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Optimism, Parental Social Support, and Academic Achievement in English Language Learning: Exploring the Interconnetions

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Abstract: This research aims to investigate the relationship between optimism and parental social support concerning students' academic achievement in English language learning. A psychological approach is employed in this study to comprehend how psychological factors such as optimism and parental social support can influence students' academic attainment in English. This study employs a quantitative approach, involving 317 students from public Islamic senior high schools as research subjects. The research findings reveal a positive correlation between students' level of optimism and their academic achievement in English language learning. Students with higher levels of optimism tend to attain better academic performance in English. Furthermore, the social support provided by parents is also found to have a positive association with students' academic achievement in English. Students who feel emotionally and practically supported by their parents tend to achieve higher scores in the English subject. This study also underscores the importance of psychological factors such as optimism and parental social support in enhancing students' academic achievement in English. The practical implications of these findings highlight the significance of emotionally supporting students and providing concrete support in the process of English language learning. Educators and parents can play an active role in motivating students and creating a supportive environment to enhance students' academic achievement in English. This research also contributes significantly to understanding the factors influencing students' academic achievement in English language learning and provides guidance for the development of effective intervention strategies in educational contexts.

Keywords: *Optimism, parental social support, academic achievement*

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INTRODUCTION:

As social beings, humans heavily rely on interactions to navigate their lives. Within this context of interaction, language serves as the primary tool to communicate various desires and thoughts. Nowadays, the presence of the English language in social settings, particularly on an international scale, has become indisputable. Furthermore, with the advent of the era of free trade, the ability to master

this international language is increasingly felt as urgent and essential.

In facing the era of globalization, replete with challenges and high levels of difficulty, its impact extends to various aspects of human life, including political, socio-economic, and cultural domains (Lim & Tsutsui, 2012). This situation significantly influences individual competition, both at the macro and micro levels. Every individual is confronted with the demand to enhance their personal qualities. Those unable to compete will experience stagnation and fall behind in the ongoing dynamics of globalization.

One sector expected to enhance individual skill levels is in the field of language. Proficiency in foreign languages, particularly English, which is dominantly used on an international scale, is a manifestation of self-improvement (Ahmadi, 2018). Proficiency in a foreign language is regarded as a gateway to achieving success in various fields.

Viewed from its geographical location, Indonesia holds a highly strategic position to emerge as a significant nation and as a cross-continental route that must be able to assimilate progress from global citizens passing through. All developments in the economic, socio-cultural, and political realms in Indonesia reflect an openness to the outside world. The government opens its doors wide to foreign investment, which also implies the acceptance of technology and knowledge brought by the international community (Mufwene, 2010).

Various factors contribute to the decline in the quality of the education system in Indonesia. Almost in all input and implementation processes of education in Indonesia, the lack of support hinders the realization of quality education, and this phenomenon occurs in the majority of schools in Indonesia. Therefore, it is not surprising that graduates, as the output results, also exhibit low quality.

Educators or teachers, as integral components of the learning process, face challenges in carrying out their tasks optimally and professionally. Several factors contributing to the low quality of education in schools involve issues such as low salaries, allowances, and poor welfare for teachers, as well as qualifications that have yet to meet standards. Government efforts to enhance the quality of teachers are also hindered, as training for teacher improvement is more focused on projects rather than substantive aspects.

In addition to the limited budget allocation by the government for the education sector, the low quality of education in Indonesia is also influenced by the curriculum, teaching methods, assessment systems, and graduation standards that have been implemented. Generally, the teaching methods used by teachers in schools still rely on lectures, an approach that is no longer suitable for the needs of the current era. The current system of evaluation and national final exams is not effective in improving the quality of graduates, especially with the graduation standards set by the government falling far short of the appropriate standards.

This research is more focused on high school students as they often experience anxiety related to final exams. Facing final exams, which are frequently perceived as daunting, students' learning styles tend to become more effective, and they begin to fulfill the demands of their learning styles (Willingham, Hughes, & Dobolyi, 2015). Additionally, students become more focused on taking initiative in the learning process, as well as making efforts to control and evaluate their learning. This serves as a foundation for students to pursue higher education, as in tertiary institutions, literature that serves as the primary source of knowledge generally utilizes the English language. The Indonesian government emphasizes that the teaching of English in Indonesia primarily functions as a tool for acquiring knowledge and technology, as well as a means of international communication (Elbes & Oktaviani, 2022).

