PORTRAYING EFL STUDENTS INDIVIDUAL DIFFERENT IN LEARNING ENGLISH

by Sugianto Et. Al

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Abstract: 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 students at TBI which are the total number six students. In this study, the researcher took purposive sampling and the instrument used is interview. The data showed that the low achiever student motivation is to obtain *sarjana* degree, use more cognitive strategies. prefer 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, prefer to study alone, use the introvert way in acquiring language, and let the inhibition win. There some similarities between both student such as they could not comprehend the material in relatively short time, 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 physically 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

INTRODUCTION

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 passed. 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 (1992) states that learning as a process of changing the whole students' behavior, as the product or out puts from the interaction with the environment. Similarly, O' Grady and Debrovolsky (1992)English Learning is a work to which is done, purposely and deliberate to master a second or foreign language.

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(2005) states that "personal characteristics are assumed to apply to everybody and on which people differ by degree." Humans vary from one another because of many biological or programmed influences that have been influenced by nature or latent powers that have affected previous interactions.

According to Lujan Ortega, the study of human variations has gained significant attention over the years and has shown that there are a variety of aspects of the differences between learners Regularly confessed to making an effect on the manner in which they study foreign languages, the way in which they succeed in the real language and the last amount of achievement they achieve. Several conclusions can be derived from the aforementioned description. There are a variety of factors that affect the learning of foreign languages within the variations between individual learners. Most scholars suggest that age, motivation and personality, learning patterns and technique, attitude and intellect are of decisive importance. According to some research, appearance and cognitive style often play a significant part.

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"**.

For the present study, the researcher had decided the following objective which is to identify to what extent the individual differences of EFL Students in learning English at TBI IAIN Curup.

THEORETICAL FRAMEWORK
Individual Differences

According to modern psychology "every human being is unique". Plato as cited in Davies and Vaughan (2001) 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". 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.

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 seem able to learn the language quickly and make rapid progress while others Progress appears to be very sluggish and challenging. Perhaps the explanation that human beings have differences is that they are distinct from each other.

Several conclusions can be derived from the aforementioned description. There are a variety of factors that affect the learning of foreign languages within the variations between individual learners. Most authors suggest that age, ethnicity, motivation and aptitude learning style/strategy are of decisive importance. In the following sub-chapters, the most important variables are presented in more depth and study results for and against their significance in the learning of foreign languages are introduced. Individual learning disparities concerning the development of foreign languages have been the focus of a variety of research projects. The above are commonly considered to have a role to play in shaping the learning of foreign languages.

Age

According to Qin LI (2014) in his research about age in foreign language, he said that even the children have some advantage over adults in term neuorlistic, social, and cognitive aspect not all the children can achieve a better language learning there are some factor that also affect the language learning. Also, some research define success of language learner in terms of how close the learner's pronunciation is a native speakers, how close a learner grammatically like a native and still others in terms of fluency or functional competence . Brown (2000) divide the age of second or foreign language learners into two age group:

Children: In this age while acquiring the language the children are still in a developmental phase called concrete operation, so the rule, the explanations an 0other talks about language must be provided with very carefully. the students in this age are not alike 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.

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.

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. According to Saha Rajib (2016) she states 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. 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 (2005) state Studies of sex have showed that females are dominant than males in mostly all materials of language learning, except listening vocabulary.

According to Paula Lopez (2009) 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. From above overview and several research that been done by the experts show that female are better learner in acquiring the language.

Aptitude

According to Carrol as cited in Shahila Safar (2012) aptitude is capacity or cognitive ability that enables humans to master a foreign language. Aptitude has continuously 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 (2015) have explain in her research in foreign language learning success, there are four types that constitute aptitude:

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 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.

