

**FACTORS INFLUENCING ENGLISH LANGUAGE
PROFICIENCY OF EFL STUDENTS FROM SABU
AT ARTHA WACANA CHRISTIAN UNIVERSITY**

A THESIS



RUBEN DJO TALO

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
ARTHA WACANA CHRISTIAN UNIVERSITY**

KUPANG

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A THESIS

**This Thesis is Presented as Partial Fulfilment of the Requirements for the
Degree of *Sarjana Pendidikan* in English Education Study Program**



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KUPANG

2025

APPROVAL PAGE



This thesis entitled *factors Influencing English Language proficiency of EFL Students from Sabu At Artha Wacana Christian University* written by *Ruben DjoTalo* has been approved to be defended in a thesis examination.

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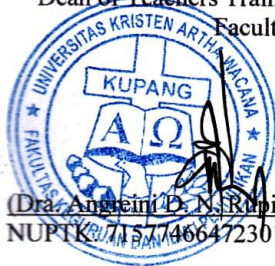
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LEGITIMATION PAGE



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I hereby declare that the thesis I am submitting to fulfil the requirements for a Bachelor of Education degree at Artha Wacana Christian University Kupang is original and free from plagiarism. If any discrepancies with this statement are found in the future, I am willing to be prosecuted and processed in accordance with the provisions of the Minister of National Education Regulation Number 17 of 2010.

This statement is made truth fully and issued for the benefit of humanity.

Kupang, December 19, 2025



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MOTTO

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."

Jeremiah 29:11

DEDICATION

With deep gratitude and humility, I dedicate this research paper towards:

1. God Almighty, the source of all talents and my strength. His unending grace and the guidance have as strengthened of my every step of this academic journey, providing light in times of darkness, strength in weakness, and hope in uncertainty.
2. Beloved parents, my father, Mr Rehabeam Djo Talo and my mother, Mrs Kornelia Djo Day, whose unconditional love, tireless prayers, and countless sacrifices have laid the foundation for my success. Their support and unwavering beliefs in me have been my greatest source of motivation.
3. My lovely brothers and sisters, kakak Yanti, kakak Rafael, kakak Marten, adik karel, adik asri, adik Beatri, who have been my constant source of encouragement. Thanking them for their support and presence, which have made this journey more meaningful and more dynamic.
4. My Almamater, Artha Wacana Christian University, community for shaping my mind, values, spirit, and providing the environment that allowed me to grow, question, and discover.

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Praise and gratitude, the writer prays to the presence of God Almighty for all His inclusion so that the writer can complete this thesis entitled “Factors Influencing English Language proficiency of EFL Students from Sabu At Artha Wacana Christian University”. This thesis was prepared to fulfill one of the requirements for obtaining a Bachelor of Education degree at the Artha Wacana Christian University Teacher Training and Education Study Program.

The writer realizes that completion of this thesis is a long process and can be accomplished by prayers and support of all parties. Therefore, on this occasion, the writer would like to thank:

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9. Almamater of Artha Wacana Christian University where the study environment.

God will bless all those mentioned above. Finally, the writer sincerely hopes that this research report will serve as a useful source of study and reference for future researchers, who are interested in exploring similar topics. The writer realizes there is room for improvement that needs to be deal with further suggestions are warmly welcomed.

Kupang, December 10, 2025

Ruben Djo Talo

**FACTORS INFLUENCING ENGLISH LANGUAGE PROFICIENCY OF
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ABSTRACT

Ruben Djo Talo.¹

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Daniel F. Kamengko³

This study is titled *factors Influencing English Language Proficiency of EFL Students from Sabu At Artha Wacana Christian University*. The research focuses on analyzing how seven interrelated factors motivation, age, learning style, learning strategies, intelligence, personality, and language aptitude contribute to students' English language proficiency. This study employed a qualitative descriptive method using open-ended questionnaires administered to seven Sabunese EFL learners. The results of the study show that: (1) motivation is the most dominant factor, as students demonstrate strong instrumental and integrative reasons for learning English. (2) Age influences their mastery of pronunciation and vocabulary, while (3) learning styles are shaped by their early experiences acquiring the Sabu language through listening, imitation, and direct use. (4) Learning strategies such as memorization, repetition, and hands-on practice help students overcome limited English exposure. (5) Intelligence plays a role in how easily students process vocabulary, pronunciation, and grammar, although complex structures remain challenging. (6) Personality affects learners' willingness to practice speaking, with shy students being more hesitant to participate than confident ones. (7) Language aptitude contributes to differences in vocabulary recall, sound recognition and grammatical understanding, although students believe these abilities can improve with practice. This study is expected to support the development of more effective and context-responsive English teaching approaches for multilingual EFL learners from rural areas.

Key words: *English proficiency, EFL students, motivation, age, learning style, learning strategy, intelligence, language aptitude*

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ABSTRAK

Ruben Djo Talo.¹

Ifoni Ludji.²

Daniel F. Kamengko³

Penelitian ini berjudul *factors Influencing English Language Proficiency of EFL Students from Sabu At Artha Wacana Christian University*. Penelitian ini berfokus pada analisis bagaimana tujuh faktor yang saling berkaitan motivasi, usia, gaya belajar, strategi belajar, kecerdasan, kepribadian, dan bakat bahasa berkontribusi terhadap kemahiran berbahasa Inggris mahasiswa. Penelitian ini menggunakan metode deskriptif kualitatif dengan kuesioner pertanyaan terbuka yang diberikan kepada tujuh mahasiswa EFL asal Sabu. Hasil penelitian menunjukkan bahwa: (1) Motivasi merupakan faktor yang paling dominan, karena mahasiswa menunjukkan motivasi instrumental dan integratif yang kuat dalam mempelajari bahasa Inggris. (2) Usia memengaruhi penguasaan pengucapan dan kosakata, sementara (3) Gaya belajar dipengaruhi oleh pengalaman awal mereka dalam mempelajari bahasa Sabu melalui mendengarkan, meniru, dan penggunaan langsung. (4) Strategi belajar seperti menghafal, pengulangan, dan praktik langsung membantu mahasiswa mengatasi keterbatasan paparan bahasa Inggris. (5) Kecerdasan berperan dalam kemudahan mahasiswa memproses kosakata, pelafalan, dan tata bahasa, meskipun struktur kompleks masih menjadi tantangan. (6) Kepribadian memengaruhi keberanian mahasiswa untuk berlatih berbicara, di mana mahasiswa pemalu cenderung lebih ragu untuk berpartisipasi dibandingkan mahasiswa yang percaya diri. (7) Bakat bahasa berkontribusi pada perbedaan dalam mengingat kosakata, mengenali bunyi, dan memahami tata bahasa, meskipun mahasiswa percaya bahwa kemampuan ini dapat meningkat melalui latihan. Penelitian ini diharapkan dapat mendukung pengembangan pendekatan pembelajaran bahasa Inggris yang lebih efektif dan responsif terhadap konteks multibahasa mahasiswa EFL dari daerah pedesaan.

Key words: *Kemampuan bahasa Inggris, mahasiswa EFL, motivasi, usia, gaya belajar, strategi belajar, kecerdasan, bakat bahasa, kepribadian*

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