Analyzing Factors Influencing Second Language Acquisition in Al-Ghifari Islamic Boarding School Yogyakarta[1]

Dimas Bagus Wiranatakusuma[2], and Anwar Allah Pitchay[3]

Abstract

Background - The internationalization of education is of increasing importance to many institutions in the world, including at non-formal educational institution. The study aims at analyzing factors influencing second language acquisition (SLA) at Islamic Boarding School Al-Ghifari Yogyakarta, Indonesia.

Literature Review – Some literatures argue that there are non-conclusive studies on suggesting factors affecting the SLA in educational institutions. However, after reviewing some studies, internal factor – motivation, and external factors – social environment, teacher, and material, are of some frequently mentioned as the important variables.

Data and Methodology - The study employs quantitative technique by applying the multiple regression with the data taken through questionnaire of 18 Islamic boarding school's students.

Findings – The findings show that variable teacher and social environment have positive and significant affect to SLA, meanwhile motivation and material have negative, but insignificant. The reasons are due to students have inner motivation and limited facilities to access English material, but they are exposed with competence teacher and surrounded with conducive English environment.

Conclusion and Recommendation – It is relevant and timely to support them with Program Pengabdian Masyarakat with the focus on English learning program. This program can develop and improve the social environment and equip them with more experience and knowledge on how to master English, supported by foreign teacher and innovative teaching method. However, the study needs to consider the SLA with taking attention to specific English skill, such as writing, listening, reading, and speaking.

The Significance – The study significantly contributes to the important factors on SLA among students at non-formal educational institution which is rarely discussed.

Keywords: SLA, Motivation, Social Environment, Teacher, material, Islamic Boarding School

Introduction

The internationalization of education is of increasing importance to many institutions in the world. Some analyses have come out on the main forces driving the internationalization of education. Inevitably, globalization is believed as a driving force. Moreover, in a networked environment in which higher education is accessible to

---

[2] Lecturer at International Program for Islamic Economics and Finance (IPIEF), Department of Economics, Faculty of Economics and Business, Universitas Muhamamdiyah Yogyakarta. Correspondign author: dimas_kusuma@umy.ac.id
[3] Lecturer at School of Management, Universiti Sains Malaysia, Malaysia.

everyone, the weight of the global dimension is increasing. Thus, it is no longer possible and relevant to an institutional education to seal itself off from the global arena. Connected with globalization in education, Cantu (2013) states that there are a marked differentiation and relationship between globalization and internationalization. The former is comprehended as social and economic progress, while the latter is described as strategies by which an institutional education institution responds to globalization. In that regards, internalization arose as a dynamic response to diversity and multiculturalism in effect to create and achieve global competencies.

However, in a globalized environment, the instrument of communication is strictly needed so that institutional education can adapt and integrate itself in today's ever-changing world. No doubt, the English language has been placed to be one of the essential international languages in education. In practice, there are four skills pertaining the English language proficiency, including writing, speaking, reading, and listening, or they are called macro skills (Latu, 2020). Unfortunately, English comprehension is not smoothly practised in some countries who do not use English as a first language due to several limitations. In terms of macro skills, Asif, et al. (2018) found that fundamental factors such as linguistics, individual, social, psychological and institutional which were primarily based upon their beliefs, assumptions, needs and desires, are believed to be inhibiting factors from acquiring English as a second language in Pakistan. Also, Muchemwa (2015) suggests some factors which make students from low non-English hardly learn the English language, including lack of technological innovation, teacher competence, cultural and economic factors. Furthermore, Deb (2018) strengthens the notion of motivational factors by teachers to students to master macro skills, particularly in writing skill. Therefore, there are no conclusive and clear factors on what are the most critical factors to improve English learning practices, particularly in non-English speaking countries that are then practised as second language acquisition (SLA).

SLA is a complicated and systematic process, which will be influenced by many factors and ultimately affect and interact with each other. Some related studies have been done concerning the factors affecting the SLA, but no conclusive factors are met. For example, Grabiec (1994), Henter (2014), Hu (2016), Sun (2019), Adwani and Shrivastava (2017), concluded that some factors are influencing the route of SLA, as follows (1) there is a relationship between the rate of learning and the age of the learners; (2) young children are better at second language acquisition (SLA) than the later starters; such as the adolescents or adults; (3) the social factors and individual factors in the process of SLA; (4) vocabulary, grammar, and interference of mother tongue (L1), self-efficacy and motivation are of factors influencing SLA.

Understanding the critical factors of SLA is noted as an essential point to suggest impactful recommendation particularly for a non-formal educational institution in non-English speaking countries, such as Indonesia, which is yet no much-paid attention. The Islamic Boarding School Al Ghifari is located in Yogyakarta Province, Indonesia. It is a non-formal institution that accommodates some orphanages students at various level of education, including primary, junior, and secondary high schools. Due to economic and

social limitations, they are not fully exposed to English language acquisition. They are expected to prepare themselves for obtaining appropriate work and high education in the future. To Further demonstrate the brief condition at the Islamic Boarding School Al Ghifari, Yogyakarta, pre-elementary survey was conducted to 18 students who stay at the Islamic Boarding School. This pre-elementary survey captures their perception of the English learning process and environment over there.