Motivation

Motivation is widely known as one the most valid reasons at second or foreign language acquisition success. According to Mitra Alizadeh (2016) motivation is the key factor for determining the successful or The learner's inability to understand the language. Saville-Troike (2005) also suggests that motivation is the second best indicator of second-or foreign-language performance. According to that, 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 (1999) he claimed that motivation as stimulant for gaining a certain goal. Crump (1995) explained that pleasure, interest, passion, and spirit The core aspect of motivation is to understand. Levels of type, if motivation is different in any person. In other words, not only are the degrees and quantities of motivation different in people, their form of motivation can also be different. Mitra alizadeh (2016) have explained the following four types of motivation in language learning which are :

Integrative motivation

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.

Instrumental motivation

This motivation is seen in learners who are involved in mastering the language in order to benefit from it. The aims here, such as better jobs, business growth, educational objectives, an improvement in social standing in society and so on.

Intrinsic motivation

This inspiration is noticed as the learner participates in a challenge for their own sake. This motivation is intended to bring about certain rewarding internal consequences, such as a sense of competence and self-determination. For example, this incentive is when you choose to learn skills and you're excited to learn.

Extrinsic motivation

This incentive is seen as the learner is inspired by an external force that drives the learner to do something in hopes of receiving a reward. Extrinsic encouragement is often used to escape retribution. For eg, this incentive is when a learner learns a language to get a job.

Learning Styles

According to Ricahrd M Felder (2010) learning style is the ways that use by the learner in acquires, retains and retrieves the information. According Kolb as cited in loo R,(2010) he believes that learning style is various ways that trough by the students to produce concepts, rules, and principles in learning. Pierce as cited in self (2010) argues that learning style is the ways student prefer in learning materials. In summary, Language learning styles in language acquisition is about the learners chosen Method of arranging, perceiving, interpreting, conceptualising and retrieving knowledge relevant to language learning. The following learning styles (2010) have been established by Nunan:

2

Concrete learning style

Learners with a concrete learning style want to be actively active in learning, such as a video game that requires physical exercise. They don't like written work, and they prefer verbal or visual interactions. Such as learning material from watch or listen to something. They use active and straightforward means of obtaining

and analyzing information. They are interested in information that has little expanded meaning. They are adventurous, interested, and able to take chances. They like variation and regular tempo shift, and they like to be amused.

Analytical learning style

Analytical-style learners are students who seek a rational, structured introduction of new learning materials and options for learners to follow up on their own. They are independent, want to solve problems, and love monitoring ideas and forming principles on their own. Analytical learners are extreme, hard-pressed, and vulnerable to failure. For example when there is problem in some material learners with this style has big desire to solve them.

Communicative learning style

Communicative learning learners require personal input and engagement, prefer a collaborative approach to learning. They learn well from debate and social experiences. They excel in an egalitarian class. For the teachers this is like when there's a social conversation about studying that they should get involved. For eg, they want to expose themselves to offer their opinion on studying.

Authority-oriented learning style

Apprentices with an authority-oriented style are not relaxed with a consensus-building debate. They have a strong relationship with the conventional classroom. They want the teacher to be a figure of authority that they said was trustworthy and consistent. They want and require order and sequential development. They want to get straightforward directions and know exactly what they're doing. The learners with this style like the class with the teacher only the focus of learning and the center of information.

Learning Strategies

The learning strategies are the preferred strategies that a learner chooses in acquiring the language. Willian and Burden (2013) defines that learning strategy can be explained as the resources or way that the learners us in different way to finish or solve the task. O'malley and Chamot (2013) give more specific definition, 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." Many researches 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 (2010) these are some following strategies in learning language in foreign language:

Cognitive strategies
Some of these strategies are:

Table 1: Cognitive strategies

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 the foreign language use the first language as the basic
Grouping	Arrange learning on the basis of shared attributes
Note-taking	Writing down the keyword etc of texts
Deduction	Aware implementation of laws for the handling of foreign languages
Recombination	Bringing tiny significant elements together into new wholes
Imagery	For storage of memory used for visualization of information
Auditory Representation	Holding a tone or a sound loop in your head
Key Word	Using memory keyword strategies such as the detection of a phrase that sounds like it
Contextualization	Placing a word or expression in a coherent series of languages
Elaboration	Relating new knowledge to other memory principles
Transfer	Using past experience to help learn the language
Inferencing	Use the available knowledge to guess

	meanings
Question for Clarification	Ask a teacher or native speaker for explanations, support, etc.

