

A Study of Factors Affecting EFL Tertiary Students' Reading Comprehension Ability

Unaree Taladngoen¹
Naruporn Palawatwichai²
Reuben H. Esteban³
Nalinrat Phuphawan⁴

Department of Languages and Communication,
Faculty of Business Administration and Liberal Arts,
Rajamangala University of Technology Lanna Phitsanulok, Thailand 65000

¹Corresponding author: unaree@rmutl.ac.th

Received 2020-01-22 / Revised 2020-04-16 / Accepted 2020-05-24

Abstract

The objectives of the current study were 1) to identify the most and the least affecting internal factors on the Thai EFL tertiary learners' reading comprehension ability, 2) to identify the most and the least affecting external factors on the Thai EFL tertiary learners' reading comprehension ability, and 3) to compare the affecting internal and external factors on the Thai EFL tertiary learners' reading comprehension ability. The participants of the study were 19 EFL tertiary students majoring in English for International Communication (EIC) in the Faculty of Business Administration and Liberal Arts at Rajamangala University of Technology Lanna Phitsanulok. The research instrument was a questionnaire with a three-point Likert scale. The gathered data were statistically analyzed to find the mean score and standard deviation. The results of the study revealed that considering the internal factors, the participants' linguistic knowledge ($\bar{x}=2.74$) had more impact on their reading comprehension ability than their perceptions ($\bar{x}=2.54$). The most affecting sub-internal factor was the participants' background knowledge of the reading content ($\bar{x}=2.89$), while the least affecting sub-internal factor was the participants' perception of reading difficulty ($\bar{x}=2.26$). Regarding the external factors, the three external factors, namely teacher influence ($\bar{x}=2.54$), family influence ($\bar{x}=2.49$), and environment ($\bar{x}=2.32$), did not show a significantly different impact on the participants' reading comprehension ability. The most affecting sub-external factor was family members' encouragement ($\bar{x}=2.89$), while the least affecting sub-external factor was family members' awareness of the importance of English reading and provision of English-writing books ($\bar{x}=2.11$). The comparison of the internal and external factors showed that the internal factors ($\bar{x}=2.64$) affected the participants' reading comprehension ability more than the external factors ($\bar{x}=2.45$).

Keywords: English reading, reading comprehension ability, reading factors, EFL students

1. Introduction

As an international language, English plays an important role in various settings of communication, namely education, business, industry, tourism, services, and recreation. During the process of obtaining a wide range of information in the stated communicative environments, a person tends to apply his reading skills more often than any others do. When a person starts reading to his mind or aloud, he has set his reading objectives either to gain academic knowledge or to entertain himself. To acquire desired information and knowledge in the era of globalization, people need to read extensively. Similarly, learners who attempt to master new knowledge and skills have to read critically for information and analyze the gist to achieve their learning goals. As a result, they can implement the gained knowledge from reading to develop themselves, and then effectively improve their communication skills.

Durkin (1993) stated that reading is a process when the interactions between the text and the reader occur. Reading is also intentional thinking that the reader tries to catch meanings from the text they are reading. Besides, comprehension is considered the core objective of the reading process that the reader aims to construct meanings through the text. Galakjani and Sabouri (2016) also proposed that reading is a critical skill that enhances the development of learners' literacy. In addition, Dawkins (2017) pointed out that reading performance has a connection with learners' academic achievement. It means that learners who read proficiently are usually successful in almost every academic subject, while those who rarely read seem to fail to obtain reading comprehension ability. According to Horiba and Fukaya (2015), reading involves the coordination of the reader's linguistic knowledge and conceptual processing to help the reader build an understanding and conceptual meaning of the text. Hence, recognition of words and understanding of semantic contents are basic requirements for reading comprehension. At the same time, to increase the reader's comprehension level, a connection of ideas in different sentence structures is essential.