Table 1. Pre-Elementary Perception among Students on English Learning Process.

No	Indicator	Average Value Perception
1	Motivation	2,9
2	Social Environment	3,1
3	Teacher	3,1
4	Teaching Material	2,8
	Grand Average	3,0

Source: Author's

Table 1 shows each perceived value among students on the English Learning Process according to their experience and observation during their living over there. Some indicators are employed, including motivational background, social environment, teacher competence, and appropriate material content. Motivation is included among the important one based on selected research by Al-Ghamdi (2014) and Thohir (2017) which state motivation plays a critical role, and it is one of the main determining factors in a second/foreign language learning achievement. The social environment is also part and parcel in influencing students learning process. The social environment encompasses external factors such as students' learning spaces when interacting with other related parties in English learning activities. It is in line with studies by Nhu and Minh (2019) and Getie (2020) which note social factors, such as peer groups and learners' parents) affect SLA positively. Also, according to Weda et, al (2018), and Amelia et.al (2019), the low SLA among students are influenced by teachers' low competence and strategies. Finally, teaching material is believed to have a positive effect on students' attitude for acquiring the English language (Getie, 2020). Given that all indicators are essential to influence SLA among students in Al Ghifari, Yogyakarta, table 1 indicates the grand average is 3[4]. It means that only fair enough (the higher better). Hence, SLA at the Islamic Boarding school is quite far from ideal expectation to master the English language. It is mainly due to low internal factor (motivation) and lack of external factors (social environment, teacher, and teaching material).

However, the indicators stated in table 1 do not have proper empirical evidence which is usually analyzed through a robust methodology. Majority of existing studies employ qualitative methodology with descriptive analysis through a structured questionnaire. Therefore, this research attempts to fill the gap by methodologically

---

[4] It is based on a specific interval: 1(very poor), 2(poor), 3(fair), 4(good), 5(very good)

employing the quantitative method to analyze further the magnitude of the importance of selected indicators in influencing the SLA.

Therefore, this paper aims to fill the literature and methodological gap by analyzing factors that influence the SLA among students in Islamic Boarding school, Al Ghifari Yogyakarta, Indonesia. The paper is structured as follows: chapter one starts with an introduction. Chapter two elaborates the intensive literature review. Chapter three analyses of data and methodology. Chapter four explains the results and discussion. Finally, it ends with the conclusion and recommendation.

Literature Review

Language is the means humans use to convey ideas from one mind to another, and the acquisition of language still is one of the fascinating aspects of human development. Affected by the overwhelming impact of globalization, many people have realized the importance of mastering a second language and begun to learn it. Moreover, the debate in First Language Acquisition (FLA) and SLA has, for many years, sought to understand whether strategies are transferred between first language and classroom learning. Even the effects of external factors on a person's ability to succeed as a language learner have been considered, a particular interest of the most influential factors in learning and acquisition have been establishing.

To some, language acquisition is generally considered to be determined by factors in both the environment and a person's ability. Some language experts have tried to categorize these factors as internal and external factors. Given the SLA has been an essential issue in some non-English speaking countries, some factors are tabulated though no conclusive factors are concluded. According to an intensive review of some related studies, some important factors are influencing SLA, including the methodological used in analyzing its factors, as follows:

Table 2. Indicators Influencing SLA

No	Indicator		No Literature
1	Motivation	Kemala, (2016), Rajabi, et.al (2017), Sun, Y. (2019), Asif, et.al (2018), Thanh and Ngoc (2018), Deb (2018), Tanner (2012), Dhanya and Alamelu (2019), Al-Ghamdi (2014), Chilingaryan (2015), Thohir (2017), Karim, et.al (2016), Leon and Maria (2013), Rahman, et.al (2017), Ariyanti (2016), Adwani and Shrivastava (2017), Latu (2020).	19