Metacognitive strategies

Metacognitive methods are tools used to track, prepare and assess learning experiences. There are a few of the metacognitive methods.

Table 2: Metacognitive strategies

Advance Organizers	Pre-planning of learning events
Directed Attention	Deciding to reflect on the general aspects of the learning task
Selective Attention	Deciding to pay attention to particular aspects of the language feedback or scenario that will help you understand
Self-management	Trying to set the best conditions for learning
Advance Preparation	Planning the linguistic elements for the upcoming linguistic challenge
Self-monitoring	Checking the success of one person as one talks
Delayed Production	Deliberately delaying communicating so that one can understand by listening
Self-evaluation	Checking how good you're doing against all of your own expectations
Self- reinforcement	Offer yourself awards for success

Social and affective strategies

Social and affective methods include communicating with someone else to help them understand or use influence to help them learn. These methods shall be implemented:

Table 3: Social and affective strategies

Questioning for Clarification	Asking for interpretation, proof, rewriting, or explanations of the material; asking for clarity or verification of the task; asking questions of self
Cooperation	
	Working with peers to solve a problem,

	pool knowledge, track learning exercises, model language practises, or get feedback on oral or written results
Self-talk	Reducing fear by using mental strategies that make us feel relaxed

Personality

The factors Internal factors may also be defined as personality factors related to authors. Brown(2007) is of the view that the personality factors of students should be distinguished from the affective factors of students. Brown states, however, that the affective variables-which become the personality factors that will affect undergraduate students. The entire personality factor listed by Brown (2007) ill affect to their ability in English.

Self-Esteem

Self-esteem is perhaps the most pervasive component of any human behaviour. It may easily be argued that no effective cognitive or affective task can be done without a degree of self-esteem, self-confidence, self-knowledge, and self-efficacy—a trust in your own capacity to perform that activity effectively. By self-esteem, we apply to the appraisal made by individuals and generally carried out with respect themselves. It reflects an attitude of approval or rejection and demonstrates the degree to which individuals feel that they are competent, meaningful, effective and deserving. In short, self-esteem is a personal judgement of worthiness reflected in the attitudes that people possess towards themselves. It is a subjective perception that the person conveys to others through verbal reporting and other overtly emotional behaviour.

Students with poor self-efficiency can also attribute failure to an initial lack of capacity. At the beginning, each of these above attributions will create a self-fulfilling sense of loss. What these strands of psychological philosophy mean, in basic terms, is that it is important for learners to trust in themselves in order to excel in a series of assignments. The possibility of learning a second language is itself theoretically so daunting that learners can and sometimes lose traction in the face of a variety of sources of self-doubt.

Inhibition

The principle of inhibition of all human beings in their perception of themselves, is to create a series of protections to defend

the ego. Gradually, he learns to recognize a self that is different from others. Increasing levels of perception, reaction, and affection continue to build a system of affective characteristics that individuals associate with themselves.. Physical, mental, and cognitive shifts in inhibitions to defend against thoughts, perceptions, and emotions that tend to undermine the organization of ideals and convictions on which self-esteem tests are centred.

Risk Taking

These variables suggest that risk-taking is an important aspect of effective second-language learning. Learners need to be able to play a little, to be ready to test their tongues and take the risk of being incorrect. Risk-taking variance tends to be a consideration in the acquisition and pedagogy of second-language subjects. Self-esteem tends to be closely related to a risk-taking element, if certain stupid errors are made, a person with a high global self-esteem will not be daunted by the potential repercussions of such trends of error due to a lack of willingness to take risks.

