

CHAPTER II

LITERATURE REVIEW

This chapter reviews literature review related to this study such as Academic Achievement in EFL Students, Family Constructs, and previous studies.

A. Academic Achievement in EFL Students

1. Definition of Academic Achievement in EFL Students

Academic achievement is one of the main indicators used to measure students' success in the learning process at the higher education level. According to Slameto (2003), learning is a process undertaken by individuals to achieve change, namely a new overall change in behavior as a result of their own experiences through interaction with the environment. Meanwhile, Bloom, as cited by Anas Sudijono (1996), states that learning outcomes are behavioral changes that include the cognitive domain, which is related to thinking ability; the affective domain, which is associated with feelings, emotions, values, attitudes, and acceptance or rejection toward something; and the psychomotor domain, which refers to motor skills involving bodily movements that require coordination between nerves and muscles.

Idham (2019) explains that according to Michael West, the main purpose of learning a foreign language for foreign learners is to convey ideas rather than express emotions, since emotional expression is more naturally communicated through one's mother tongue. He also states that emotional vocabulary or

expressions are not the main priority for foreign language learners, even though they are commonly used. In this context, many English learners have instrumental motivation, meaning that they learn the language for specific purposes such as education, work, or academic needs. As English develops into an international language while its use is not always required in everyday social life, only learners with strong motivation tend to study it seriously.

Based on the theories above, that academic achievement in EFL students refers to the learning outcomes achieved by EFL students during the learning process. These learning outcomes can be seen through changes in students' thinking abilities, attitudes, and skills after participating in learning activities. In the context of EFL students, academic achievement is related to students' ability to learn English as a foreign language to fulfil academic needs and future goals. In addition, learning motivation is also an important factor influencing EFL students' academic achievement, since students with high learning motivation tend to be more serious and consistent in learning English.

2. Academic Achievement in English Subjects

Academic Achievement in English Subjects refers to students' achievement in courses that use English as the main medium of instruction. According to Slameto (2010), learning outcomes are behavioural changes acquired by individuals after undergoing the learning process. In the context of Academic Achievement in English Subjects, these learning outcomes can be seen through students' ability to understand and master English-based courses through the learning process they have experienced.

In the EFL context, academic achievement becomes more complex because students are required not only to understand academic content but also to master English as a tool for academic communication. Crystal (2003) explains that English has become a dominant global language in education and knowledge exchange, making English proficiency an important factor in students' academic achievement. Bloom's Taxonomy (1956) provides a framework for assessing students' cognitive abilities, ranging from remembering to creating. In the EFL context, students are expected to move beyond simply understanding academic texts in English toward developing critical and creative thinking skills in producing academic work.

Based on the Academic Guideline of UIN Syekh Wasil Kediri (2025), English subjects in the English Education Study Program consist of skills, pedagogy, and methodology courses. In skills courses, students are directed to develop basic English abilities, including listening, speaking, reading, writing, and grammar. Meanwhile, pedagogy courses focus on understanding educational concepts and the learning process, while methodology courses discuss strategies, approaches, and techniques in English language research.

Based on the explanation above, that Academic Achievement in English Subjects refers to students' learning outcomes in courses that use English as the main language in the learning process. This achievement can be seen through students' ability to understand the material, use English, and develop thinking skills during their studies. In the EFL context, students are not only required to understand the content of learning but also to use English as an academic tool. Therefore, English proficiency plays an important role in supporting students' academic success. In addition, students' academic achievement is reflected through their

mastery of various English subjects, such as listening, speaking, reading, writing, grammar, pedagogy, and methodology studied during the learning process.

3. Academic Achievement in Non-English Subjects

Based on the Academic Guideline of UIN Syekh Wasil Kediri (2025), non-English academic achievement refers to the academic achievement of EFL students in non-English courses studied during their studies in the English Education Study Program. These courses do not directly focus on English language skills, but they remain an important part of supporting students' academic and professional competencies. The non-English courses include Indonesian language, citizenship education, and several islamic studies courses aimed at developing students' academic understanding, character, and broader knowledge.

