English. In this statement, we know that parents do encourage their students to speak in English apart from their mother tongue. And that it is equally important as what has been mentioned in the previous statement: 'Many people value those who speak their mother tongue better than English'. Parents need to keep motivating their children as learning English is important for their future enrolment.

Descriptive Analysis on Attitude and Perception towards English Language.

Table 3

Attitude and perception towards English as a second language Select only one

No	Content	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I believe that my ability to speak English well will help me in my future career.	2	0	7	38	78
2	In Malaysia, I believe English should be the primary language of teaching.	4	10	45	49	19
3	English is an indication of a well-educated person, in my opinion.	9	21	47	41	9
4	I have a desire to learn good English	1	3	20	45	58
5	I pay attention when someone is speaking English	1	5	26	55	40
6	I read English books as often as I can	5	9	55	33	25

The Table 3 questionnaire investigates how students' views about English learning influence their competence level. For the statement 'I believe that my ability to speak English well will help me in my future career', 2 students chose 'strongly disagree', 7 students chose 'neutral', 38 students chose 'agree' and 78 students chose 'strongly agree'. Students' attitudes towards learning English as a second language is positive as 61.4% of the students strongly agree and 29.9% of students agree that the ability for them to speak well in English will help them in their future career. This is indeed a good attitude from the students. Students' ability to converse is crucial as it will help them in their future endeavors. The percentage that shows most of the students 'strongly agree' and 'agree' is very high and this statement tells that students do take the English language seriously. It is good to know that the students know the importance of learning English as a second language. From here, teachers will know that they can help in teaching their students English as much as students can absorb. The majority of the students in this survey know that they need to learn the English language well for them to get a job or to join higher institutions.

For the statement In Malaysia, 'I believe English should be the primary language of teaching'. 4 students chose 'strongly disagree', 10 students chose 'disagree', 45 students chose 'neutral', 49 students chose 'agree' and 19 students chose 'strongly agree'. In this statement, too, the

Attitude of the students shows that they are keen to learn English as they believe that English should be the primary language of teaching in Malaysia. From the chart, students who strongly agree is 15% and 38.6% of students agree to the statement and 35.4% picked neutral as they do believe and at the same time do not believe with the English being the primary language of teaching. The Attitude and perception of the students in this survey questions are extremely good because they do believe that English should be the primary language of teaching as they could see the importance of learning English as a second language. The English language is important as it helps in their future career and also for them to join private colleges in Malaysia or in overseas. It is good, if our government is able to make it as primary language of teaching in Malaysia.

This will help our students a lot.

For the statement 'English is an indication of a well-educated person, in my opinion.' 9 students chose 'strongly disagree', 21 students chose 'disagree', 47 students chose 'neutral', 41 students chose 'agree' and 9 students chose 'strongly agree'. This findings show that the 37% of students are neutral, which means that students not all of them agreed to the statement, but majority of the students from this survey strongly agree with the percentage of 7.1% and agree with 32.3%. This means that they show positive Attitude towards learning English as a second language. Students do believe that a well-educated person are those who could converse well in English. About 37% of the students chose 'neutral' which means that they do agree to the statement and some of the students 'disagree', they do not believe that English is an indication of a well-educated person. The percentage of those who agreed is higher as students know that they need to learn English in order for them to be well-educated.

For the statement 'I have the desire to learn good English.' 1 student chose 'strongly disagree', 3 students chose 'disagree', 20 students chose 'neutral', 45 students chose 'agree', and 58 students chose 'strongly agree.' The Attitude of students from this survey is really impressive as the percentage of students who are strongly agree is 45.7% and agree is 35.4% and together it is 81.1% of students agreed that they have the desire to learn English, and this is important as they need this will need this will power to learn English. About 15.7% of students are neutral as some of them have the desire and have not have the desire to learn English. This can be investigated as teachers need to cultivate a positive attitude towards learning English as a second language. Students with desire to learn English is a good sign as it is a positive sign, and it helps students to be focused on class during the English lessons. Teachers need to know this as this statement may help to plan their lessons well. Students have the interest, but if it is not brought to the right path, then they might lose that interest. Teachers play an important role here as they need to help the students to learn the English language well since they have the desire to learn English as a second language. Students need to feel motivated and that they know that the teachers are actually focusing on them to learn the English language better.