Reading is widely perceived as an integral skill for learners of any language. The learners who read extensively and critically will be able to apply the gathered knowledge to further their speaking, listening, and writing performance. Therefore, learners should continuously improve their reading ability since it will facilitate them to obtain knowledge and information available through online and offline sources (Chavangklang & Suppatsereee, 2018). For Thai learners of English as a Foreign Language (EFL), reading seems to be the most important skill since they have a lot more opportunities to read English writing materials than to have verbal communication with foreigners using English, as mentioned in Tinnawong's (2011). Hence, reading is an essential way to enhance Thai EFL students to maintain their language ability after graduation. However, Thai EFL learners' reading ability seems to be low and insufficient to help them benefit from English writing materials, such as textbooks, academic articles, news articles, and magazines (Chavangklang & Suppatsereee, 2018). Consequently, having more chances to read English writing materials does not always mean that every learner will read successfully and make use of the materials available since the level of comprehension depends on various factors. Even reading some materials written in the readers' mother tongue is sometimes difficult to understand if the readers do not occupy the habit of frequent reading. At the same time, reading comprehension itself is perplexing, and it comprises of different components, processes, and factors (Galakjani & Sabouri, 2016).

To identify whether EFL learners are successful or unsuccessful in reading depends on various factors. Regarding Weiner's (1979) attribution theory, various aspects influence one's success or failure in education. The theory mainly focuses on causes that lead to achievement-related contexts, and they are categorized into three groups, namely locus (internal or external), stability (stable or unstable), and control (controllable or uncontrollable). Focusing on the locus of the causal attribution, the internal attributions that affect learners' education achievement are ability, effort, strategy, and interest. They exhibit in the learners' selves. On the contrary, the external attributions are luck, task difficulty, teacher influence, and family influence, and they are the components that surround the learners. Considering the internal and external attributions, learners seem to relate their success in learning to the internal variables. In contrast, they seem to attribute their failure to some external variables.

Applying the attribution theory to the field of reading comprehension in an EFL setting, the internal and external factors play an integral role in enhancing or impeding

EFL learners' reading comprehension ability. The first internal factor is the ability, which covers learners' linguistic knowledge of English, such as grammatical and vocabulary knowledge. Learners' linguistic performance usually indicates their linguistic competency as well as reading comprehension (Gan, Humphreys, & Hamp-Lyons, 2004; Yilmaz & Kahyalar, 2017; Galakjani & Sabouri, 2016). Another internal affecting factor is learners' perceptions toward themselves and other components that surround them. Learners' perceptions include feelings of interest, boredom, anxiety, sickness, and discomfort due to personal problems. The presence or absence of positive or negative personal perceptions toward self and surroundings will either promote or obstruct reading comprehension ability (Habibian, Roslan, Idris & Othman, 2015).

In addition to the internal factors, the external variables can also facilitate or hinder learners' reading comprehension performance. The first affecting factor is teacher influence, which can be any attributes related to the teacher. For example, teaching methods, teaching materials, the content of reading lessons, and the potential application of the learned knowledge in daily life can influence learners' reading comprehension ability. These variables link to learners' interest in reading. As Habibian, Roslan, Idris and Othman (2015) mentioned, the factors that cause a positive attitude to learners would lead them to succeed in the reading process. Another external factor is family influence. This affecting variable deals with assistance, encouragement, and support from the family members (Phothongsunan, 2015). Although family involvement in reading activities, such as providing English writing books and helping with reading-related homework or assignments, usually promotes young learners' literacy skills (Dawkins, 2017), teenage learners should benefit from it when they feel the encouragement from the family members and recognize their attention to their learning. The last affecting external variable is the environment. The environment has both advantages and disadvantages to learners' reading comprehension ability. As mentioned in Galakjani and Sabouri's (2016) study, reading under a supportive environment with enough light, mild temperature, and tranquility, learners will be able to concentrate more on their reading tasks. On the other hand, an unsupportive environment, such as insufficient light, extreme temperature, and interrupting noises, will distract learners from their reading tasks.

Even though the internal and external attributions are especially beneficial in the education field to identify causes of learners' academic achievement or failure, implementation of the stated variables in the field of foreign language learning to figure out the factors that promote or obstruct EFL learners' language learning success or failure would be advantageous (Phothongsunan, 2015; Yilmaz & Kahyalar, 2017). This will yield some useful and firsthand information to EFL lecturers to manage a more supportive and knowledgeable English classroom environment. Application of the mentioned variables to identify the affecting factors toward EFL learners' reading comprehension ability could be doable since reading comprehension is part of EFL learning. Consequently, based on the internal and external variables affecting EFL learners' academic achievement, this study employed the internal factors of linguistic knowledge (ability) and learners' perceptions and the external factors of teacher influence, family influence, and environment to figure out which factor affects EFL learners' reading comprehension ability the most and the least. The study intended to use these variables in particular because of their close connection to EFL learners at Rajamangala University of Technology Lanna (RMUTL) Phitsanulok.

