THE INFLUENCE OF TEACHER'S TEACHING SKILLS TOWARD STUDENTS' ACHIEVEMENT IN ENGLISH SUBJECT

Mukmin[1], Junira Yepeikene[2]
[1]PBI FKIP Unversitas Muhammadiyah Luwuk, [2]PBI FKIP Universitas Muhammadiyah Luwuk
Email: mukminnayya@gmail.com[1], juniyepeikene29@gmail.com[2]

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh keterampilan mengajar guru terhadap prestasi siswa pada mata pelajaran bahasa Inggris di kelas IXa SMP Negeri 6 Luwuk. Metode analisis data dalam penelitian ini meliputi statistik deskriptif, uji normalitas data dan uji pearson product moment. Hasil pengujian dalam penelitian ini ditemukan bahwa nilai r hitung sebesar 0,735 > r tabel 0,374, artinya terdapat pengaruh yang signifikan antara keterampilan mengajar guru terhadap prestasi siswa pada mata pelajaran bahasa Inggris di kelas IX A SMPN 6 Luwuk. Nilai r sebesar 0,735 atau 73,5% menunjukkan tingkat hubungan yang kuat antara keterampilan mengajar guru terhadap prestasi siswa. Nilai r square menunjukan bahwa besar pengaruh keterampilan mengajar guru terhadap prestasi siswa adalah 54,0% sedangkan 46,0% dipengaruhi oleh variabel lain yang tidak dimasukan dalam penelitian ini. Sehingganya hasil data yang dapatkan bahwa terdapat pengaruh antara keterampilan mengajar guru terhadap prestasi siswa pada mata pelajaran bahasa Inggris dengan pengaruh 54,0% dan tinggkat hubungan kuat yaitu 73,5%.

Kata kunci: Keterampilan Mengajar Guru, Prestasi Siswa;

Abstract

This research aimed to determine the influence of teacher's teaching skills toward students' achievement in English subject in class IXa of SMP Negeri 6 Luwuk. Data analysis methods in this research include descriptive statistics, data normality test and Pearson product moment test. The test results in this research found that the calculated r counted of 0.735 > r table 0.374, meaning that there was a significant influence between the teaching skills of teacher toward students achievement in English subject in class IXa SMPN 6 Luwuk. r counted of 0.735 or 73.5% indicates the level of a strong relationship between teacher's teaching skills and students' achievement. R square value showed that the influence of teacher's teaching skills toward students' achievement is 54.0% while 46.0% is influenced by other variables not included in this research. Therefore from the results of the data obtained that there is an influence between teacher's teaching skills toward students' achievement in English subject with the influence is 54.0% and a high level of strong relationship that is 73.5%.

Keywords: *Teacher Teaching Skills, Student Achievement;*

Introduction

School is a formal education institution that is a place for interaction from various components of education that play an important role in learning activities consisting of curriculum, teaching-learning facilities, teachers, students, etc. However, the educational component plays an important role in the success of the learning process are the teacher and students. The teacher is the main key to produce quality human resources in the education field in the future. The Teacher also must provide conditions that allow students to feel safe and believe that the skills and achievements receive appreciation and attention. Therefore they can continue to improve achievement.

Law No. 14 of 2005 states that the teacher must be a professional who has the competence in teaching skills in the learning process, therefore the lessons or knowledge provided by the teacher can be accepted by students well. Teacher teaching skills are skills or abilities in presenting subject matter. Teacher play a very important role in the teaching and learning process because it can foster a passion for student learning, therefore the selection of approaches, methods, strategies, and appropriate learning techniques is greatly needed by the teacher to regulate the class according to what is to be achieved and expected.

Learning itself is a process of change in the human personality and these changes are manifested in the form of increasing quality and quantity of behavior, which leads to the improvement of other skills, knowledge, attitudes, habits, understanding, skills, thinking and abilities, with the existence of a good learning process will improve student achievement. Learning achievement is a tangible result of students through the teaching and learning process which is shown through academic values and behavioral changes in social interactions.

English language skills are very important because English is an international language that is used as a communication tool in various countries. The system in Indonesia, English is one of the subjects included in the national exam. This makes English very important for students to learn for improving their English skills so they can graduate and continue their education to a higher level. But, many people have not realized the importance of having English skills. Referring to students, many students are very lazy and not interested in learning English due to teaching teachers who are not creative and lack motivation given by the teacher to students, making students feel bored, hateful, and not interested in learning English subjects. The objectives of this research are as follows: To know the correlation between of teacher's teaching skills toward students' achievement in English subject in the class IXa SMP Negeri 6 Luwuk, to gain the influence of teacher's teaching skills at the learning achievement of students in English subject of the class IXa SMP Negeri 6 Luwuk and to find out teacher's teaching skills in learning English in the class IXa SMP Negeri 6 Luwuk. The hypothesis made in this research is assumed that the teaching skill of the teacher has an influence on students' achievement in learning English.