For the statement 'I pay attention when someone is speaking English'. 1 student chose 'strongly disagree', 5 students chose 'disagree', 26 students chose 'neutral', 55 students chose 'agree' and 40 students chose 'strongly agree'. From this statement, it shows that students do pay attention when others are talking in English. As can be seen in the chart, 31.5% of students strongly agree, and 43.3% of students agree with the statement. This means that students from this survey are very much interested in learning English and teachers need to keep

motivating them as about 20.5% of students who chose 'neutral' are still not really enthusiastic in paying attention when someone else is speaking in English language. Listening to someone else speaking in English would really help in the listening skills and indirectly will help students in learning the English language. The majority of the students strongly agree and agree that they pay attention when someone is speaking in English; this will help them to speak as well as the person they were paying attention to. Students have a good attitude towards listening to others when they communicate in English, and eventually, they will also pick up on the English language.

For the statement 'I read English books as often as I can.' 5 students chose 'strongly disagree,' 9 students chose 'disagree,' 55 students chose 'neutral,' 33 students chose 'agree' and 25 students chose 'strongly agree'. It is good to know that 19.7% of students strongly agree, and 26% of students agree that they do read English books as often as they can. They are students who totally disagree and disagree as they might not have the access to English books or they simply choose not wanting to read English books at all. About 43.3% of students chose neutral as they will read English books but not as often as other students. This is a good sign of a good attitude towards learning English as a second language. Reading English books may help students in learning new vocabularies and boost their self confidence when they learn and speak in English. This survey shows that most of the students read English books as often as they can. This is an extremely good sign, which means our students love reading English books, and that helps in learning the English language. Reading English books also help in building up students vocabularies and at the same students will be able to communicate well in English, These students are motivated and they have good Attitude towards learning the English language as a second language.

Descriptive Analysis on Parental Influence.

Table 4

Parental Influence Select only one

No	Content	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	My parents speak in English with the family	23	34	43	20	7
2	My parents have always encouraged me to communicate in English.	31	13	42	49	20
3	My parents frequently watch English films on television.	7	13	40	40	27
4	My parents have friends of many races and urge me to interact with them in English.	10	28	53	22	14
5	My parents do not believe that I would abandon my	13	16	53	33	12

Parental influence was shown to be one of the additional elements contributing to the degree of English proficiency among the students in this research investigation. The fourth component, parental influence, is shown in Table 4 above. For the statement 'My parents speak in English with the family'. 23 students chose 'strongly disagree', 34 students chose 'disagree', 43 students chose 'neutral', 20 students chose 'agree' and 7 students chose 'strongly agree'. These findings show that most students are saying that their parents do not speak English at home as it can be seen in the chart that 18.1% of students strongly disagree and 26.8% of students disagree, and this is quite a big percentage as it does affect the learning of English as a second language. Despite this, about 33.9% of students chose neutral, which means that some of the students' parents do speak English with the family. The rest of the students' percentage chose agree and strongly agree. This means that students do not get the help from home in order for them to learn and speak in English as their parents do not communicate in English with their family at home. Students from a family that uses English at home will tend to speak in English with friends in school. These students will definitely benefit from family that communicates in English at home. From this survey, we know that the majority of students who participated in this survey 'strongly disagree' and 'disagree' to statement as their parents do not communicate in English at home. Parental influence is important as, if they do not communicate in English at home then there is a high possibility that students will feel demotivated when it comes to learning and speaking in English as they will think that English language is not important.

For the statement 'My parents have always encouraged me to communicate in English'. 3 students chose 'strongly disagree', 13 students chose 'disagree', 42 students chose 'neutral', 49 students chose 'agree' and 20 students chose 'strongly agree'. Despite their parents do not speak English with the family, parent do encourage their children to speak and communicate in English. As can be seen in this statement, the percentage of students that strongly agree with the statement is 15.7%, and 38.6% of students agree that their parents do encourage them to communicate in English. 33.1% of students were neutral, which means their parents do encourage and some do not really encourage them to communicate in English. Despite students strongly disagree with previous statement that their parents do not communicate in English at home, in this statement, parents always encourage their children to communicate in English. This shows in the chart that majority of the students in this survey strongly agreed and agreed that their parents always encourage them to speak in English despite their parents do not communicate in English with their family at home. This helps students to speak in English in school with their friends and teachers. Parents will encourage their children as they know the how important it is for their children to speak in English.