If English language proficiency is considered crucial for students in Indonesia, then achieving high performance in the English language subject also becomes critical. This is reflected in English language learning achievement, and such learning achievement mirrors the results obtained by students in their learning efforts. The success of students in their learning endeavors, including mastering the materials taught by teachers, will be reflected in the learning achievements in that subject. These learning achievements are measured through test scores, report card grades, and the final computer-based National Assessment (ANBK) scores. Test scores, report card grades, or ANBK scores in the English language subject are often used as indicators that the student is considered to have a good command of that subject. Conversely, if the scores are low, the student is deemed not to have mastered the English language subject well.

The English language learning achievement of students, as previously outlined, is influenced by various factors. According to Wang and Holcombe (2010), there are several factors that impact the process and outcomes of student learning. Generally, the factors influencing learning achievement can be categorized into two main groups. First, internal factors of students, encompassing their physiological and psychological conditions. Physiological conditions involve aspects of health, sensory organs, and other physical conditions, while psychological conditions involve elements such as interest, self-concept, self-efficacy, intelligence, and talent. The second set of factors is external factors related to students, including social environment, school environment, teacher roles, social interactions, and non-social factors such as the physical environment, learning facilities, and teaching materials used (Lei, Cui, & Zhou, 2018).

There is an interesting phenomenon that can be observed, namely, even in prestigious schools, there is a noticeable difference between students who achieve the highest and lowest scores in English. For instance, in one of the leading public high schools in Padang city, during the academic year 2022/2023, the highest score for English was 100, while the lowest score reached 55. This indicates that despite the external educational environment supporting student learning, the internal conditions of students, especially their level of optimism and learning abilities, play a crucial role in determining academic achievement. Internal factors remain the primary predictors of student learning achievement. Differences in success in foreign language learning are associated with individual variations, such as intelligence level, talent, personality, optimism, motivation, and the level of anxiety (Rimfeld et al., 2016).

Education, regardless of its level or tier, is always closely associated with academic achievement. Academic achievement is generally measured through various types of tests. According to Azwar (2016), an academic achievement test is a tool to reveal the level of success an individual has in the learning process or the results achieved by students in their learning activities. In other words, even though educational objectives have been clearly defined, without measurement, it is difficult to determine the achievement of its results. It cannot be asserted that there is progress or success in an educational program without providing evidence of improvement or specific achievements. Therefore, evidence of improvement must be obtained through planned learning evaluations, which involve the measurement of student performance.

Considering the significance of achieving proficiency in English language learning as a primary means to pursue higher education, it becomes a significant challenge and burden for students. Academic achievements in school, including accomplishments in English language learning, have social contexts and notable impacts on students. These academic achievements can pose a threat to

the social standing of students in comparison to their peers (Komarraju et al., 2011).

According to Azwar (2016), academic achievement in specific situations is influenced by factors such as intelligence and talent, although various other factors also play a role. External factors, such as the quality of the teaching and learning process in the school environment and peer interactions, can impact students' academic achievement. Broadbent and Poon (2015) state that the language learning process is not only related to materials, techniques, and linguistic analysis but is more dependent on individual dynamics and relationships with peers in the class. Caprara et al. (2011) argue that there are internal barriers to mastering a foreign language when students feel pessimistic and bored. Südkamp, Kaiser, and Möller (2012) also affirm that the level of optimism and the social environment of students will influence the foreign language learning process.

Zimmerman (2001) states that low self-confidence and self-concept in students can lead to low learning motivation. With a lack of self-confidence and self-concept, students may feel unable to perform well and assess themselves as less capable of learning effectively. This can result in feelings of incompetence, unreadiness, and the like, which are likely to have a negative impact on their academic performance. The arising pessimism can have detrimental effects, especially in terms of English language learning outcomes. Conversely, students with an optimistic attitude will feel more at ease in their learning. Tetzner and Becker (2018) support this idea by stating that optimism is more beneficial than pessimism. The benefits of an optimistic attitude include a longer life, better health, using time with more enthusiasm and higher energy, making efforts to achieve goals, achieving better results according to potential, and better performance in social, work, and educational aspects. Optimistic students will strive to participate actively, and when facing difficulties in learning, they will make efforts to overcome them. On the other hand, pessimistic students tend to avoid problems and lack motivation to achieve optimal performance.