Zamroni (2000) argued that the teacher is the creator of the teaching and learning process. As a teacher must have skills in teaching, they have to be professional in the profession of a teacher who lives. Brown (2000) suggests that teaching is the process of guiding and facilitating learning. Teaching science carried out in the classroom is one process in guiding and facilitating students to gain knowledge from what the teacher has taught.

Fetty (2013) define that teaching and learning activities are a form of education that combines systematically and continuously educational activities within the school environment with educational activities carried out outside the school environment in the form of providing a variety of learning experiences for all students. Teaching and learning activities are not only done in the classroom but also can be done outside the school as well, in this case, so that students can have learning experiences.

Kyriaucou (2009) argued that effective teaching can be defined as teaching that successfully achieves the learning by pupils intended by the teacher. Teaching is effective or successful when it can achieve the learning that students intended. Therefore the teaching skills of a teacher must be continuously honed and trained to improve professionalism by themselves as a teacher. According to Brigg (1979), learning outcomes are all skills and results achieved through the teaching and learning process in schools that are determined by numbers measured based on learning achievement tests.

Mulyasa (2006) states that closing the lesson after completing the learning process is a routine activity carried out by the teacher, this is so that the student teacher can

prepare students to end the learning properly. Alma (2010) suggests that questioning skill is a method used by the teacher to ask questions to students. In the lesson of the class, teacher gives questions to students about the lesson that has been learned. Fathurrohman (2011) states that class management is an effort deliberately done by teachers so students can learn effectively and efficiently to achieve learning objectives. The teacher must have classroom management skills, to be able to arrange the situation in the classroom.

Usman (2008) suggests that the teaching of small groups and individuals allows teachers to pay attention to each student and the occurrence of a closer relationship between teacher and students as well as between students and students. The teacher is focusing on the student, or every student one by one, to order they can feel have the attention from the teacher. According to Rice and Bishoprick (1971:5), professional teachers are teachers who are able to manage themselves in carrying out their daily tasks. As Rice and Bishoprick have said, professional teachers are teachers who can manage themselves in the context of teaching in the classroom.

Brown (2000) said that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Learning is an activity to changes, from the unknown to be known in this case can gain knowledge and skills. Gagne (1985) argued that learning outcomes can be related to the occurrence of a change in a person's behavior in a tendency with skills in the process of development that occurs after the learning process by providing certain treatments and exercises. Glickman (1981) argued that a person will work professionally if that person has the ability and motivation. Dunne, Richard, and Wragg (1996) state that for teacher professional effectiveness to be recognized by students and officials who are committed to it, teaching skills must be practiced repeatedly and as often as possible to manifest their skills consistently. From the above opinion, it is emphasized that a professional is having the ability and enthusiasm in working, and if the professional can be created then a teacher must be able to train himself in teaching repeatedly

This research supports previous study from Suharlina (2015), entitled is The Effect of Learning Methods on Learning Achievement of English Class VII Participants in Madrasah Tsanawiyah Gunung Silanu Bangkala District, Jeneponto Regency. Research purposes are describe the application of learning methods, categorize the English learning achievement of grade VII students, and knowing the relationship between the application of learning methods with the learning achievement of students in grade VII. This type of quantitative is descriptive research with the product-moment correlation calculation method. Data analysis is performed that is describing quantitative data using nominal data scales that produce data in the form of answer categories whose numbers are calculated and written in the frequency table of the answers. The data collection techniques are a questionnaire, documentation, and observation.

Research Method

The methods in this research include descriptive statistics, data normality test and Pearson product moment test. Source of the date are questionnaire, documentation, and list observations. To obtain accurate data, the data collection methods used by the researcher in this research are as follows: Questionnaire of teaching skills used is to know the teaching skills of the teacher in front of the class. Each student is given a teacher's teaching skills questionnaire consisting of 35 questions. Item questions are expressed in two forms, namely questions that are positive and negative. Positive questions are questions that support the criteria of teaching skills, while negative questions are questions that do not support teaching skills criteria. Documentation of students' daily test, it will be the documentation in measuring student learning outcomes in learning English. Observation Observations made by researcher are observation lists based on how teacher teach and what students do in in class while the learning process is ongoing.

Data analysis technique can be interpreted as activities carried out to manage data that has been obtained in order to become information that can be used as a final conclusion. In this research, researcher used 3 data analysis techniques, namely are descriptive quantitative data, normality test data, and Pearson product moment test. This research describes quantitative data about the basic teaching skills of teachers, using absolute values, which are the norms that are absolutely determined by the instrument making. Each item and the percentage of choices required are determining the score criteria of each variable. The instrument used to measure each variable has 5 answer choices with interval scores of 1-5. This research takes and collects the scores of final test from students and described the English teacher and students of SMPN 6 Luwuk activities in teaching and learning English process based on the observation. To find out how much influence the teaching skills of English teacher toward students' achievement, in this research using computer assistance through the SPSS 16.00 version of the program.