For the statement 'My parents frequently watch English films on television.'. 7 students chose 'strongly disagree', 13 students chose 'disagree', 40 students chose 'neutral', 40 students chose 'agree' and 27 students chose 'strongly agree'. Majority of students either strongly agree or agree to the statement as their parents do frequently watch English films on television. This can be seen as 21.3% of students chose strongly agree and 31.5% of the students chose agree to the statement. About 31.5% of the students were neutral as sometimes their parents do watch sometimes they do not watch English films on television. Only a few percent of students chose to disagree or strongly disagree. This means that parental influence is a factor that affects the learning English as a second language flow. Although some parents do not communicate in English with their family, they want English films on television, as this can be seen in the chart that the majority of the students strongly agreed and agreed to the statement that their parents frequently watch English films on television.

For the statement 'My parents have friends of many races and urge me to interact with them in English'. 10 students chose 'strongly disagree', 28 students chose 'disagree', 53 students chose 'neutral', 22 students chose 'agree' and 14 students chose 'strongly agree'. In this scenario, students do not agree to the given statement as their parents do not urge them to speak in English to their friends from different races. This can be seen in the chart as 7.9% of the students strongly disagree and 22% of the students agree. It is good to know that 41.7% of the students were neutral, which means there are parents who will urge their children to interact with their friends from different races in English even not all. To add on to that parents who will urge their children to speak in English to their friends is only 17.3% of the students and 11% of the students strongly agree and agree to the statement. Some parents do urge their children to communicate with their friends in English, as we can see that the numbers of students who agree and disagree are nearly equal to each other. Parental influence do help students in learning English language as by encouraging them to communicate with their friends in English will make a lot of difference.

For the statement 'My parents do not believe that I would abandon my mother tongue, since I am proficient in English'. 13 students chose 'strongly disagree', 16 students chose

'disagree', 53 students chose 'neutral', 33 students chose 'agree' and 12 students chose 'strongly agree'. This is indeed good to know that many students believe that their parents do not think that they would abandon their mother tongue even though they are proficient in English, as 9.4% of students strongly agreed and 26% of students agreed to the statement. Parental influence do play a role in the factor that affects the learning English as a second language. 41.7% of students chose neutral as some of the students think that their parents believe that they would abandon their mother tongue if they are proficient in English although about 10.2% of students strongly disagree and 12.6% of students disagree as they believe that they will forget their mother tongue if they are proficient in English. This is great as parents know that even when their children are proficient in English language, they will never abandon their mother tongue. This can be seen in the graph as 35.4% of the students agreed to the statement that their parents do not believe that they would abandon their mother tongue even if the fluent in English language.

Descriptive Analysis on Peer Influence.

Table 5

Peer Influence Select only one

No	Content	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I have many friends who speak English	3	4	31	53	36
2	My friends and I often communicate in English outside the classroom	7	16	48	33	23
3	My friends encourage me to speak English	5	12	55	37	18
4	In the class, we often discuss our group work in English	6	20	49	32	20
5	My friends and I use our mother tongue outside the classroom	9	16	30	38	34

Table 5 shows the fifth factor affecting the level of English proficiency among the students, which is Peer Influence. For the statement 'I have many friends who speak English'. 3 students chose 'strongly disagree', 4 students chose 'disagree', 31 students chose 'neutral', 53 students chose 'agree' and 36 students chose 'strongly agree'. Peer influence is a factor

that affects the learning of English as a second language as the percentage of students who strongly agreed and agreed to the statement is 28.3% and 41.7% respectively. Only 24.4% of students chose neutral as they might have friends who speak English but not conversing in English. Having friends who communicate in English is really helpful in mastering the language. Only 5.6% of students disagreed with the statement. Peer influence has always been an important factor for students towards learning the English as when friends communicate among each other in English, they will feel comfortable in speaking the English language. It is good to know that the majority of the students from this survey have friends who speak English. This will contribute to the factors that affect the learning of English language as a second language. Teachers, too, can keep encouraging students to communicate or to use English more in schools.