Another external factor considered to influence students' academic performance, particularly in the English language subject, is the high attention and recognition given to students with good academic achievements by parents and teachers. This can become a burden for students, especially if their academic performance is low. Pressure from an environment that consistently emphasizes high achievements can be a trigger for the emergence of anxiety, which, in turn, can have a negative impact on students' levels of optimism. This view is supported by Çikrıkci, Erzen, and Yeniçeri (2019), who state that the emergence of anxiety depends significantly on the culture of an individual's residence. If society and parents strongly emphasize academic achievements, it is likely that anxiety will arise if students cannot meet the expectations of their surrounding environment, both in their residential community and among parents.

Social support can come from various sources. Several studies, such as those articulated by Witkow and Fuligni (2011), Ahmed et al. (2010), and Tao et al. (2022), indicate three potential sources of social support in the health domain: doctors or healthcare professionals, partners or family, and individuals experiencing similar conditions. According to Jelas et al. (2016), family and marriage are considered crucial sources of social support. This statement is reinforced by Barry et al. (2019), who state that the family is a system involving interdependent relationships. Each family member has a specific role in this system, and interdependence among family members is necessary for them to fulfill their respective roles.

Mishra (2020) states that humans, as social beings, are naturally engaged in interactions with fellow humans, forming friendships and relationships. The two basic

needs of humans are a sense of togetherness and mutual possession. Besides participating in social interactions, humans also require support from others as a means to enhance self-esteem, self-confidence, and optimism. Factors such as low self-ability and self-confidence can influence the level of optimism in students in achieving learning outcomes. Students tend to experience psychological disturbances if they lack social support, including issues related to optimism affecting academic achievements. Conversely, students who receive adequate social support will experience an increase in optimism. On the other hand, students who lack social support tend to experience psychological disturbances due to excessive lack of self-confidence (Chu, Saucier, & Hafner, 2010).

The English language learning achievement of high school students is significantly influenced by internal factors, such as language talent or verbal ability. Humans, as organisms with the ability to self-organize, are proactive, capable of self-reflection, and possess self-regulation capabilities, not merely reactive beings influenced and directed by environmental stimuli (Sato, 2019). Therefore, internal factors have a more significant impact compared to external factors. The level of impact of external factors ultimately depends on individual internal factors. Optimism can enhance self-confidence and instill a belief in success, facilitating the execution of actions, thereby reducing or eliminating pessimistic feelings involving students in the process of learning the English language.

Based on several research findings regarding the relationship between optimism and academic achievement, many studies indicate a strong correlation between optimism and students' learning outcomes (Feldman & Kubota, 2015; Anderson, Kochan, & Reames, 2018). In other words, students with an optimistic attitude towards learning English tend to be more actively engaged in exercises related to the subject, contributing to an improvement in their English language learning achievement. The presence of optimism, whether originating from external or internal factors, motivates students to overcome challenges in learning English.

Referring to the observed phenomenon in the academic achievement of students in English language learning, it can be concluded that low performance in this subject is influenced by internal factors such as optimism and external factors such as social support. The hypothesis proposed in this study is that there is a correlation between optimism and social support with students' English language learning achievement. Therefore, the objective of this study is to provide empirical evidence on the relationship between optimism and social support with the academic achievement of students in English language learning.

METHOD

The population under scrutiny in this study comprises 3,581 students. The sampling method employed is simple random sampling, where 317 students were randomly selected from three public senior high schools in Padang, West Sumatra, with a 5% margin of error. The selection of research locations was based on the reputation of schools classified as leading institutions. Study participants include male and female students ranging in age from 16 to 18 years. Data used in this research were collected through a scale with a self-report format based on reports or statements and the experience and perceptions of research subjects.

The data collection instruments in this study include an optimism scale, a scale measuring parental social support, and report grades specific to the English language subject in the even semester of the academic year. The optimism scale is designed based on Seligman's theory, considering aspects of personalization, pervasiveness, and permanence. Meanwhile, the social support scale is

adapted from Zimmerman's theory and encompasses aspects of appraisal support, instrumental support, informative support, and emotional support. A Likert scale with five answer choices is utilized to compose the measurement instruments.

Instrument validity for the optimism scale reaches 0.846, while for the parental social support variable, it reaches 0.892. The reliability estimation for the optimism variable indicates coefficients ranging from 0.46 to 0.66, while the reliability coefficients for the social support variable range from 0.72 to 0.80.