A	Age	Nirmala, et al. (2018), Carniel, et al. (2017), Alsayed (2003), Grabiec (1994), Hu (2016), Latu (2020)	6
B	Self Confidence (Anxiety) → lack on grammar and vocabulary acquisition	Weda and Sakti (2018), Misbah, et.al (2017), Amelia, et.al (2019), Boonkongsaen (2012), Deb (2018), Suryani, et.al (2020)	7
C	Cultural Sensitivity	Muchemwa (2015)	1
D	Attitude → risk-taking and perseverance	Carniel, et al. (2017), Fatimawati (2015), Cann (1992), Thanh and Ngoc (2018), Indefrey and Davidson (2009), Oxford (2003), Grabiec (1994), Chairunnisa, et al. (2005), Liando (2012), Adwani and Shrivastava (2017), Leong and Ahmadi (2017)	11
E	Aptitude	Nhu and Minh (2019), Cann (1992)	2
F	Intelligence	Xinyan (2015), Hu, et al. (2016), Oxford (2003), Muchemwa (2015), Mohammed (n.d), Grabiec (1994), Henter (2004), Nguyen, et al. (2014)	8
Total			54
2	Social Environment	Latifah, et al. (2013), Kemala (2016), Nirmala, et al. (2018), Sun (2019), Tanner (2012). Getir (2020).	6
A	Classroom/School	Latifah, et al. (2020), Dhanya and Alamelu (2019), Getie (2020), Hamad (2009), Chairunnisa, et al. (2005), Nhu and Minh (2019)	7
B	Peers	Latifah, et.al (2020), Wright (2016), Getie (2020), Hamad, et.al (2009),	4
C	Activities	Latifah, et al. (2020)	1
D	Family Condition	Latifah, et.al (2020), Wright (2016), Liando (2012)	3
E	Carrier Aspiration	Latu (2020)	1
Total			22
3	Teacher	Latifah, et.al (2020), Kemala (2016), Nirmala, et.al (2018), Sun (2019), Tanner (2012), Getie (2020).	7
A	Task (Clear Instruction)	Liando (2012), Nguyen, et al. (2014), Kemala (2016)	2

B	Learning Strategies→ innovative	Giulietti and Assumpção (2019), Weda and Sakti (2018), Leon and Maria (2013)	3
C	Emotional Relationship	Dhanya and Alamelu (2019)	1
D	Competence	Karim, et al. (2016), Leon and Maria (2013)	2
E	Native Speaker	Getie (2020)	1
	Total		16
4	Material Content	Kemala (2016), Nirmala, et al. (2018), Weda dan Sakti (2018), Mirhadizadeh (2016)	5
A	Topic Discussion	Latifah, et al. (2020), Shakourzadeh and Izadpanah (2020)	2
B	Text Book	Shakourzadeh and Izadpanah (2020), Nhu dan Minh (2019)	2
C	Technology-Based	Muchemwa (2015)	1
	Total		10

According to table 2.1, many factors are influencing SLA among students, either in some formal schools in Indonesia or other countries. After conducting an intensive review, the internal and external factors become important and share many contributions towards SLA. Some studies reveal that motivation is the most crucial indicator influencing the internal ability to the English acquisition among students, particularly at formal educational institutions. Some literature further explains that age, self-confidence/anxiety, culture sensitivity, attitude (risk-taking and perseverance), aptitude, and intelligence are of some influential factors to motivate students on acquiring English as a second language. However, there was a lack of studies that focused on the effect of motivation among students at non-formal educational institutions, particularly among orphanage or least fortunate group.

For the external factors, some studies have documented that social environment, teacher, and English material are some of the influential factors on students' acquisition towards the English language. In terms of social environment aspect, the school environment, peers, activities on English program, family condition, and future carrier expectation are of part the important causes in shaping the social environment. In terms of teacher aspect, clear instructions, learning strategies, emotional relationship with students, teacher's competence, and native English teacher are some of the influential causes affecting SLA among students. In terms of material content, exciting topic discussion, textbook availability, and applied-technology are of the needed aspect affecting the SLA among students.

Also, in terms of methodology, some studies have employed methodological techniques such as literature research and questionnaire. They also show that direct observation or oral interview are commonly exercised which are then analyzed through descriptive qualitative and regression analysis.

However, having observed the related studies, there are some gaps found, as follows:

1. There is a lack of studies that use non-formal educational institution, such as Islamic boarding school as research object compared to various degrees of a formal institution, such as senior high school or university.
2. There is a lack of studies on looking at age, family condition, the role of a native speaker, and technological device as some of the important factors in ensuring SLA among students at a non-formal educational institution.
3. There is a lack of using the regression method in analyzing factors affecting SLA among students at a non-formal educational institution.

Therefore, according to the above facts, this study attempts to fill the gaps by analyzing what factors influencing the SLA among students at Islamic boarding school Al Ghifari Yogyakarta with linear regression method. Subsequently, this study hypothesizes that motivation, social environment, teacher, and material content have positive and significant towards SLA among students at Islamic boarding school Al Ghifari Yogyakarta.

Data and Methodology

This research uses primary data where the data is taken from 18 students who are the sample at Islamic Boarding School Al Ghifari Yogyakarta. These numbers are of those who have been staying there during the pandemic according to the Head of Islamic Boarding School. The total residents at the boarding school are fluctuating, but it usually accommodates around 50 students from various degrees, including primary school, junior high school, and senior high school. Majority of them are orphanage and are originated from different part of states across Indonesia. The data is taken through the questionnaire, but not directly observed spanning from October 1 – 31, 2020.

As mentioned in the first chapter, this study aims to analyze factors influencing the Second Language Acquisition (SLA) among students at Islamic Boarding School, Al Ghifari Yogyakarta, Indonesia. Hence, the study identifies the SLA as the dependent variable. It is defined operationally as the process of English learning, which enables students to acquire a certain level of English language ability. It is indicated by a certain level of motivation, surrounded social environment, teacher's background, provided English materials.

