Chapter Four

Resultsand Discussions

In this chapter, the researcher explains about the result of the study. The result showed the findings of three research questions in this study. Moreover, the discussion of the finding is also explained in this chapter. This research reveals whether the finding of the study prove the hypothesis or not.

Results of the Research

This research aimed to investigate the condition of the effective English teacher and to identify the students' academic achievement at a private junior high school in Yogyakarta. The researcher used inferential statistics to identify the correlation between effective English teacher and students' academic achievement. Moreover, the research collected the data through questionnaire from 143 respondents and the documents of the students' academic achievement. The data were analyzed using SPSS (Statistical Package for the Social Science) version 22 and Microsoft Excel 2010 for inputting the data. The output of SPSS was used to answer the three research questions in this study by referring to the table in SPSS.

Result 1: The Level of Effective English Teacher at a private junior high school in Yogyakarta. From the data analysis, it is revealed that the mean value of effective English teacher level is 146.4. Based on the category of effective English teacher level, this score belongs to moderate level category. It means that the English teacher at a private the junior high school in Yogyakarta has moderate effectiveness level. It can be concluded that, the English teacher at a private junior high school in Yogyakarta has shown elements of characteristics as an effective English teacher. Then, it indicates that the English teacher at a private junior high school has been trying to guide the students to gain a good achievement in learning. The mean score of effective English teacher is presented below:

Table 4.1

The result of effective English teacher

The mean score of Effective English Teacher	Frequency	Category
146.4	143	Moderate

Thus, to determine the level, the researcher made the range scale by using formula from Suprantos' (2000) as follow:

$$C = \frac{Xn - X1}{K}$$

$$C = \frac{173 - 115}{5} = 11.6$$

Explanation: C = The range prediction

K = The number of class that the research wants

Xn = The maximum score of variable

X1 = The minimum score of variable

The maximum score of the questionnaire of this research was 173, and the minimum score of this research was 115, besides the number of class that the researcher used 5 classes, so from the formula, the researcher categorized the interval of effective English teacher:

Table 4.2

Category of Effective English Teacher

161.5 – 173	Very High
149.9 – 161.4	High
138.3 – 149.8	Moderate
126.7 – 138.2	Low
115 – 126.6	Very Low

Result 2. Students' Academic Achievement at a private junior high school in Yogyakarta. The second research question is "How is the students' academic achievement at a private the junior high school in Yogyakarta?. " The students' academic achievement is measured using score of report card (first semester). Based, on the analysis using the SPSS, the researcher found the mean score of the students' academic achievement at a private the junior high school in Yogyakarta. Then, the result shows that the minimumscore is 70 and the maximum score is 86. Based on the formula that was written in chapter three the researcher categorizes students' academic achievement into five categories.

There are very good, good, moderate, poor, and very poor.

Table 4.3	
Category of Students' Academic Achievement	
91 – 100	Very Good
81 – 90	Good
71 – 80	Moderate
61 – 70	Poor
0 – 60	Very Poor
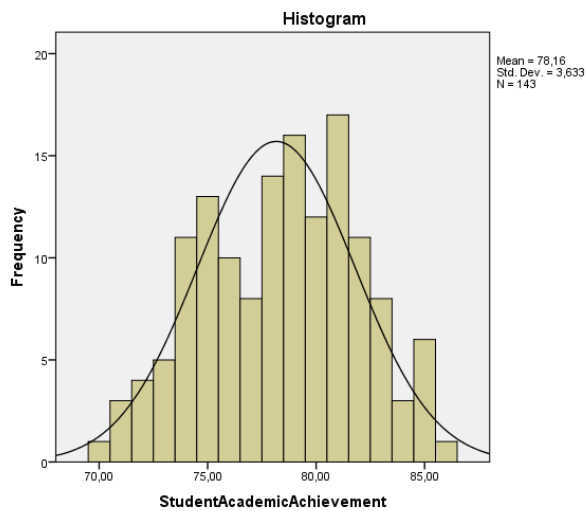
Histogram of students' academic achievement

The result shows that 1 out of 143 students (0.7%) have a poor level of students' academic achievement. Then 46 out of 143 students (32.17%) have moderate level of students' academic achievement. Besides, there are 96 out of 143 students (67.13%) have good level of students' academic achievement.

Table 4.4			
Result of Students' Academic Achievement			
Students' raport	Category	Frequency	Percent

value			
78.16	Moderate	46	32.17%

From the result above the mean value of students' academic achievement was 78.16. Based on the category of students' academic achievement, this score belongs to moderate level category. It can be concluded that students' academic achievement at a private junior high school in Yogyakarta has moderate academic achievement level. It was also meant that the students at a private junior high school in Yogyakarta had shown to maximize their potential in learning, and students had tried to improve their capability in gaining a good score of learning.