RESULTS AND DISCUSSION

The results of the linearity test between the optimism variable and the academic achievement in English language learning variable show a linearity F value of 18.738 and a deviation from linearity value of 1.732 with a significance level of $p = 0.001$ ($p \leq 0.05$). The linearity test results, based on the criteria, indicate that the relationship between optimism and academic achievement in English language learning is linear.

Furthermore, the results of the linearity test between the parental social support variable and the academic achievement in English language learning variable for students reveal a linearity F value of 14.893 and a deviation from linearity value of 1.274 with a significance level of $p = 0.001$ ($p \leq 0.05$). The linearity test results, based on the criteria, suggest that the relationship between parental social support and academic achievement in English language learning for students is linear.

The first hypothesis in the study posits a relationship between optimism and students' academic achievement. This implies that optimism is positively correlated with the academic achievement in English language learning, suggesting that an enhancement in this relationship would result in improved academic performance in English. The hypothesis testing results indicate that the relationship between optimism and academic achievement in English language learning for students is 0.383, with a significance level of $p < 0.001$. This signifies a highly significant positive correlation at the 5% significance level. In other words, there is a very substantial influence of optimism on students' academic achievement in English language learning.

The effective contribution of optimism to students' academic achievement in English language learning is 0.389 or 38.9%. This implies that the first hypothesis, stating a positive relationship between optimism and academic achievement in English language learning, is confirmed. The higher the optimism scores, the higher the academic achievement in English language learning for students.

The results of the second hypothesis test, indicating a relationship between parental social support and academic achievement in English language learning for students, show a correlation coefficient of 0.217, with a significance level of $p < 0.001$. This indicates a highly significant positive correlation at the 5% significance level. In other words, there is a very substantial influence of parental social support on students' academic achievement in English language learning. The effective contribution of parental social support to academic achievement in English language learning is 0.281 or 28.1%.

The analysis of the data indicates that the first hypothesis positing a relationship between optimism and English language learning achievement among students has been corroborated. The positive correlation observed between the two variables, namely optimism and English language learning achievement among students, suggests a unidirectional relationship, wherein an increase in students' English language learning achievement is followed by a rise in optimism scores.

From a psychological perspective, the relationship between optimism and English language learning achievement among students is intricate and multifaceted.

Optimism, as a psychological construct, reflects an individual's tendency to anticipate positive outcomes and maintain an optimistic outlook even in the face of challenges or failures (Gürol & Kerimgil, 2010). When applied within the context of language learning, optimism can play a crucial role in shaping students' attitudes, motivation, and overall approach to the learning process.

Furthermore, the psychological link between optimism and academic achievement in English language learning can be elucidated through the concept of self-efficacy. Optimistic students are more likely to possess strong self-efficacy, which refers to an individual's belief in their ability to perform certain tasks and achieve desired outcomes (Harpaz-Itay & Kaniel, 2012). In the realm of language learning, higher levels of optimism and self-efficacy can lead to increased perseverance, engagement, and effective use of learning strategies, ultimately enhancing academic performance (Beard, Hoy, & Hoy, 2010).

The psychological perspective also underscores the importance of socio-emotional aspects in language learning. Optimistic students are likely to exhibit greater social and emotional well-being, facilitating positive interactions with teachers, peers, and learning materials (Chang, 2011). This positive emotional state can create a supportive environment for language acquisition, where students feel more comfortable expressing themselves, taking risks in language use, and actively engaging in the learning process.

Overall, from a psychological standpoint, the relationship between optimism and English language learning achievement in students is characterized by the influence of positive attitudes, resilience, self-efficacy, and socio-emotional well-being. Developing and understanding these psychological aspects can make a significant contribution to designing interventions and language learning strategies that effectively enhance students' language proficiency and academic success overall.

In the context of English language learning, the concept of self-efficacy emerges as a central element that explains the relationship between optimism and students' academic achievement. Self-efficacy depicts an individual's belief in their ability to succeed in performing tasks or attaining specific goals (Gordeeva & Osin, 2011). Optimistic students tend to carry this belief, whereby they are confident in their capacity to overcome obstacles and achieve success in learning English.