Meanwhile, the independent variables included motivation, social environment, teacher, and English material. Motivation is defined as the personal style of a student in mastering the English language by considering the age, self-confidence, culture sensitivity, attitude, aptitude, and intelligence. The social environment is related to a student's background, particularly the school, peers, activities, family condition, and carrier expectation. The teacher is related to some criteria embedded concerning explicit instruction in English task, learning strategies, emotional relationship with students, and collaborative teaching with a native speaker. Finally, material content is defined as the

supporting document needed by students to promote the attainment of SLA, including the topic of discussion, textbook, and technological usage.

The regression technique is used to estimate the magnitude and direction of independent variables to the dependent variable. Econometrically, it is formulated:

$$SLA_t = b_0 + b_1 Mot_t + b2\ Sen_t + b_3\ Tea_t + b4\ Mat_t + e_t$$

Where:
SLA = Second Language Acquisition
Mott = Motivation
Sen = Social Environment
Tea = Teacher
Mat = Material
t = time series
e = error term

Following the above formula, Gujarati (1987) suggests that the regression estimation must be free from classical assumptions, including normality test, heteroscedasticity test, autocorrelation test, and multicollinearity test. Since the data is continuous, test of the normality is an essential step for deciding whether sample data has been drawn from a normally distributed population with some level of tolerance. Heteroscedasticity test is exercised to test whether the unequal variance of the data along the regression line exists. Autocorrelation is used to estimate whether the relationship between a variable' current value and its past values exists. Multicollinearity is also used to test whether the correlation among independent variables exists. Overall, the classical assumption tests are exercised to ultimately ensure that the magnitude of the relationship between a respective independent variable and the dependent variable is reliable and simultaneously all estimated values of independent variables are accurate and unbiased.

Result and Discussion

The study empirically examines the factors affecting second English acquisition (SLA) among students at Islamic Boarding school Al Ghifari Yogyakarta. The study sets some questions to explain the employed independent variables, including motivation, social environment, teacher, and material content.

Table 4.1. Components of Independent variables

No	Name of Variable	Component	Number of Components
1	Motivation	Age, self-confidence, culture sensitivity, attitude, aptitude, and intelligence	6

2	Social Environment	Classroom, peers, activities, family condition, carrier expectation	5
3	Teacher	Clear instruction, learning strategy, emotional relationship, competence, the foreign teacher	5
4	Material Content	Discussion topic, textbook, and technological application	3

Source: Author

Table 4.1 shows some components used to define a set of questions in independent variables. Categorically, motivation is grouped as an internal factor, and others are external factors. According to table 4.1, the study surveys perception among students – 18 selected students - at Islamic boarding school pertaining aspects on SLA by referring to components listed in table 4.1.

Table 4.2. Students' Perception of English Learning Process in
Islamic Boarding School

No	Variable/Component	Average Value
1	Motivation	2,9
A.	Age	2,3
B.	Self-confidence	2,4
C	Culture sensitivity	2,4
D	Attitude	3,1
E	Aptitude	3,5
F	Intelligence	3,6
2	Social Environment	3,1
A	Classroom	2,7
B	Peers	3,6
C	Activities	2,5
D	Family condition	3,1
E	Carrier expectation	3,6
3	Teacher	3,1
A	Clear instruction,	3,4
B	Learning strategy,	3,6
C	Emotional relationship,	3,6
D	Competence	3,8
E	Foreign Teacher	1,0
4	Material Content	2,8
A	Discussion topic	3,2
B	Textbook	3,5

C	Technological application	1,8
	Grand Average	3.0

Source: Author's

Table 4.2 shows perception among students which are then tabulated into Likert numerical survey. Interval 1 to 5 is applied to describe their observation on the English learning process. Scale 1, 2, 3, 4, and 5 represent very poor, poor, fair, good and very good observation by referring to each specific question related to the respective independent variable. The results note that only social environment and teacher on average are above 3, which mean students perceive both variables are appropriate in supporting the English learning process. However, the availability of a foreign teacher is considered lacking, so need to be taken into consideration. In terms of the social environment, the activities and class supporting program on English practices are perceived low, so need to be considered by the management. The remaining two variables – motivation and material content- indicate to have values below 3 or poor. They are mainly caused by age factor, culture, self-confidence, and technological application. Overall, the students perceive that the English learning process is fair, though some aspects need improving.

Given that the students' perception has been observed and figured out English learning process at Islamic Boarding School Al Ghifari Yogyakarta, Indonesia, the study tries to examine the performance of each variable influencing the SLA empirically. Some statistically steps are conducted, such as validity test, normality test, heteroscedasticity test, multicollinearity test, and autocorrelation test. In terms of validity test, some instruments or components are empirically exercised and show that 16 out of 19 instruments are valid due to their significant values below 5%. Test validity is the extent to which a test accurately measures what it is supposed to measure. Table 4.3 empirically shows the validity results of various instruments.