In the context of EFL students, academic achievement in non-English subjects reflects students' ability to understand material outside English language learning. This can be seen through students' learning outcomes during the learning process, such as their ability to understand the material, complete assignments, participate in discussions, and achieve good academic results. Therefore, non-English academic achievement is not only related to grades, but also reflects EFL students' ability to participate in the learning process in general and islamic studies courses throughout their studies. These non-English courses also play a role in developing students' academic abilities, general knowledge, and character during the learning process.

Biggs (2011) explains that learning outcomes are the result of the interaction between students' characteristics and the demands of the learning context. Adaptive students are able to adjust their learning strategies according to different types of

courses, both English-based and non-English subjects. According to Slameto (2010), learning is a process carried out by individuals to gain behavioral changes as a result of experience and interaction with the environment. In the context of Academic Achievement in Non-English Subjects, these changes are reflected in students' success in participating in and understanding non-English courses, which can be seen through their academic results during the learning process.

Based on the explanation above, it can be concluded that Academic Achievement in Non-English Subjects refers to the learning outcomes achieved by EFL students in non-English courses during their studies. These achievements can be seen through students' ability to understand the material, complete assignments, participate in discussions, and obtain academic results in general and islamic studies courses. In addition, students' achievement in non-English subjects also reflects their ability to adapt to different forms of learning during their studies. Therefore, academic achievement in non-English subjects is not only related to grades, but also to the learning process and students' ability to participate well in academic activities.

4. Internal and External Factors Affecting Academic Achievement

Academic achievement is influenced by various interconnected factors throughout the learning process. Biggs (2011) explains that learning outcomes are formed through the interaction between students' characteristics and the learning environment. In line with this view, Slameto (2010) classifies the factors influencing learning into two main categories, namely internal factors and external factors.

a) Internal Factors

Internal factors are factors that come from within students and directly influence the learning process and outcomes. These factors include physiological and psychological aspects, such as health, physical disabilities, intelligence, attention, interest, talent, motive (motivation), maturity, readiness, and fatigue.

Physical health becomes the main foundation in supporting learning activities because a healthy body condition allows students to concentrate and participate in learning optimally. On the other hand, health problems or certain physical disabilities may become obstacles in receiving and processing information, especially in learning activities that require both physical and mental involvement at the same time.

From the psychological aspect, intelligence plays an important role in determining students' ability to understand learning materials, particularly in English learning, which requires analytical skills, structural understanding, and contextual language use. Attention is also an important factor because without focus and concentration, the learning process will not run effectively.

Interest and talent also influence students' involvement in learning. Students who have a high interest in English tend to be more enthusiastic and active during the learning process. Language talent possessed by individuals can also accelerate the process of mastering language skills. In addition, motive or learning motivation becomes the main driving force that determines the direction and intensity of students' efforts in achieving academic achievement.

Students with high intrinsic motivation generally show persistence, independence, and consistency in learning.

Maturity and learning readiness are also important factors. Maturity is related to the psychological development of individuals in facing academic demands, while readiness reflects students' mental and emotional conditions in receiving learning materials. Students who are ready to learn will find it easier to adapt to academic materials and demands.

Furthermore, fatigue, both physical and mental, can reduce learning effectiveness. Excessive fatigue may decrease concentration, lower motivation, and hinder students' ability to understand learning materials.

b) External Factors

External factors are factors that come from outside the students and influence the learning process. These factors include the family environment, educational environment (campus/school), and social environment. These three aspects play a role in shaping students' overall learning experiences.

The family environment becomes a very dominant factor because it is the first environment that shapes individuals' habits, values, and learning attitudes. Family support may include emotional, financial, and motivational support. Emotional support such as attention, affection, and good communication can help students deal with academic pressure. Financial support allows students to fulfill learning needs, such as tuition fees, books, and access to technology. In addition, a harmonious family atmosphere can create a more supportive learning condition.

The educational environment also has a significant influence on academic achievement. The quality of lecturers, the teaching methods used, and the availability of academic facilities such as comfortable classrooms, libraries, and modern learning media greatly determine the effectiveness of the learning process. An interactive and supportive academic environment will encourage students to become more active, creative, and critical in learning.