For the statement, 'My friends and I often communicate in English outside the classroom'. 7 students chose 'strongly disagree', 16 students chose 'disagree', 48 students chose 'neutral', 33 students chose 'agree' and 23 students chose 'strongly agree'. 18.1% of students strongly agreed and 26% of students chose agreed and 37.8% of students chose neutral. This is a positive sign that our students are actually communicating in English outside the classroom. About 5.6% and 12.6% of students chose strongly disagree and disagree. By giving more exposure to the students might help on getting them to communicate in English. Most of the students in this survey agreed that they do communicate with their friends outside the classroom. The environment where we are studying plays an important role as well. For example, if in that school all the teachers and students communicate in English, eventually, students among their friends will be conversing in English. This will make it easier for students to learn English as a second language. There are students who disagree with the statement that they do not communicate in English outside the classroom; this could probably be because of lack of exposure in that particular school, students are not motivated to speak in the English language, and could be due to their Attitude that they are not confident in speaking the English language.

For the statement 'My friends encourage me to speak English.' 5 students chose 'strongly disagree,' 12 students chose 'disagree,' 55 students chose 'neutral,' 37 students chose 'agree,' and 18 students chose 'strongly agree.' This is good as the percentage of students who chose strongly agree is 14.2% and 29.1% of students chose agree and 43.3% chose neutral, which means that having friends who would encourage you to speak is totally good as it contributes to the factor that affect the learning English as second language. Friends who will not laugh at you when you speak; instead, they encourage you to speak English. About 4% and 9.4% of students who chose strongly disagree and disagree, respectively. Majority of the students agreed that their friends do encourage them to speak English. This is what the researcher call them true friends.

For the statement 'In the class we often discuss our group work in English.' 6 students chose 'strongly disagree,' 20 students chose 'disagree,' 49 students chose 'neutral,' 32 students chose 'agree,' and 20 students chose 'strongly agree.' The percentage of students who chose strongly agree is 15.7%, and 25.2% of students chose to agree; this is good as discussions in English help students grasp the language to the fullest. 38.6% of the students chose neutral and this is a positive sign towards learning English. Peer influence do contribute to the

learning English as a second language. About 15.7% of the students and 4.8% of the students chose disagree. These students need encouragement in order for them to converse in English.

For the statement 'My friends and I use our mother tongue outside the classroom'. 9 students chose 'strongly disagree', 16 students chose 'disagree', 30 students chose 'neutral', 38 students chose 'agree' and 34 students chose 'strongly agree'. As much as students converse in English outside the classroom, they do agree that they use their mother tongue outside the classroom. About 26.8% of the students who participated in these survey chose strongly agree and 29.9% of the students chose agree. 23.6% of the students chose neutral.

Descriptive Analysis on Teachers' Influence.

Table 6

Teachers' Influence Select only one

No	Content	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	My teachers make learning fun	3	6	33	48	37
2	My teachers encourage me to communicate in English outside the classroom	3	52	24	55	40
3	My teachers always deliver lesson in English	1	3	31	55	37
4	My teachers use bilingual language to teach English	9	19	37	41	21

Table 6 is based on the teachers' influence affecting the level of English proficiency among the students. For the statement 'My teachers make learning fun'. 3 students chose 'strongly disagree', 6 students chose 'disagree', 33 students chose 'neutral', 48 students chose 'agree' and 37 students chose 'strongly agree'. It is indeed impressive to learn that students about 29.1% of students strongly agreed and 37.8% of students chose to agree and 26% of the students chose neutral to the fact that their teachers make learning fun. This shows pie chart shows that teachers do make the learning fun for students to look forward to learning English in class as English can be a bit difficult. Students, too, will feel motivated knowing they can learn English in a fun way and at the same excel in the English language. Teachers play an important role in making the lessons interesting and getting the students to learn the English language better. This can be seen as most of the students strongly agreed and agreed to the statement that their teachers do make the learning of English language as a second language lessons fun with the highest percentage.