Table 4.3. Validity Test of Instruments

Instrument	Sig.	Alpha	Description
Age	0,004	0,05	Valid
Self Confidence	0,000	0,05	Valid
Culture Sensitivity	0,002	0,05	Valid
Class Room	0,006	0,05	Valid
Peers	0,004	0,05	Valid
Activities	0,005	0,05	Valid
Family Condition	0,041	0,05	Valid
Clear Instruction	0,002	0,05	Valid

Learning Strategy	0,008	0,05	Valid
Emotional Relationship	0,007	0,05	Valid
Topic Discussion	0,002	0,05	Valid
Textbook	0,002	0,05	Valid

Source: SPSS 26

Table 4.3 shows some valid instruments according to empirical exercises through statistical technique. Empirically, the motivation factor is not supported by attitude, aptitude, and intelligence. It is rationale due to all students in Islamic Boarding School are sent to formal school and educated with a discipline habit or tradition since early morning till early night. Hence, they have inner affective skill who are ready to digest a new knowledge imposed on them, including English language skill. For the social environment factor, only carrier expectation is not valid and can support it. It is because the students stay with limited financial support so that learning English is not their priority (Muchemwa, 2015). The expectation of learning English is not for mastering it in order to prepare the future carrier, but only for knowledge. Also, for the teacher factor, the competence and foreign teacher are not part of research instruments. Referring to Kemala (2016), the reason is due to the domestic teacher or internal teacher can encourage and promote students to become autonomous students (independent). Finally, for material content, the technological application is the sole instrument which is relevant to be included due to students might have a lack of confidence to express their speaking skill to the native teacher.

Subsequently, the valid instruments listed in 4.3 are used to measure the reliability of factors, including the dependent variable. Table 4.4. shows the reliability test of all factors, indicated by Cronbach's Alpha which is more than 0.6. Test of reliability refers to how dependably or consistently a test measures a characteristic. This test enables to allow to get a similar test upon repeating test.

Table 4.4. Reliability Test

Instrument	Croanbach's Alpha	Description
Motivation (Mot)	0,767	Reliable
Social Environment (Sen)	0,718	Reliable
Teacher (Tea)	0,753	Reliable
Material (Mat)	0,708	Reliable
Second Language Acquisition (SLA)	0,784	Reliable

Source: SPSS 26

Table 4.4 shows that all employed variables are reliable, either dependent or independent variables. It implies the results are consistent from one test administration to

the next test. Subsequently, the study can empirically examine the strength and character of the relationship between one dependent variable and a series of independent variables. However, the classical assumption tests are previously conducted to create the best possible estimates (Best Linear Unbiased Estimator/BLUE) by referring to the regression equation.

According to table 4.5, the regression equation is described as:

$$SLA_t = -0,061 Mot_t + 0,619\ Sen_t + 0,329\ Tea_t - 0,264\ Mat_t$$

To further describe the table 4.5, the t-test, F-test, and R^2 interpretation are released, as follows:

1. According to the t-test, it is denoted that:
    a. Mot does not influence SLA because $0.693 > 0.05$, means the Null Hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.
    b. Sen does influence SLA because $0.001 < 0.05$, means Ho is rejected and Ha is accepted. The SLA will increase due to the increase of social environment dealing with English learning program.
    c. Tea does influence SLA because $0.042 < 0.05$, means Ho is rejected and Ha is accepted. The SLA will increase due to the increase in teacher ways of delivering the English learning program.
    d. Mat does not influence SLA because $0.096 > 0.05$, means Ho is accepted and Ha is rejected.

Thus, the variables which affect the SLA are only social environment and teacher and are positively magnitude. In other words, the second language acquisition among students at Islamic Boarding School is influenced by external factors, particularly the role of teacher and conducive social environment. It further indicates that students have been motivated to learn English and had an adequate number of materials to read.

2. According to F-test, all variables influence SLA simultaneously because it has prob. F-stat 0.001, which is smaller than 0.05.
3. According to R^2 (squire) test, all variables can explain the variations of independent variables to the variation on SLA for 74,9%, while other factors explain the other 25,1%.

Table 4.5. Multiple Regression

Variable	Standardized Coefficients	t	Sig
Mot	-0,061	-0,404	0,693
Sen	0,619	4,229	0,001
Tea	0,329	2,257	0,042
Mat	-0,264	-1,794	0,096
R Square			0,749
F-stat			9,688

Prob F-Stat	0,001

However, the estimators are not reliable unless they meet the requirements stated in classical assumption tests, as shown in table 4.5. Empirically, it shows that toxic data do not contaminate the data used. It implies that the data is reliable and valid to be used to explain the SLA.