High levels of optimism coupled with strong self-efficacy can result in increased perseverance among students (Michael & Sheng-Tsung Hou, 2011). This perseverance is reflected in students' willingness to overcome difficulties, tackle learning challenges with enthusiasm, and sustain effort even in challenging situations. Students who are confident in their ability to succeed tend to be more motivated to learn and proactive in facing obstacles (Posadzki, et al., 2010).

Furthermore, students' level of engagement in English language learning can also be influenced by optimism and self-efficacy. Optimistic and self-assured students are inclined to be more active in class participation, interaction with learning materials, and collaboration with peers (Ngidi, 2012). They feel more confident to contribute to the learning environment, thereby enriching their learning experiences.

The significance of optimism and self-efficacy is also reflected in the utilization of learning strategies. Optimistic students tend to adopt effective learning strategies, including the use of additional learning resources, active participation in learning activities, and utilizing feedback for self-improvement (McBride, 2012). Thus, high levels of optimism and self-efficacy can lead to the implementation of more effective learning strategies, which in turn support improvements in academic performance in English language learning.

In synthesis, the psychological link between optimism, self-efficacy, and academic achievement in English language learning depicts that positive beliefs and optimistic expectations provide a strong foundation for perseverance, engagement, and the application of effective learning strategies. This positive relationship significantly contributes to enhancing the quality of students' learning experiences and ultimately achieving higher academic performance in the context of English language learning.

Furthermore, from a psychological perspective, the concept of self-efficacy emerges as a key element that explains the relationship between optimism and academic achievement in the context of English language learning. Self-efficacy refers to an individual's belief in their ability to successfully complete specific tasks and achieve desired goals (Tan & Tan, 2014). Students with high levels of optimism tend to carry a strong sense of self-efficacy when facing learning challenges.

In language learning, higher levels of optimism and self-efficacy can have a positive impact on several key aspects. Firstly, students' perseverance increases, as they believe they can overcome difficulties and achieve success. Secondly, students' engagement in the learning process becomes more intense, as they have high confidence in their abilities. Thirdly, students tend to use learning strategies more effectively, as they are confident that their efforts will yield positive results.

Moreover, the psychological perspective highlights the importance of socio-emotional dimensions in language learning. Optimistic students may demonstrate higher levels of social and emotional well-being (Sezgin & Erdoğan, 2015). They are more likely to interact positively with teachers, peers, and learning materials. This positive emotional state creates a supportive learning environment, where students feel more comfortable communicating, daring to take risks in language use, and actively engaging in the learning process. Enhanced social and emotional well-being can also enrich students' learning experiences in English. Students who feel emotionally secure and comfortable are inclined to be more open to self-expression, actively participate in class discussions, and possess strong intrinsic motivation to deepen their understanding of the language (Hoy, Tarter, & Hoy, 2006).

Overall, the integration of optimism, self-efficacy, and socio-emotional dimensions in English language learning involves interconnected psychological complexities. Understanding these interrelations can assist educators and practitioners in designing more holistic learning strategies, taking into account psychological aspects that support the development of language skills and academic achievement among students. Optimism, as a psychological construct, establishes a positive and optimistic mental foundation in students. When students possess a positive outlook on life, they are inclined to be more open to learning challenges. For instance, in the subject of English language, which often requires extra effort in understanding language structures, vocabulary, and communication skills, an optimistic attitude can serve as a catalyst for perseverance and a desire to learn.

Optimistic students are more likely to view difficulties as opportunities for growth and development. They may be more motivated to overcome learning obstacles and seek creative solutions in understanding complex language concepts. Optimism also fosters self-confidence, which is crucial in the context of language learning. Students who believe in their ability to overcome English language learning challenges are more likely to actively engage in the learning process, take risks to speak, and express themselves in the target language.

High levels of optimism can also strengthen students' intrinsic motivation towards learning English. They may find joy in exploring the language, reading literature in the native tongue, or

communicating with native speakers (Klassen, 2004). This intrinsic motivation, arising from curiosity and personal satisfaction, is recognized as a key factor in achieving language learning success. Furthermore, optimism can foster positive relationships with peers and teachers in the context of language learning. Optimistic students tend to have more positive social interactions, creating a supportive learning environment. Collaborating with peers in English language practice or discussing learning materials with teachers can enhance students' understanding and language skills.