Meanwhile, the social environment also influences students through existing social and cultural values. A society that has a positive view of education and the importance of mastering foreign languages can encourage students to improve their academic achievement. On the other hand, an unsupportive environment may hinder students' academic development.

Based on the explanation above, that students' academic achievement is influenced by internal and external factors that are interconnected throughout the learning process. Internal factors come from within the students themselves, such as health, intelligence, attention, interest, talent, motivation, readiness, and physical as well as mental conditions. These factors influence how students understand materials, participate in learning, and achieve academic outcomes.

Meanwhile, external factors come from the environment around the students, such as family, educational environment, and society. Family support, learning atmosphere on campus, quality of teaching, and social environment can influence students' motivation and learning process. In the context of EFL students, both factors play important roles in supporting academic achievement in both English subjects and non-English subjects. Therefore, students' academic success

is determined not only by individual abilities but also by a supportive learning environment.

B. Family Constructs

Family constructs refer to the structure and dynamics of the family that influence individual development, including academic aspects. Bowen (1978), through Family Systems Theory, stated that the family is an interconnected system in which each member influences one another. Consequently, family conditions play a crucial role in shaping students' learning experiences, as individual behaviour and achievement cannot be separated from family dynamics (Bowen 1978).

In this study, family constructs are understood through several key dimensions that interact with one another. Emotional support, in the form of attention, motivation, and moral encouragement, helps students cope with academic stress, enhances self-confidence, and sustains learning motivation. Financial support, such as the provision of learning facilities and economic resources, determines students' access to academic tools such as books, internet, and study space. Parental involvement, through active participation in monitoring and supporting academic progress, provides guidance, feedback, and control over the learning process. Communication patterns within the family, when open and positive, foster motivation and engagement in learning. Finally, the home environment, both physical and psychological, can either support or hinder learning; a conducive, quiet, and organized household facilitates concentration and

productivity. Collectively, these dimensions shape students' academic experiences (Bowen 1978).

Coleman (1988) expanded this perspective by introducing the concept of social capital, arguing that family relationships, trust, and parental involvement directly contribute to educational outcomes. Strong social capital within the family ensures consistent moral and academic support, thereby enhancing student achievement (Coleman 1988). Sirin (2005) also demonstrated that socioeconomic conditions are significantly related to academic achievement, with students from economically stable families enjoying greater access to learning resources (Sirin 2005).

Bronfenbrenner (1979), through Ecological Systems Theory, explained that the family is part of the microsystem, the closest environment that directly influences individual development. A supportive family environment can enhance students' learning processes, while unstable family conditions may hinder academic achievement (Bronfenbrenner 1979). Recent studies reinforce this view.

Thus, family constructs are understood as elements within the family system that shape students' academic development. Bowen's Family Systems Theory (1978) highlights the family as an emotional system in which individual achievement is inseparable from family dynamics. Coleman (1988) adds the perspective of social capital, emphasizing that parental involvement and trust directly affect educational outcomes. In the context of EFL, family support becomes even more critical, as students require motivation and stability to meet the complex demands of learning a foreign language. Therefore, family constructs in this study

are positioned as a variable that explains how family systems influence the academic achievement of EFL students in both English and non-English subjects.

C. Family Constructs and Academic Achievement

Based on the preceding discussion, family constructs and academic achievement are closely interrelated. The relationship between family constructs and academic achievement is complex and indirect. The family does not merely serve as a background context but functions as an active factor influencing students' learning processes. Epstein (2011) argues that family involvement in education can enhance students' motivation and engagement.

In addition, Vygotsky (1978) emphasizes that cognitive development is shaped by social interaction and environmental influences. Shek et al. (2024) demonstrate that family functioning affects both students' academic performance and emotional well-being. Within the EFL context, Wahyuni and Tina (2024) discovered that family involvement in English language learning contributes to improved student outcomes. Thus, family constructs influence academic achievement through multiple mechanisms, including motivation, learning strategies, and emotional regulation.