2. Research Objectives

The present study had three objectives as follows:

2.1 To identify the most and the least affecting internal factors on the Thai EFL tertiary learners' reading comprehension ability.

2.2 To identify the most and the least affecting external factors on the Thai EFL tertiary learners' reading comprehension ability.

2.3 To compare the affecting internal and external factors on the Thai EFL tertiary learners' reading comprehension ability.

3. Research Methodology

3.1 Instrument

This study is a quantitative research. It employed a three-scale questionnaire of Likert to gather data for analyses. The questionnaire was adapted from that of Duangloy's (2015). It composed two parts.

Part 1 The Participants' English Learning Background: This part intended to gather the participants' information about their English learning. The participants responded to the questions asking about their educational years and the time when they started to emphasize English learning.

Part 2 Factors Affecting English Reading Comprehension Ability: This part focused on obtaining the information about which internal and external factors affected the participants' reading comprehension ability the most and the least. It contained two sub-sections. The first sub-section comprised of questions related to the internal factors that influenced their reading comprehension ability. The mentioned internal factors were the participants' linguistic knowledge and their perceptions toward themselves and the reading texts. The second sub-section covered questions related to the external factors that affected the participants' reading comprehension performance. The stated external factors were teacher influence, family influence, and the environment. The total number of questions in the second part was 19 items.

As previously mentioned, the current study adapted the questionnaire from Duangloy's (2015) due to its conclusive content covering the factors that affect the reading comprehension ability of EFL tertiary learners. However, the use of a 3-point Likert scale instead of a 5-point one intended to encourage the participants to pay attention to specific answers. The simplified questionnaire also tried to avoid the participants' distractions during the task. Since this study did not aim at comparing the results across disciplines, the application of a 3-point Likert scale, which 3 referred to *Agree*, 2 referred to *Undecided*, and 1 referred to *Disagree*, would reveal more specific answers to the research objectives.

Although the questionnaire was adapted from Duangloy's (2015), three experts in English language teaching validated it to find the Index of Item-Objective Congruence (IOC) value. The questionnaire included only the items with the IOC value more than or equal to 0.50. According to the three experts, the overall IOC value of the whole questionnaire was 0.82. Moreover, the participants responded to the Thai version of the questionnaire to avoid confusion and misinterpretation of the question items.

3.2 Participants

The participants of the study were 19 students who, at the time of the study, were studying English for International Communication (EIC) at the Faculty of Business Administration and Liberal Arts (BALA), Rajamangala University of Technology Lanna (RMUTL) Phitsanulok. Since the EIC program at RMUTL Phitsanulok is small, the present study purposively included all of the current EIC students. The EIC students were the only group as the research participants because they had more chances to read English writing materials than other students who were studying other disciplines.

At the time of the study, there was almost the same number of EIC students in each educational year. Six students (31.58%) were doing their first year in the university, while the other six students (also 31.58%) were doing their third year of study. There were seven (36.84%) students doing their second year at the university. Additionally, seven students, equivalent to 36.84%, focused on English learning since kindergarten, while the same number of students, which were six and equivalent to 31.58%, emphasized English learning in primary school and university, respectively.

3.3 Data Analysis

Descriptive statistics aimed to analyze the gathered data to find the mean score and standard deviation. The Likert's (1932) three-point scale for the Agreement Measurement was implemented. The scales were *Agree*, *Undecided*, and *Disagree*. The *Agree*, *Undecided*, and *Disagree* answers received three, two, and one point, respectively. The interpretations of the calculated mean scores were as the following.

The mean score, ranging from 2.64 to 3.00, was interpreted as *Agree*. The participants concurred that particular factors affected their reading comprehension ability.

The mean score, ranging from 1.67 to 2.63, was interpreted as *Undecided*. The participants were uncertain whether particular factors affected their reading comprehension ability.

The mean score, ranging from 1.00 to 1.66, was interpreted as *Disagree*. The participants did not think that particular factors had any impact on their reading comprehension ability.

