

**The Correlation between English Teachers' Effectiveness and Students'
Academic Achievement**

Melati Rahma Mulya

20140810006

English Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

Abstract

The effective teacher has crucial factor in guining the students' academic achievement in school. Their qualification in teaching can guide the students to have better result in learning. This research is aimed at investigating the effective English teacher and students' academic achievement. This research also aimed to find out the correlation between effective English teacher and students' academic achievement at a private junior high school in Yogyakarta. The study applied a quantitative research design. A questionnaire was used for data collection. The data were obtained from 143 students who involved in responding the questionnaire and got academic achievement (report card value). The data were analyzed using descriptive statistic and Pearson Product Moment Correlation (r). The result revealed that the effective English teacher at one of junior high school in Yogyakarta was in moderate level (146.4), and students' academic achievement (report card value) was in moderate level (78.16). The result showed that the significance value was $0.061 > 0.05$. Therefore, the alternative hypothesis (H_a) was rejected because the significant value of the research is more than 0.05. It means that there is no correlation between effective English teacher and students' academic achievement. It can be concluded that the effective English teacher is not the only noble factors determining students' academic achievement.

Keywords: Effective English Teacher, students' academic achievement, report value

1. Introduction

A qualified teacher is an important factor for encouraging effective teaching and may influence students' academic achievement. According to Akinsolu (2010), the qualified teacher establishes students' achievement in school. Effective English teachers may influence students' academic achievement in learning process because they act as the main source of language input to the students. According to Dincer, Goksu, Takkac, and Yazic (2013), there are four main characteristics of effective English language teacher, namely socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality. Based on observations conducted by the researcher during the internship program 2015 at a private junior high school, there is an English teacher and the students there very enthusiastic to attend one of the teacher's classes because they enjoy in the learning process. Then, this suggests that they have a high motivation to follow the class.

However, based on the observations that conducted by the researcher, the English teacher at a private junior high school in Yogyakarta has shown some characteristics as an effective English teacher especially in the socio-affective skills such as the teacher there more give attention to the how they can create students to have good attitude rather than focus on the material that delivered to the students, because some students there have some problems either problem from their family (internal) or from other environments (external), so that is why the English teacher there more gives attention in guiding students to still have learning in the class. Then, being patient in teaching to the students, because some students there still have low level in English, and guiding students to have more effort or motivate them in learning. In this concept, the researcher suggests that the English teacher at a private junior high school in Yogyakarta has high socio-affective skills rather than the pedagogical knowledge and subject-matter knowledge, even though the teacher there had tried to show in managing the class and guide students to learn English.

2. Literature Review

According to Cruickshank and Hefele (2001), effective teacher can be described as someone who guide to higher students' achievement and long-lasting learning. This definition is relates to the output of teaching and education. It means that being effective English teacher means being successful in producing a set result to fulfill the students' need to gain a good achievement in learning. Then, according to Park and Lee (2006), the characteristics of effective teacher consisto of three categories: English proficiency, pedagogical knowledge, and socio-effective skills. The way teacher teach may influence to the students' academic achievement.

3. Methodology

3.1 Research Design

In this research, the researcher wanted to know about the correlation between effective English teachers and students' achievement. The research design was quantitative approach with correlational method. The researcher used quantitative approach because the data of this research had been shown in the form of numbers and statistical analysis.

3.2 Research setting

The researcher determined the setting of the research by determining the place and the time for conducting this research. **Setting of Place.** The researcher was conducted this research at one private junior high school in Yogyakarta. **Setting of Time.** This research was collected in March 2018. This time was appropriate because the researcher focused on first semester in ninth grades academic year 2017-2018 of a private junior high school in Yogyakarta. This research started on March, 2018 and finished on April, 2018. **Population.** In this research, the population was students at a private junior high school in Yogyakarta in the academic year 2017-2018. Then in this research, the researcher used all of the respondents who attended in ninth grades at a private junior high school in Yogyakarta in the academic year 2017-2018. The population of the research consists of 172 students which are divided into 5 parallel

i.e. classes, 9.A class, 9.B class, 9.C class, 9.D class, and 9.E class. The researcher used the ninth grades because they have same characteristics as they are in the same grade. However, from the data population which involved 172 students, this research had been collected the data more than 132 which was 143 students. Then, there were 29 students who did not come to the class when the data was administered. Thus, there were 143 students as the sample of the research.

3.4 Research Instrument.

3.4.1 Questionnaire. The researcher used the questionnaire that was adapted from an English journal in the international journal of foreign language teaching & research volume 2, issues 4, 2009, titled “Characteristics of an effective English language teacher as perceived by Iranian teachers and learners of English” by Homa Babai Shishavan and Karim Sadeghi. This journal provided the characteristics of effective English teacher questionnaires, such as pedagogical knowledge, socio-affective-skills, and subject-matter knowledge.

3.4.2 Score Documentation. Students’ academic achievement could be measured by using a test. In order to answer the second research question about students’ academic achievement level, the researcher used the students’ academic achievement represented as the score of English from report card value.

3.4.3 Data Analysis

There were two types of data analysis for quantitative research design. The first was descriptive statistics, and the second was inferential statistics. This research used descriptive statistics and inferential statistics as the method to analyze the data. The researcher planned on using the inferential statistics to show the correlation between effective English teacher as an independent variable and students’ achievement (score of daily examination cumulative average) as a dependent variable. Therefore, the researcher operated the Statical Package for the Social Science (SPSS) version 22 for windows and Microsoft Excel 2010 in order to analyze the data in this research.

4. Results and Discussions

4.1 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.

4.2 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). The result showed 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.

Students' raport value	Category	Frequency	Percent
78.16	Moderate	46	32.17%

3.5 Result 3. The correlation between effective English teacher and students' academic achievement. 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 was 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 shows that there is no correlation between effective English teacher and students' academic achievement.

Discussions.

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.

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.

Conclusion

This research showed that the English teacher at one of junior high school in Yogyakarta has the moderate of effectiveness level category. The mean value was on 146.4 since the moderate category belongs to (138.2 – 149.8). It represents that the English teacher at one junior high school in Yogyakarta has moderate effectiveness in teaching process. It also means that the English teacher at one of junior high school in Yogyakarta has shown elements of characteristics as an effective English teacher and she/he had tried in encouraging the students to have better result in learning.

This research also revealed the students' academic achievement. The students' academic achievement was on the moderate level since the score belongs to (76.4 - 79.6) with the mean score 78.16. This score obtained from the students' report card value (first semester). It indicated that the students have shown in guiding a good score in learning and they have been trying in maximizing their potential in order to reach their high score in learning.

In addition, the result of the correlation between effective English teacher and students' academic achievement at a private junior high school in Yogyakarta was not correlate on the correlation analysis. It can be concluded that the alternative hypothesis of this research is rejected.

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