Thus, the higher the level of students' optimism, the more their learning achievement increases in the subject of English language. Optimism is not just a positive attitude but also an internal driver that encourages students to overcome obstacles, actively engage in learning, and find joy in the process of developing their English language skills.

The second hypothesis posited suggests that there is a positive correlation between parental social support and students' English language learning achievement. The dynamics of the relationship between parental social support and English language learning achievement can be elucidated through the perspective of attachment theory proposed by Bowlby (1979).

This theory posits that the emotional bond between a child and parents plays a central role in shaping the child's behaviour. Children who feel secure and emotionally attached to their parents tend to have higher self-confidence and motivation to learn (Fass & Tubman, 2002). This occurs because a strong attachment between the child and parents provides the child with a sense of security and stability crucial for exploring the world and learning new things.

In the context of English language learning, parental social support emerges as a key factor in shaping a strong foundation for children's academic achievement. When children feel emotionally supported by their parents, they tend to feel more confident in facing the challenges of learning English. The love, attention, and emotional support provided by parents create a positive and supportive environment (Cutrona et al., 1994), wherein children feel comfortable to learn and experiment with English.

For instance, children who receive emotional support from their parents are likely to be more confident in participating in English language lessons at school. They do not feel afraid to make mistakes or ask the teacher if they do not understand because they know that their parents will always be there to support and assist them. Additionally, children who feel supported by their parents also tend to have higher motivation to learn English as they feel that their efforts are valued and acknowledged.

Furthermore, employing the ecological systems theory perspective of Bronfenbrenner, emphasis is placed on the social context in individual development. In this context, parental social support extends beyond direct interactions between parents and children, but also encompasses various other environmental aspects, including family culture, community support, and the influence of the school environment (Blandin, 2017). A strong bond between children and parents strengthens support from these various environments, which in turn supports children's English language learning achievement. For example, a family culture that places high value on education and provides active support for English language learning will provide additional encouragement for children to excel in this area. Additionally, community support, such as English language teaching programs outside of school or English language learning groups within the community, can also serve as additional sources for children to enhance their English language skills.

The influence of the school environment also plays a crucial role in supporting children's English language learning achievement. A supportive school

environment, including teacher support in English language learning, the availability of adequate resources, and an inclusive school culture, can provide additional support for children in developing their English language skills.

CONCLUSION AND RECOMMENDATION

Overall, optimism towards learning plays a significant role in student motivation and performance. Students with an optimistic attitude tend to have strong beliefs in their ability to learn and achieve success, even amidst challenges and obstacles. This attitude triggers them to persevere more diligently in tackling course materials, including learning English.

Parental social support provides a strong foundation for students' academic development. Emotional support, practical assistance, and encouragement from parents create a conducive learning environment. Children who feel supported by their parents tend to experience lower levels of stress, greater confidence, and increased motivation to achieve their academic goals, including in English language learning. In the context of learning English, parental social support may involve assisting with exercises, providing opportunities for English language conversation at home, or providing access to supportive resources such as books or additional courses. This support helps students to become more actively engaged in the learning process and enhances their proficiency in English.

Optimism and parental social support mutually reinforce each other in shaping students' English language learning achievement. Optimistic attitudes assist students in approaching learning with enthusiasm and confidence, while parental social support creates a supportive environment and motivates students to reach their full academic potential. The close relationship among these three factors contributes positively to students' English language learning achievement in an educational setting.

The findings of this study indicate that optimistic students tend to achieve high academic performance. Therefore, the results of this research can provide effective alternative solutions and strategies for students in their learning endeavors, particularly in achieving optimal academic performance in the English language subject.

The findings of this study also indicate that students who exhibit higher levels of optimism tend to achieve better academic performance. Optimistic students often face challenges with a positive mindset, which enhances their resilience and motivation in overcoming academic difficulties. Therefore, these results provide valuable insights for educators, policymakers, and students by emphasizing the importance of fostering optimism in educational environments. By integrating optimism-enhancing interventions, such as goal setting and positive reinforcement, into learning strategies, students may be better equipped to navigate challenges, ultimately improving their academic outcomes, particularly in the context of learning.

For future researchers interested in the topic of student academic performance, particularly in the context of learning achievement, they can further explore other variables that may potentially contribute significantly to improving student learning outcomes. The research approach could be expanded by employing qualitative methods to gather references or empirical evidence regarding the causal relationship of other factors on student academic performance in subjects other than English.

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