4. Results and Discussion

A summary of the results of the current study was presented in this section according to the objectives of the study. The first objective was to reveal the most and the least affecting internal factors that affected the participants' reading comprehension ability, and the second objective was to figure out the most and the least affecting external factors that influenced the participants' reading comprehension ability. The third objective was to compare the affecting internal and external factors on the participants' reading comprehension ability. The organization of the results of the study was as the following.

4.1 Internal factors affecting the participants' reading comprehension ability

Table 1 presents the internal factors that affected the participants' reading comprehension ability. Of the two internal factors, it revealed that the participants' linguistic knowledge ($\bar{x}=2.74$) affected their reading comprehension ability more than their perceptions ($\bar{x}=2.54$). Considering each sub-internal factor belonging to the linguistic knowledge category, the participants' background knowledge related to the reading content affected their reading comprehension ability the most ($\bar{x}=2.89$). On the other hand, the participants' grammatical knowledge had the least impact on their reading

comprehension ability (\bar{x} =2.58). Regarding the sub-internal factors under the perception category, the participants' feelings of stress and anxiety significantly affected the participants' reading comprehension ability (\bar{x} =2.84), while their perception toward the reading difficulty affected their comprehension ability the least (\bar{x} =2.26).

Table 1: Internal factors affecting the participants' reading comprehension ability

Items	Mean	SD	Interpretation
Participants' Linguistic Knowledge	2.74	0.46	Agree
1. When you do not know the meaning of vocabulary or expressions in the reading, you do not comprehend the content of the reading.	2.74	0.45	Agree
2. When you do not understand the grammatical structures of sentences in the reading, you do not comprehend the content of the reading.	2.58	0.61	Undecided
3. When you have little or no knowledge related to the reading content, you do not comprehend the main idea of the reading.	2.89	0.32	Agree
Participants' Perceptions	2.54	0.73	Undecided
1. You always feel bored when you have to read English-writing materials.	2.37	0.83	Undecided
2. When you are sick, you are distracted from reading.	2.58	0.69	Undecided
3. When you feel stressed or anxious, you cannot concentrate on reading.	2.84	0.50	Agree
4. When you have personal problems, you lose concentration on reading.	2.63	0.68	Undecided
5. When you feel that the reading materials are too difficult, you want to give up reading.	2.26	0.93	Undecided

4.2 External factors affecting the participants' reading comprehension ability

Table 2 displays the external factors affecting the participants' reading comprehension ability. Of the three major external factors, namely teacher influence, parent influence, and environment, there was no significant difference among the three external factors. However, teacher influence seemed to affect the participants' reading comprehension ability the most (\bar{x} =2.54), while the environment influenced the participants' reading comprehension ability the least (\bar{x} =2.32). Concerning each sub-external factor under the teacher influence factor, it revealed that the teacher's introduction of reading content that was applicable in the future had the most impact on the participants' reading comprehension ability (\bar{x} =2.84); in contrast, outdated reading activities affected the participants' reading comprehension ability the least (\bar{x} =2.26). Under the factor of family influence, the encouragement of family members to read in English since an early age influenced the participants' reading comprehension the most (\bar{x} =2.89), while the family members' awareness of the importance of English and the provision of English writing books at home had the least impact on the participants' reading comprehension ability (\bar{x} =2.11). Lastly, regarding the environment factor, insufficient light in a place for reading affected the participants' reading comprehension ability the most (\bar{x} =2.47). However, the interrupting noises (\bar{x} =2.26) and extreme temperature (\bar{x} =2.21) seemed to have an almost similar impact on the participants' reading comprehension ability.

Table 2: External factors affecting the participants' reading comprehension ability

Items	Mean	SD	Interpretation
Teacher Influence	2.54	0.66	Undecided
1. The introduction of reading lessons by the teacher is intriguing, so you feel attracted to read.	2.42	0.84	Undecided
2. When the teacher introduces reading content that you feel you can apply gained knowledge in the future, you are eager to read and pay more attention.	2.84	0.37	Agree
3. Reading activities that are outdated make you feel uninterested and lose concentration on reading.	2.26	0.65	Undecided
4. The teacher has interesting reading teaching techniques that attract your interest in reading.	2.63	0.76	Undecided
Family Influence	2.49	0.68	Undecided
1. Family members have encouraged you to read in English since you were young.	2.89	0.32	Agree
2. Your parents are strict and always demand you to read in English regularly.	2.37	0.76	Undecided
3. Family members are aware of the importance of English reading, so they always provide English-writing books at home.	2.11	0.81	Undecided
4. Your parents pay attention to your English learning and especially your grades in English reading-related subjects.	2.58	0.84	Undecided
Environment	2.32	0.83	Undecided
1. When you read in a place that is too hot or too cold, you cannot concentrate on the reading.	2.21	0.85	Undecided
2. When there are interrupting or loud noises when you are reading, you lose concentration on reading.	2.26	0.87	Undecided
3. Insufficient light in the place where you are reading causes poor visibility of the reading texts, so you cannot concentrate on the reading.	2.47	0.77	Undecided