The relationship between family constructs and academic achievement can be explained through the integration of Bowen's Family Systems Theory and Bloom's Taxonomy. Emotional support from the family, for instance, can strengthen students' confidence, enabling them to reach higher cognitive levels as outlined in Bloom's framework. Financial conditions also determine students' access to learning resources such as books, internet, or supplementary courses,

which in turn affect their academic achievement. Bronfenbrenner's Ecological Systems Theory (1979) reinforces this perspective by highlighting that the family, as part of the microsystem, exerts a direct influence on individual academic development. Consequently, EFL students' academic achievement depends not only on their linguistic abilities but also on family constructs that sustain their learning processes.

Other elements also contribute to students' academic achievement. Gardner (2010) underscores the importance of motivation in language learning, while Zimmerman (2000) highlights the role of self-regulated learning in managing study strategies. Peer support, campus environment, and teaching quality likewise play significant roles. Biggs (2011), through his concept of constructive alignment, explains that learning outcomes emerge from the interaction between students and the demands of the learning context. Therefore, the academic achievement of EFL students is the result of a complex interplay between internal factors (motivation, learning strategies) and external factors (family support, institutional environment, peer relationships).

D. Previous Studies

Previous studies related to this topic have focused on the role of the family, particularly the factors influencing the family construct on important aspects of children and teenagers, such as academic achievement, learning motivation, and mental health. Research on the influence of family conditions on academic development has been extensively conducted. In general, previous studies have

shown that unstable family conditions can significantly impact students' learning motivation, concentration, and academic achievement.

Many studies emphasize that unstable family conditions are related to low learning motivation and academic engagement. Students from chaotic families tend to exhibit behaviours such as frequent school absences, reluctance to study, lack of enthusiasm, and low participation in school activities. Among teenagers, this condition is also associated with poor attention control, difficulty maintaining focus, and lower levels of academic engagement. These findings align with research by Ehsan Ul Haq and Saeed Khan (2024), which explains that students from troubled families often experience emotional instability, concentration problems, and uncooperative behaviour in class, all of which negatively impact their academic performance.

Moreover, many studies show that the impact of problematic family conditions is often mediated by emotional factors. Family conflict, lack of parental attention, and instability in the home environment can trigger stress, anxiety, feelings of insecurity, and difficulty concentrating. These emotional conditions, in turn, directly affect students' ability to learn optimally. This is supported by research by Sarnoto et al. (2024), which found that teenagers from dysfunctional families experience a decline in attention control, task perseverance, and academic engagement.

However, not all studies report the same results. A study by Kennedy Conner (2021) on college students found no significant differences in terms of self-esteem, academic achievement, or substance use between students whose parents were divorced and those whose parents were not divorced. These findings indicate

that the impact of a chaotic family environment can vary depending on age, educational level, and other supporting factors, highlighting the need for further research with a larger sample.

In addition to studies on chaotic household conditions, several studies also highlight the importance of the family's role in supporting the learning process. Philominraj et al. (2022), through a systematic review, emphasize that family support, parental involvement, and the learning environment at home play a crucial role in learning success, including in English language learning. The study also found that authoritative parenting style is positively correlated with students' motivation, self-perception, and learning outcomes. This indicates that although family conditions can be a risk factor, strong family support can still serve as a protective factor for children's academic development.

Overall, previous research provides a strong foundation showing that family stability and parental support are important factors in determining students' learning motivation, concentration, and academic achievement. However, variations in research findings, as reported by Conner (2021), indicate that the impact of chaotic family conditions is not always universal and may be influenced by age, social environment, and external support. Therefore, further research is needed to gain a deeper understanding of how family conditions affect academic development in various educational contexts.

However, previous studies have mostly focused on high school students and rarely explored university-level EFL students, particularly in comparing English and non-English courses. Furthermore, few studies have examined how family background, particularly family conditions, affect students in different types of

courses within the same academic program. The lack of comparison between core English courses and non-English courses is a significant gap in the literature. This research addresses the gap by exploring EFL students' perceptions of academic challenges and achievements in both types of courses based on their family backgrounds. Thus, this research provides a more comprehensive understanding of the role of family conditions in shaping academic outcomes in higher education.