Anxiety

Anxiety building plays a significant affective function in the learning of second language. Even though we all know what fear is and have all faced anxiety, anxiety is also not easy to describe in a single sentence. Anxiety as a "subjective state of tension, fear, nervousness, and concern associated with an arousal of the autonomic anxious system." Simply placed, anxiety is synonymous with feelings of unease, anger, self-doubt, anticipation, or concern.

Any people are unsurprisingly and usually nervous about a variety of things. At a more momentary or situational level, a state of distress is perceived in response to a single occurrence or act. However, new studies into language anxiety, If it has come to be recognized, it reflects more directly on the situational essence of state anxiety. Finally, anxiety was associated with low-perceived self-esteem, competence, and intelligence. Many of these results support the earlier statement that self-efficacy and attribution are important to other affective variables, particularly anxiety.

Extroversion and Introversion

Extroversion and introversion are both theoretically significant considerations for the learning of a second language. Words are often confused as a result of an inclination to stereotypical extroversion. Introverts, on the other hand, are conceived of as calm and withdrawn, with a tendency towards reclusiveness. Extroversion is the degree to which an individual has a deep-seated desire to gain self-improvement, self-esteem, and a sense of wholeness from others, as opposed to gaining the approval inside himself. In reality, extroverts need other people to feel "ok" introversion, In the other hand, the degree to which a person receives from other people a sense of completeness and satisfaction apart from a representation of that self.

High and Low Achiever Students

In learning English there are four languages 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 (2017) achievement is the result of what an individual has learned from some educational experiences.

High Achiever

According to Hairus salikin(2017) "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." 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(2010) 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.

Low achiever

According to wen and Jhonson (1997) low achievers learner are the students who spend more time learning English and with lower score. Low achievers learners are a person who do not perform well in the classroom Jabeen and Khan(2013) 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 external control of fate. To sum up, Vann and Abraham (1990) 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.

RESEARCH METHODOLOGY

This research was designed as a Descriptive research with Qualitative approach. This research was focused on describing the social phenomena which the researcher presented this research based on the real data which found in the field.

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. 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.

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 conducts some way to prove that the subject the researcher chose 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.

RESULT AND DISCUSSION
The Way Of Individual Differences Of Low And High Achiever Student
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 Department. I want learning something about science like physic but after i didn't pass on the other college finally i come here. Actually i don't like English, but time by time i try to love the English. And finally i just want to finish this study quickly 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 because they want to obtain *sarjana* degree which mean that the low achiever students use instrumental motivation when learn English. And also this motivation is extrinsic motivation because the learner leran the language because there 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 of strategies to make them easy to learn English. From the interview that the researcher has 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 then 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 concludes 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 to 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 has done by the researcher. One of the characteristic of extroversion is need other people to feel good. This really appropriate with the researcher found. The result is the low achiever student prefer 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 group because when i don't understand i can ask to may friend about the material that i haven't not understanding 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 needs 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 themselves

Inhibition is one the factor affect the language acquisition. 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 purpose 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 learn 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 defenses 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 factors, one of them said the anxiety come because she is afraid of the lecturer.

"Yes sometime i feel anxious and afraid. It is 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, has been expressed by the low achiever student.

"Yes I feel so anxious, afraid and I do not have the confidence"

The both statements showed that low achiever student have the anxiety because of they don't have enough confidence. As Brown stated that when the learners feel anxiousness, nervous, and worry. It is the same characteristic with the statement from the low achiever above.

The way of individual differences in high achiever
- Wanted to be native like

On the other hand the high achiever students show the fact that they learn English because of the have the integrative motivation. One of The student show that they had this motivation 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 sounds cooler when you can speak same like the native."*

From the statement above show that he wants to learn English he just wants to be same like native. It show that she learn English 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 has 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 has 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 some 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 explained by O'malley and Chamot, each student only use one cognitive strategies as their strategy to learn English. It is different from the low student which is used more cognitive strategies to learn English easier.