4.3 A comparison of internal and external factors affecting the participants' reading comprehension ability

Table 3 illustrates the comparison of the internal factors, namely linguistic knowledge and perceptions, and external factors, namely teacher influence, family influence, and environment, that affected the participants' reading comprehension ability. It revealed that the internal factors ($\bar{x}=2.64$) had more impact on the participants' reading comprehension ability than the external factors ($\bar{x}=2.45$). Besides, the participants' linguistic knowledge played the most important role ($\bar{x}=2.74$). The factor that seemed to have the least impact on the participants' reading comprehension ability was the environment ($\bar{x}=2.32$), which belonged to the external factor group.

Table 3 Comparison of internal and external factors affecting the participants' reading comprehension ability

Items	Mean	SD	Interpretation
Internal Factors	2.64	0.60	Agree
1. Linguistic knowledge	2.74	0.46	Agree
2. Perceptions	2.54	0.73	Undecided
External Factors	2.45	0.72	Undecided
1. Teacher influence	2.54	0.66	Undecided
2. Family influence	2.49	0.68	Undecided
3. Environment	2.32	0.83	Undecided

5. Conclusion

The results of the present study confirm that EFL learners' internal factors, such as linguistic knowledge, perceptions, and interest, play a significant role in their learning achievement, including reading comprehension ability. Regarding English reading comprehension, insufficient knowledge of the reading content lessens EFL learners' reading comprehension performance, and it is associated with learners' lack of vocabulary knowledge and unfamiliarity with technical terms. This finding aligns with the review of Alowalid, Mujiyanto, and Bharati (2018), which mentioned that successful readers tended to emphasize global meaning and background knowledge rather than grammatical aspects. Additionally, Tánczikné (2017) recommended that EFL learners practice to read systematically and maintain extensive morphological knowledge to accomplish their reading goals. Learners' awareness of morpheme-phoneme correspondence is another integral element that enhances EFL learners' success in reading. In brief, to be successful readers, EFL learners are advised to obtain sufficient background knowledge of a wide variety of reading content and maintain an extensive vocabulary bank.

The current study also yielded an interesting finding, which is related to family influence toward EFL learners' reading comprehension ability. Parents' encouragement to read in English at an early age instills the reading habit to the learners since the research participants concurred with the statement "*Family members have encouraged you to read in English since you were young.*" Despite being teenage EFL learners, who are presumably dependent and self-reliant, recipient of family support and assistance in learning seems to benefit EFL learners rather than negatively affect them. This finding is in line with the study of Yusup and Ahmad (2016) that parental involvement in learners' English education significantly promotes English language proficiency.

6. Limitations of the study

The first limitation of the current study is the number of participants. The participants were EFL tertiary students majoring in English for International Communication (EIC) at RMUTL Phitsanulok. The EIC program at RMUTL Phitsanulok is small, and there are a small number of EIC students. Consequently, the number of research participants seems to be too small. The other limitation is the implementation of the questionnaire with the 3-point Likert scale. Considering gathering direct-to-the-point responses led the researchers to employ the previously mentioned questionnaire.

7. Recommendations

Regarding the results and limitations of the study, recommended directions for further studies are the following.

7.1 A comparative study of the participants from various disciplines should be conducted to reveal whether the internal and external factors affecting reading comprehension ability have a similar or different impact on EFL learners from diverse educational backgrounds. Recruitment of a bigger number of participants will also yield conclusive research findings. Furthermore, a questionnaire of a 5-point Likert scale, if to be used, will be more appropriate.

7.2 A study of how the internal and external variables influence EFL learners' other language abilities, such as pronunciation, writing, and speaking, is worth conducting. The results of the study will provide some useful information for lesson planning and classroom management to benefit both EFL learners and lecturers.