Table 4.5. Classical Assumption Results

No	Classical Test	Measurement and Value	Remark
1	Normality Test	Asymp. Sig. (2-tailed) > 0,05	Normal
2	Multicollinearity Test	Tolerance > 0.10 and VIF < 10,00	No Multicollinearity
3	Heteroscedasticity Test	Significance level > 0.05	No Heteroscedasticity
4	Autocorrelation Test	Significance level > 0.05	No Autocorrelation

Source: SPSS 26

According to the regression results, motivation does not affect motivation. It is because of the perceived value of activity regarding English language acquisition. Since the 1960s, the growth of globalization has thrown light upon the fact that mastering English as an international language is inevitable. Effective communication in the English language becomes more important to ensure people can express ideas incorrect grammatical terms with appropriate levels of language in whatever situations. Therefore, the necessity of English acquisition, particularly in poor English-speaking country has asked a massive creation of syllabus designed to serve the real condition among students or learners. The long-time English teaching process and activities have successfully created the inner desire, which leads people to a conscious decision to act and sustained effort. Hence, this condition has been embedded in every human feeling and ready to be recalled as needed. The conscious decision practically no need to establish the human motivation to learn English as it has been embedded and united in their mind. So that, internally, motivation has existed, but need some triggering external factors to boost it (Getie, 2020). Therefore, the inner motivation has existed among students at Islamic Boarding School Al Ghifari, but need to be recalled and shaped through external guidance. For this reason, there was a group from Universitas Muhammadiyah Yogyakarta under "Program Pengabdian Masyarakat" who dedicated their experience and knowledge to recall their inner motivation by introducing a structured English learning program.

The role of external guidance is linear with a material variable which is not significant. It occurs due to students who cannot access material due to their lack of internet access and financial support. The students in Islamic boarding school are not allowed to hold mobile phone and all internet access, as well as a financial allowance, are shared centrally by Boarding School's management. On this regards, much more English book supplier is needed to further attract their attention and spirit in mastering English language (Muchemwa, 2015; Latifah, et al., 2013; and Souriyavongsa, et al., 2013). Based on this empirical fact, a group of Universitas Muhammadiyah Yogyakarta donated a set of English books for various degrees of education, consisting of grammar and vocabulary, listening, and reading.

In contrast, social environment and teacher are of the significant factors towards SLA among students at Al Ghifari Islamic Boarding School. It is because of English is seen as an international language and has a role to play in the construction of social identity as communication cement relationship among people involved in the global community (Wright, 2016). Therefore, teacher and conducive environment would facilitate students to realize the learning process, so that accelerate the SLA among them. Taking the social environment as the influential factor, a group of Universitas Muhammadiyah Yogyakarta (UMY) conducted sharing session on how to learn English with them through "Program Pengabdian Masyarakat". Unexpectedly, they are interested much to learn and deepen their English skill by asking for more intensive session meeting. Also, the role of teaching would support the further learning process by building up an emotional relationship with students (Deb, 2018; Yildiz, 2015). Taking this factor as an important one, a group of UMY invited the foreign teacher to be part of a team trainer on the English learning program. The foreign teacher welcomed and shared his thoughts through recorded video, which hopefully can upgrade the SLA among students at the Islamic Boarding school. Finally, the empirical facts indicate that innovative English learning strategies combined with creative teaching program are relevant to be continued and improve in order to accelerate the SLA among orphanage students at Islamic Boarding School Al Ghifari Yogyakarta.

Conclusion and Recommendation

This study attempts to analyze factors influencing Second English Acquisition (SLA) among students at Islamic Boarding School Al Ghifari, Yogyakarta. The lack of empirical studies on Non-formal educational institution and a low level of perceived English acquisition among students are of the strong motivation to explore this study. After conducting an intensive review on related studies, motivation, social environment, teacher, and material are of selected variables that influence the second English acquisition (SLA) in some educational institutions. Questionnaires were distributed on selected students who stay at the boarding school, and then the data is analyzed through multiple regression method. After referring to the classical assumption tests, validity and reliability tests, the findings suggest that only teacher and social environment have

positive and significant effect to SLA, while the motivation and material are not significant. The former is due to teacher, and social environment can facilitate students to maintain their attention and control their activities leading to English language acquisition. The latter is due to inner motivation in their mind and limited usable facilities that they have at the Islamic Boarding school. Therefore, the study recommends strengthening the role of teacher and their social factor to lead them in mastering the English language. However, this study documents several limitations, namely (1) this study does not separate the SLA based on English skills (reading, speaking, writing, and listening), but in aggregate; and (2) this study does not break down on which components of variable share a significant contribution on the selected variable.

Reference

1. Adwani, P., & Shrivastava, S. (2017). Analysis of Factors Affecting Second Language Acquisition. *International Journal of Social Sciences and Management*, *4*(3), 158–164. https://doi.org/10.3126/ijssm.v4i3.17247

2. Al-Ghamdi, A. M. (2014). the Role of Motivation As a Single Factor in Second Language Learning. Arecls, 11, 1–14.

3. Alsayed, M. (2003). Factors That Contribute to Success in Learning English as a Foreign Language. *Damascus University Journal*, *19*(2), 21–44.