For the statement 'My teachers encourage me to communicate in English outside the classroom'. 3 students chose 'strongly disagree', 5 students chose 'disagree', 24 students chose 'neutral', 55 students chose 'agree' and 40 students chose 'strongly agree'. Students strongly agree, as the percentage showed 31.5% and 43.3% of students chose to agree. This is good as it reflects on the teachers' influence that will help students on learning English better. Indirectly, students will feel motivated as teachers are encouraging them to speak in English. Encouraging students to communicate in English can be a bit challenging, but the majority of the students in this survey strongly agreed, and they do agree that their teachers do encourage them to communicate in English. Conversing in English is good as it can build up their self-confidence and self-esteem when they converse in English, they will feel good, and English can be an easy subject for them to excel. Teachers can have activities outside the classroom where students can use English as a mode of communication. In that way they will be encouraged and want to speak in English, example organising an educational and all students are required only to speak in English.

For the statement, 'My teachers always deliver lessons in English.' 1 student chose 'strongly disagree,' 3 students chose 'disagree,' 31 students chose 'neutral,' 55 students chose 'agree', and 37 students chose 'strongly agree.' It is really important for teachers to deliver lessons in English as this will build up students confidence in English. This is proven as 29.1% of students strongly agreed to the statement and 43.3% of the students agreed. It is indeed good that most of the students in this survey agreed that their teachers do deliver their lessons in English. Conducting lessons only in English really helps in developing students attitude and knowledge in learning English as second language. It is good to know that teachers are conducting the lessons in English as it is important for students to learn the language as it can be very useful when they pursue their studies. Delivering lessons in English keeps the students motivated, and they know that they need to get used to this kind of environment if they were to continue their studies overseas. Majority of the students strongly agreed and agreed to the statement that their teachers conduct the lessons in English and this is indeed a positive sign towards learning the English language as a second language.

For the statement, 'My teachers use bilingual language to teach English.' 9 students chose 'strongly disagree,' 19 students chose 'disagree,' 37 students chose 'neutral,' 41 students chose 'agree', and 21 students chose 'strongly agree.' Most of the students chose agree as the percentage shows 32.3% of them agreed, 16.5% of them strongly agreed and 29.1% of the students were neutral. This shows that most of the students are having difficulty in understanding the language that requires the teachers to use bilingual language to teach English. As for students who can follow the English lessons without requiring the teachers to use bilingual language, about 16.5% of them chose strongly disagree and 71.1% of them chose disagree. Teachers using bilingual language to teach English is not really encouraged but sometimes they do need to use the bilingual language as it helps those students who really cannot speak or understand English and they really want to do well in English. These students can be helped by teachers using the bilingual language to teach English. Even to those students that are in lower classes, teachers do need to use bilingual language to motivate the students to learn English. Most of the students from this survey strongly agreed and agreed to that their teachers use bilingual language to teach English as some students need to understand the lessons well.

Conclusion

The findings show that Students' environment has a significant impact on their learning and perception of English, with Attitude, culture, and teachers being the three key characteristics that encourage them to learn English. Acquiring a second language is difficult, and external elements such as exposure, background, and environment play a role in language learning. Hence, parents must foster an environment where children can learn English and encourage them to use it even at home. To improve their reading abilities, parents should give them access to English newspapers, journals, and magazines.

The most important details in language learning are that students should not approach English study from an exam perspective, speak English when speaking with their parents, teachers, and peers, and take advantage of opportunities effectively and efficiently. According to the researcher's findings, Attitude is the most important aspect of language learning.

To cultivate the positive Attitude towards language learning, the school follows a weekly schedule that includes a Public Speaking exercise every Monday at assembly. This activity gives students the practise they need to speak and converse in front of a large group of people without feeling awkward and boosts their self-confidence in using English as a regular habit. The school's program demonstrates that most of its students are not afraid to speak in front of an audience, and most pupils are eager to participate and speak in front of an audience. Through practice, students can improve their level of competency by speaking English fluently and in everyday situations.

Future Recommendation

This study provides guidance for teachers on how to support ESL students in learning a second language outside of the classroom. However, it is unclear to what extent school settings and routines influence their learning of ESL. Future researchers should do additional research on relevant elements such as the latest AI technology tools that could aid in ESL learning among ESL learners.

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