8. Acknowledgment

This study was presented at the 17th Asia TEFL International Conference and the 6th FLLT International Conference held in Bangkok, Thailand, on June 27-29, 2019. The authors would like to express their gratitude to the conference participants for their meaningful comments and suggestions. Special thanks also go to RMUTL Phitsanulok and Ms. Sureeporn Yaisa-nga, Vice President for Administration and Welfare, for their financial support for the conference presentation. Furthermore, the authors would like to extend their appreciation to all of the EIC students for their full participation in the study.

9. The Authors

9.1 Unaree Taladngoen is an EFL lecturer in the Department of Languages and Communication, the Faculty of Business Administration and Liberal Arts, RMUTL Phitsanulok. She is also a Fulbright Alumna under the program entitled "Fulbright Foreign Language Teaching Assistant" at the University of Washington, Seattle, WA, in the Academic Year 2018-2019. Her main fields of interest are English Phonetics and Phonology, English reading, and EFL in Higher Education.

9.2 Naruporn Palawatwichai is an EFL lecturer in the program of English for International Communication, the Faculty of Business Administration and Liberal Arts, RMUTL Phitsanulok. Her fields of interest are English Curriculum and Instruction and English for Specific Purposes.

9.3 Reuben H. Esteban is an EFL lecturer in the Department of Languages and Communication, the Faculty of Business Administration and Liberal Arts, RMUTL Phitsanulok. He is interested in English for Specific Purposes and activity design to enhance EFL students' English proficiency.

9.4 Nalinrat Phuphawan is a student in the program of English for International Communication, the Faculty of Business Administration and Liberal Arts, RMUTL Phitsanulok.

10. References

- Alowalid, A., Mujiyanto, J. & Bharati, D. A. L. (2018). The linguistic factors that affect poor reading comprehension among Libyan students. *English Education Journal*, 8(2), 229-240.
- Chavangklang, T. & Suppasetsee, S. (2018). Enhancing Thai EFL university students reading comprehension through a flipped cooperative classroom. *PEOPLE: International Journal of Social Sciences*, 4(3), 238-261.
- Dawkins, L. D. (2017). Factors influencing student achievement in reading. *A Dissertation for the Degree of Doctor of Education. Walden University, Minneapolis, Minnesota.*
- Duangloy, M. (2015). Factors affecting English reading problems of students in Rajamangala University of Technology Krungthep. *Journal of Technical Education Rajamangala University of Technology Thanyaburi*, 3(1), 153-167.
- Durkin, D. (1993). *Teaching them to read* (6th Ed.). Boston: Allyn & Bacon.
- Gilakjani, A. P. & Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International Journal of English Linguistics*, 6(5), 180-187.
- Gan, Z., Humphreys, G. & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *The Modern Language Journal*, 88, 229-244.
- Habibian, M., Roslan, S., Idris, K. & Othman, J. (2015). The role of psychological factors in the process reading. *Journal of Education and Practice*, 6(29), 114-123.
- Horiba, Y. & Fukaya, K. (2015). Reading and learning from L2 text: effects of reading goal, topic familiarity, and language proficiency. *Reading in a Foreign Language*, 27(1), 22-46.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1-55.
- Phothongsunan, S. (2015). Causal attributions of English learning success of Thai students in an international university. *NIDA Development Journal*, 55(2), 101-129.
- Tánczikné, S. V. (2017). Factors affecting reading comprehension. *Gradus*, 4(2), 41-47.
- Tinnawong, N. (2011). Factors affecting English reading ability of primary students. *An Independent Study for the Degree of Master of Arts in Language and Intercultural Communication. Silpakorn University, Bangkok, Thailand.*
- Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology*, 71(1), 3-25.
- Yilmaz, F. & Kahyalar, E. (2017). University students' perceptions of their failures in learning English as a foreign language. *International Journal of Language and Teaching*, 5(4), 440-449.
- Yusup, N. B. & Ahmad, A. (2016). The influence of parents support and its relationship with students achievement in English education. *The Proceedings of International Conference on Education and Regional Development 2016 (ICERD 2016)* (pp. 657-662). October 31 – November 1, 2016. Universitas Pendidikan, Bandung, Indonesia.