Result 3.The correlation between effective English teacher and students' academic achievement. In order to identify the correlation between effective English teacher and students' academic achievement, the researcher analyzed the data using Pearson Product Moment Correlation. However, before the researcher tested the correlation, the researcher checked the normality of the data used SPSS.

Normality test. The researcher tested the data using Kolmogorov Smirnov in order to check the data whether it was normal or not. The data was normal if the significance was higher than 0.05. Meanwhile, the data did not have normal distribution if the significance was lower than 0.05 ($\alpha < 0.05$). A table below showed the normality data distribution.

Table 4.5

Normality Test

Variable (X,Y)	Sig	Information
Effective English Teacher (X)	Asymp. Sig. (2-tailed) 0.068	Normal

Students' Academic Achievement (Y)	Asymp. Sig. (2-tailed) 0.075	Normal

The result showed the normality test of effective English teacher and students' academic achievement. The significant of the two variables were 0.068 and 0.075. After examining the normality test, this research measured the correlation between effective English teacher and students' academic achievement. In addition, the correlation between those variables used Pearson's Product Moment to show the result correlation score. The result score is shown on the table as the following:

Table 4.6

Correlation Test

Independent Variable (X)	Dependent Variable (Y)	N	Pearson Correlation	Sig
Effective English Teacher	Students' Academic Achievement	143	0.147	0.061

In this research, Pearson Product Moment Correlation was used to check the correlation between effective English teacher and students' academic achievement. The variables correlate to each other when the significance value is less than 0.05 (sig value < 0.05). The result of this study showed that the significance value was 0.061, it means that the hypothesis which state there is no correlation between effective English teacher and students' academic achievement (Ha) is rejected because of the significance value was 0.061 (sig value > 0.05). From those explanations, it can be concluded that the results of the research showed that there is no correlation between effective English teacher and students' academic achievement.

Discussions.

This part shows the discussion of the research which explains more information that concerning the findings. The researcher collected the data of effective English teacher from questionnaire. The data has been analyzed to identify about the effective English teacher at a private junior high school in Yogyakarta and students' academic achievement. To know the effective English teacher at a private junior high school in Yogyakarta, the researcher used the mean score of overall to know the level of effective English teacher. The result of this research presented that the mean scores of effective English is, 146.4. Based on the result, it could be concluded that the effective English teacher at a private junior high school in Yogyakarta is on moderate level. It was also meant that the English teacher there has shown elements or characteristics as an effective English teacher and the teacher had tried to be effective in teaching and guiding the students to have better result in learning.

In addition, in second language learning, there are some factors may influence to increase the students' academic achievement. One of them is effective English teacher. According to Witcher et al. (2002), effective teachers can be defined as 'active' teachers who establish maximum use of teaching time, present materials in ways to address student needs, organize programs and advancement, and schedule chances for students to apply newly gained idea and skills. However, based on the result of this research, the English teacher at a private junior high school in Yogyakarta can still improve in managing the learning process to be effectively. Furthermore, the English teacher there had been tried in showing their characteristics as an effective English teacher and can still have opportunity to maximize their qualifications in teaching.

The result of this research presented the mean scores of overall students' academic achievement was 78.16 where this score was categorized to be moderate. Based on the result

above, the researcher concluded that the students' academic achievement at a private junior high school in Yogyakarta has moderate academic achievement. It can be concluded that the students at a private junior high school in Yogyakarta can still have opportunity to maximize their potential in order to reach their high score in learning by guiding with their English teacher. It is also supported by Cruickshank and Hefele (2001), effective teacher can be described as someone who guide to higher students' academic achievement and long-lasting learning. Based on the result and supporting theory, it could be said that the English teacher there can still guide the students to give more efforts in order to reach the better result in learning.

The result of this study showed that the significance value was 0.061, it means that the hypothesis which state there is no correlation between effective English teacher and students' academic achievement (Ha) was rejected because of the significance value was 0.061 (sig value >0.05). It means that there is no correlation between effective English teacher and students' academic achievement.

In addition, the results of this study stated that there was no correlation between effective English teacher and students' academic achievement. However, there are some reasons behind this result, the possible factors for no correlation could be that less respondent who participated, or less varied respondent, then this study only one teacher researched. Furthermore, it can be seen in many ways from point of view that the success of students' in academic achievement is not only from the effective English teacher, but also probably from the material used, curriculum systems, parental support, or motivation students itself.

In addition, the findings of the research also occurred because there were the other factors that possibly influence. One of the factors is students' motivation in learning or the capability of students might become the main factor because most students have different characteristics in learning. Rychen and Salganik (as cited in Watanabe & Mcgaw, 2004),

describes personal capability as 'the ability to act autonomously. This means that the potential or capability of students may influence to the way they learn, and may affect their achievement in learning. It can be concluded that the role of teacher and students are important in guiding the best result of learning.