Data normality test is a requirement in analyzing data in Pearson Product Moment. Testing the normality of this data is the Shapiro-Wilk test conducted with the help of SPSS 16.00. Shapiro-Wilk is a test of the normality of sample data which is a small amount below 50 samples. The significance level used is 0.05, if the test results from SPSS are greater than the significance level of 0.05 ($p > 0.05$) then the data is normally distributed, and if the reverse test results from SPSS are smaller than 0.05 ($p < 0,05$) then the data is not normally distributed.

Pearson Product Moment or correlation analysis is an analysis tool used to find the relationship of the independent variable (X) with the dependent variable (Y), therefore researchers use the Pearson Product Moment Test in this research with Pearson's formula (in Riduwan dan Akdon 2010: 124).

Findings and Discussion

Based on research conducted at SMPN 6 Luwuk during 4 meetings, the researcher conducted the research by distributing questionnaires that referred to data collection on English teacher's teaching skills. In this case, the researcher also made an observation list to see how the teacher's teaching skills in the classroom and students activities during the learning process in the classroom. As for knowing the achievements of class IXa students, researchers took scores of final test.

To find out the influence of teacher's teaching skills toward students achievement in English subjects in class IXa in SMPN 6 Luwuk, questionnaire instruments were used as data collection techniques for variable X, while for variable Y the test results were taken in terms of knowledge and skills then divided by two categories. In this case the scores of result test taken is the average value of the value aspects of knowledge and skills. To test the hypothesis, a quantitative test is performed using a statistical formula, namely Pearson Product Moment or correlation analysis, which is applied directly from computer software, namely the Statistical Product Standard Solution (SPSS).

Table 4.2

Tests of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Keterampilan	.132	30	.194	.960	30	.319
Prestasi	.171	30	.025	.950	30	.170

Source: SPSS data processing results

To find out the results of normal or not research data distribution, it can be seen from the sig value in the Shapiro-Wilk column. The probability value on the Shapiro-Wilk significance, in the Skill variable (X) is 0.319, this shows that the data of teacher teaching skills is normal because the probability value is greater than the significance level (0.319> 0.05). The probability value at the Shapiro-Wilk significance, in the Achievement variable (Y) is 0.170, this shows that the probability value is greater than the significance level (0.170> 0.05).

Table 4.3
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735[a]	.540	.524	2.33273

Source: Results of Data Analysis with SPSS 16

Based on the correlation analysis of the product-moment calculation results obtained the correlation between teaching skills (X) and student achievement (Y) was (r) of 0.735 after being consulted in table 3.6, the interpretation of the value of r in Chapter III presented by Riduwan and Akdon (2009), the score is 0,600 - 0,799 which has a strong influence correlation level. The coefficient of determination was r^2 = 0.540 or 54.0%, which means the influence of teacher teaching skills toward the achievement of class IXa students of SMP Negeri 6 Luwuk was 54.0%. The difference of 54.0% which is 46.0% means this showed that there was an influence of 46.0% found outside the students' achievement variable.

Table 4.4
Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	179.135	1	179.135	32.919	.000[a]
	Residual	152.365	28	5.442		
	Total	331.500	29			

Source: SPSS data processing results

Table 4.5
Correlation

		Skill	Achievement
Skill	Pearson Correlation	1	.735[**]
	Sig. (2-tailed)		.000
	N	30	30
Achievement	Pearson Correlation	.735[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

Source: SPSS data processing results

By looking at the correlation table, the value of the correlation table is 0.735, this illustrates the Product Moment Correlation Coefficient marked with (**) describes the significant correlation coefficient at the 0.01 significant level. A value of 0,000 represents a significance level of 1 which means it is below 0.05. So, the correlation between the variables of teacher teaching skills and student achievement can be concluded to have a positive significance.

Obtained a value in the correlation table that is equal to 0.735 this can illustrate the closeness of the relationship or how strong the relationship between teacher teaching skills on student achievement. A value of 0.735 or 73.5% was stated positively on the relationship of teacher teaching skills to student learning achievement.

The results of this research indicate that the teacher's teaching skills affect students' achievement in English subjects in the class IXa SMPN 6 Luwuk. Correlation between the teacher teaching skills toward students' achievement in English subjects obtained the level of influence correlation that are in the strong category that is 0.735 or have a strong correlation of 73.5%. This also agrees with Kyriaucou (2009), where the teacher must be professional in teaching to create student success.

Conclusion

The correlation of the teacher's teaching skills with students' achievement in English subject in the class IXa of SMPN 6 Luwuk has a strong correlation. The existence of a positive influence between the teacher teaching skills toward students' achievement in the class IXa of SMPN 6 Luwuk and the level of correlation is strong. The teacher's teaching skills of SMPN 6 Luwuk are classified as good this can be seen from the answers by questionnaires, students' final semester scores, and observations during several meetings.

The suggestions in this research for researcher are to become reference materials therefore when we become a teacher we can have skills in teaching students in the class. Suggestions for readers are to provide input and suggestions regarding this research so that it can be even better, and suggestions for future researchers to continue researching the teacher's teaching skills therefore there are many teachers who continue to improve their teaching abilities.

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