- Choose to be alone when learning English to get focus

The high achiever student prefer 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 prefer the social affective strategies when that learning English. Because one of the characteristics of this strategy is the student study together and the other student ask for explanation but it does not 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 they self as they want and do not 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. Does not 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 unfettered 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 protects themselves by the inhibition. They used to let the ego win after that they going to be relax then the ego will slowly go. Participant F said:

> "Yes, to protect myself from that I usually take a break of any activities that I do so when I get relax 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 relax the ego will slowly go. According to brown inhibition is the way the learners set defenses to protect the ego. In high achiever by the way they choose is let the inhibition win while the low achiever learner prefer to fight with the inhibition.

The similarities of individual differences in low and high achiever student

- Couldn't comprehend the materials in relatively shortime

Both of low and high achiever student said that they couldn't remember the material in relatively short time, 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 lecturer gives the learning. I should practice more first. Because i have problem in memorizing so i can not do that quickly."

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 can not, because for me to comprehend those thing or material i need some like a special training. I can not memorize something in short time. I have to practice it too."

From both statements they say the same thing that they can not comprehend in relatively short time because of they have problem in memorizing or because of they need some training 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 activity

From the result of interview that the researcher has 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 every time after the learning i also do the evaluation 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 usually plan the study first 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 makes 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. O'malley and Chamot say metacognitive strategies are 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.

- [1] 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 who 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. Because when i do that for example in English movie i can find new vocabularies in that if from the song i can learn about the pronunciation and how to speak English from the 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 the 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 stuff which the visual experience and the verbal experience from the listening.

- Preferred 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 physical activities in class. The participant C said:

> *"Yes i really like. Because it make me get more spirit 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. Because when i just sit. it makes me suck. I like the activities when i go outside to learn English and doing something 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 the physical activities is one of the characteristics of this style as explained Lochart and Richard. From the statement they said that physical activities make them feels on fire and didn't get stuck when learning English.

- Like to do problem solving when learn English

Even there a 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 is something need to solve i feel like i wonder about what the result or the answer."

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

- Choose the communicative class than the traditional one

The characteristic of democratic class is there is the group discussion where everyone can give their own ideas and. On the other hand traditional class is the class where the teacher only the center of the information. From the interview that the researcher has done both of low and high achiever students 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 I increasing when the lass 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 makes the conclusion that the both of low and high achiever student prefer the communicative learning style 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 has conducted it show that from the first come the English Department 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 classroom i just sit down and getting home and etc. But there some teachers that motivate 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 statement 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 leaning. But its wrong it prove by statement above the low achievers

said after long leaning English they feel their confidence is much better but they are still low achiever student they have quite same confidence with high achiever students.

CONCLUSION

Based on finding and discussion the conclusions are:

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 high achiever student, the low achiever student prefer to study with friend while the high achiever choose to study alone, the low choose the extrovert way in learning in the other hand the introvert way is chosen by the high achiever student, the low use to fight with the inhibition in case the high just let them flow. The low achiever has the anxiety in learning English while the high say the opposite.

In learning both type of student could not comprehend the material in short time, they plan monitor and evaluate their English, use to watch English stuff and listen to song to improved their English, they both preferred learning with the physical activities involved, like solving problem while learning English, their confidence built by their experienced in learning English and the last their preferred the democratic class than the traditional one because the same reason.

There is a differences between the theory of sex and the fact that researcher found in field. In the theory of sex has said that female are greater in acquiring language than male but in fact has shown that the participant in this research consisted of two female low students. It means that not all the female are high achiever whose break what the theory have stated. Furthermore, age is not qualified in this research because all the participants is in the same age which is no differences that can be found from how they learn English based on age qualifying.

SUGESSTIONS

The lecturers in IAIN Curup should adjust the appropriate strategy in learning in classroom for both low and high achiever 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 they're going to be in the future. 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 individual differences. This research can be used as the related finding if it's important.

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