4. Amelia, P., Syafrizal, Sampurna, P., & Hamer, W. (2019). Inhibiting Factors in English Speaking ; a Case Study At Smkn 7 Kabupaten Tangerang. *Inhibiting Factors In English Speaking; A Case Study At Smkn 7 Kabupaten Tangerang Maya*, *2*(1), 491–497. file:///C:/Users/user/Downloads/5653-13315-1-SM.pdf

5. Ariyanti, A. (2016). Psychological Factors Affecting EFL Students' Speaking Performance. *ASIAN TEFL Journal of Language Teaching and Applied Linguistics*, *1*(1), 77–88. https://doi.org/10.21462/asiantefl.v1i1.14

6. Asif, S., Bashir, R., & Zafar, S. (2018). What Are the Factors Affecting the Use of English Language in English-only Classrooms: Student's Perspectives in Pakistan. *English Language Teaching*, *11*(6), 67. https://doi.org/10.5539/elt.v11n6p67

7. Boonkongsaen, N. (2012). Factors Affecting Vocabulary Learning Strategies : A Synthesized Study Nathaya Boonkongsaen. *Naresuan University Journal*, *20*(2), 45–53.

8. Cantu, M. P. (2013). Three Effective Strategies of Internationalization in American Universities. *Journal of International Education and Leadership*, *3*(3), 1–12. Retrieved from https://files.eric.ed.gov/fulltext/EJ1136025.pdf

9. Cann, P. A. (1992). *Factors Affecting the Acquisition of English as a Second Language* (Issue October). The University of South Africa.

10. Carniel, C. Z., Furtado, M. C. de C., Vicente, J. B., Abreu, R. Z. de, Tarozzo, R. M., Cardia, S. E. T. R., Massei, M. C. I., & Cerveira, R. C. G. F. (2017). Influência de fatores de risco sobre o desenvolvimento da linguagem e contribuições da estimulação

precoce: revisão integrativa da literatura. *Revista CEFAC*, *19*(1), 109–118. https://doi.org/10.1590/1982-0216201719115616

11. Chairunnisa, Apriliaswati, R., & Rosnija, E. (2544). *An Analysis on Factors Influencing Students' Low English Learning Achievement*. 1–10.

12. Chilingaryan, K. (2015). Motivation in Language Learning. *2nd International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM2015*, *2*(3), 557–562. https://doi.org/10.5593/sgemsocial2015/b12/s3.085

13. Deb, J. (2018). Affective Factors in Second Language Writing: Is It a Matter of Concern? *The Morning Watch: Educational and Social Analysis*, *46*(1), 1–11.

14. Dhanya, M., & Alamelu, C. (2019). Factors influencing the acquisition of writing skills. *International Journal of Innovative Technology and Exploring Engineering*, *8*(7C2), 259–263.

15. Fatimawati, I. (2015). Factors influencing Malaysian ESL learners' engagement in academic writing. *Issues in Language Studies*, *4*(1), 1–25. https://doi.org/10.33736/ils.1642.2015

16. Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, *7*(1). https://doi.org/10.1080/2331186X.2020.1738184

17. Giulietti, & Assumpção. (2019). Factors of Success and Failure in Second Language Learning (Faktor Kesuksesan Dan Kegagalan Dalam Pembelajaran Bahasa Kedua). *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699.

18. Grabiec, S. (1994). Learner Factors Influencing Second Language Learning. *Psychology*, *Ellis 1985*, 1–5

19. Gujarati, D. (1987). Basic Econometrics. In *Brazilian Review of Econometrics* (Vol. 7, Issue 1). https://doi.org/10.12660/bre.v7n11987.3105

20. Hamad, H., Reza, M., & Osias, M. (1390). *Factors Influencing Language Learning: Experiences from Diverse Cultural Backgrounds Husni*.

21. Henter, R. (2014). Affective Factors Involved in Learning a Foreign Language. *Procedia - Social and Behavioral Sciences*, *127*, 373–378. https://doi.org/10.1016/j.sbspro.2014.03.274

22. Hu, R. (2016). The Age Factor in Second Language Learning. *Theory and Practice in Language Studies*, *6*(11), 2164. https://doi.org/10.17507/tpls.0611.13

23. Indefrey, P., & Davidson, D. J. (2009). Second Language Acquisition. *Encyclopedia of Neuroscience*, 517–523. https://doi.org/10.1016/B978-008045046-9.01879-9

24. Karim, N. A., Nur, S., & Mohd, D. (2016). Personality factors and second language acquisition: An Islamic viewpoint. *International Journal of Business, Economics and Law*, *11*(5), 12–19.

25. Kemala, Z. (2016). An Analysis of Factors Influencing the Autonomous Learners in Learning English. *Eltin*, *4*(I), 11–20.

26. Latifah, Z., Sudana, D., & Yusuf, F. N. (2013). Investigating the Factors Influencing Students' Willingness to Communicate in English. *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699.

27. Latu, M. F. (2020). Factors affecting the learning of English as a second language macro skills among Tongan secondary students [Edith Cowan University Research]. In *The Grants Register 2021*. https://doi.org/10.1057/978-1-349-95988-4_335

28. Leon, Loza; Maria, I. (2013). *Factors affecting the English language teaching-learning process in Ecuadorian public high schools Centro Universitario Tumbaco*. Centro Universitario Tumbaco.

29. Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, *2*(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

30. Liando, N. (2012). FACTORS AFFECTING A SUCCESSFUL LANGUAGE LEARNER. *Indonesian JELT*, *8*(1), 22–50.

31. Misbah, N. H., Mohamad, M., Yunus, M. M., & Ya'acob, A. (2017). Identifying the Factors Contributing to Students' Difficulties in English Language Learning. *Creative Education*, *08*(13), 1999–2008. https://doi.org/10.4236/ce.2017.813136

32. Mirhadizadeh, N. (2016). Internal and external factors in language change. *Internal and External Factors in Language Learning*, *1*(5), 188–196.

33. Muchemwa, S. (2015). Factors Influencing the Learning of English Language for Academic Purposes for Foreign Students: A case of Solusi University. *European Online Journal of Natural and Social Sciences*, *4*(3), 527–535.

34. Nguyen, H. T., Warren, W., & Fehring, H. (2014). Factors are affecting English language teaching and learning in higher education. *English Language Teaching*, *7*(8), 94–105. https://doi.org/10.5539/elt.v7n8p94

35. Nirmala, N., Shollina, A., Masruri, M. Z., Education, E. L., Islam, U., Yusuf, S., & Syariah, A. (2018). Seven factors are influencing language learner systems. *JIPIS*, *26*(2), 48–55.

36. Nhu, N. T., & Minh, D. D. (2019). Factors were affecting English language learning processes at Thai Nguyen University. *International Journal of Scientific and Research Publications (IJSRP)*, *9*(8), p9270. https://doi.org/10.29322/ijsrp.9.08.2019.p9270

37. Oxford, R. L. (2003). Language Learning Styles and Strategies : an Overview. *Learning*, 1–25.

38. Rahman, H. A., Rajab, A., Wahab, S. R. A., Nor, F. M., Zakaria, W. Z. W., & Badli, M. A. (2017). Factors Affecting Motivation in Language Learning. *International Journal of Information and Education Technology*, *7*(7), 543–547. https://doi.org/10.18178/ijiet.2017.7.7.927

39. Rajabi, P., Kamali, B., & Talaee, T. (2017). Factors Affecting First Language Acquisition. *International Journal of English Language, Literature and Translation Studies*, *4*(2), 2349–9451. http://www.ijelr.in

40. Shakourzadeh, L., & Izadpanah, S. (2020). Textbook-assigned and self-selected topics of Iranian male EFL learners : topic interest, topic familiarity, topic importance, and topic difficulty. *Asian - Pacific Journal of Second and Foreign Language Education*, *5*(20), 23

41. Souriyavongsa, T., Rany, S., Jafre Zainol Abidin, M., & Lai Mei, L. (2013). Factors Cause Students Low English Language Learning: A Case Study in the National University of Laos. *International Journal of English Language Education*, *1*(1), 179–192. https://doi.org/10.5296/ijele.v1i1.3100

42. Sun, Y. (2019). An Analysis of the Factors Affecting Second Language Acquisition and Its Implications for Teaching and Learning. *Journal of Language Teaching and Research*, *10*(5), 1018. https://doi.org/10.17507/jltr.1005.14

43. Suryani, I., Suarnajaya, W., & Pratiwi, A. (2020). Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja. *International Journal of Language Education*, *4*(2), 48. https://doi.org/10.26858/ijole.v4i2.10054

44. Tanner, J. D. (2012). *Factors Affecting the Acquisition of Pronunciation : Culture, Motivation, and Level of Instruction* (Issue All theses and Dissertations). Brigham Young University.

45. Thanh, T. M., & Ngoc, N. T. B. (2018). Review Of Factors Affecting Second Language Learning. *TNU Journal of Science and Technology*, *186*(10), 153–158.

46. Thohir, L. (2017). Motivation in Foreign Language Teaching and Learning. *Vision: Journal for Language and Foreign Language Learning*, *6*(1), 20. https://doi.org/10.21580/vjv6i11580

47. Xinyan, W. (2015). Factors Influencing EFL Learning Strategies. *Studies in Literature and Language*, *10*(1), 28–32. https://doi.org/10.3968/6168

48. Weda, S., & Sakti, A. E. F. (2018). Factors Influencing Students' Anxiety in English as a Foreign Language Classroom. *Journal of Physics: Conference Series*, *1028*(1). https://doi.org/10.1088/1742-6596/1028/1/012100

49. Wright, S. (2016). Language choices: Political and economic factors in three European states. In *The Palgrave Handbook of Economics and Language*. https://doi.org/10.1007/978-1-137-32505-1

50. Yildiz, N., & Albay, M. (2015). Factors Affecting Listening Comprehension and Strategies for Listening Class. *International Journal of Social Sciences & Educational Studies*, *2*(1), 20–24.