

THE INFLUENCE OF TEACHER'S PERFORMANCE ON THE STUDENTS' ACHIEVEMENT

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ABSTRACT

Teacher's performance is the way a teacher acts, does and performs the lesson during teaching learning process. Performance also consists of facial expression, gesture, body movement, vocal intonation and inflection. Teacher's performance plays an important role in teaching and learning process because the way a teacher performs a lesson influences the students' achievement. By showing good preparation and good performance, students will be interested in paying attention to the lesson given. In other words, the better performance a teacher has, the higher achievement students get.

The purpose of this study is to know the correlation between teacher's performance and student's achievement. This study was conducted at English Department of Teacher Training and Education Faculty, STKIP KUSUMA NEGARA pokjar Gading Serpong. The data were obtained from 40 students by means of giving them questionnaires of teacher's performance and students' English achievement test. Both scores were analyzed by using Pearson Product Moment correlation. The result shows that the correlation between teacher's performance and students' achievement is $r. 0.90$. It means that there is a high correlation between teacher's performance and students' achievement.

INTRODUCTION

***Character cannot be developed in ease and quiet. Only through
experience of trial and suffering can the soul be strengthened, ambition
inspired, and success achieved.***

-- Helen Keller

¹ Dosen Tetap Prodi PAI STAI Asy-Syukriyyah

A very inspiring quote by Helen Keller inspired me to always motivate myself, since she was blind, mute and deaf. She was able to accomplish her school with many disabilities and achieved remarkable results that people around the world recognize her works and her wonderful teacher. She could communicate in at least 5 different languages.

Today, like it or not, English is the language of globalization, international communication, commerce and trade, the media and pop culture, and this affects motivations for learning it. English is no longer viewed as the property of the English-speaking world but is an international commodity sometimes referred to as *World English or English as an International Language* (EIL). The cultural values of Britain and the US are often seen as irrelevant to language teaching, except in situations where the learner has a pragmatic need for such information. The language teacher need no longer be an expert on British and American culture and a literature specialist as well. English is still promoted as a tool that will assist with educational and economic advancement but is viewed in many parts of the world as one that can be acquired without any of the cultural trappings that go with it. Proficiency in English is needed for employees to advance in international companies and improve their technical knowledge and skills. It provides a foundation for what has been called "process skills"—those problem-solving and critical thinking skills that are needed to cope with the rapidly changing environment of the workplace, one where English is playing an increasingly important role.

Traditionally the target for learning was assumed to be a native-speaker variety of English and it was the native speaker's culture, perceptions, and speech that were crucial in setting goals for English teaching. Native speakers had a privileged status as "owners of the language, guardians of its standards, and arbiters of acceptable pedagogic norms"². Today *local varieties* of English such as Filipino English and Singapore English are firmly established as a result of *indigenization*, and in contexts where English is a foreign language there is less pressure to turn foreign-language speakers of English (Koreans, Taiwanese, Japanese, etc.) into mimics of native speaker English, be it an American, British, or Australian variety. The extent to which a learner seeks to speak with a native-like accent and sets this as his or her personal goal, is a personal choice. It is not necessary to try to eradicate the phonological influences of the mother tongue nor to seek to speak like a native speaker. Jennifer Jenkins in her recent book (2002) argues that *received pronunciation* (RP) is an unattainable and an unnecessary target for second language learners, and she proposes a phonological syllabus that maintains core phonological distinctions but is a reduced inventory from RP. A pronunciation syllabus for EIL would thus not be a native-speaker variety but would be a phonological core that would provide for phonological intelligibility but not seek to eradicate the influence of the mother tongue.

Teaching and learning is the basic process of all educational activities at school or university. There are teachers as educators and

² Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press. (P:5)

students as the object of education determining whether the process of education is successful or not. A teacher who manages a teaching-learning process has placed a central figure in implementing education and teaching. The success of a teacher in achieving the purpose for the teaching depends on the teacher's ability or performance in managing the teaching itself. According to Gagne and Driscoll learning is an activity to make the students learn or know easily what has been delivered by teachers. Learning also means a set of activities in order to influence someone's learning takes place so that the process of learning is running well.³

Teaching is a kind of various efforts and ability which a teacher does on purpose for delivering knowledge and giving possibility to students so that the process of teaching-learning happened is based on the purpose. Teacher as an activator needs some prerequisite such as, good performance, prime body condition, flexible, attractive, easy to talk with, capable to explain ideas, etc.

Learning is an active process of gaining knowledge, insights, and skills through study, experience, or instruction. Learning is considered successful if there is a significant change from not knowing something to knowing it well and it is permanently possessed. There are two elements in learning: learning styles and learning strategies. Learning styles are internally based characteristics of individuals for the intake or understanding of new information⁴. In other words, learning styles are the styles or the

³ Gagne, and Driscoll. 1988. *Essential of Learning for Instruction*. Englewood Cliffs, NJ:Prentice-Hall, Inc.

⁴ J. Reid. (Ed). 1995. *Learning Styles in the ESL/EFL Classroom*. Boston, MA: Heinle and Heinle Publishers.

preferences the learners exhibit in learning the language. There are three different styles of learning: visual learner, auditory learner, and kinesthetic learner. Visual learners are those who remember some information better if they see or read the new information rather than hear it, because they learn primarily with their eyes. Auditory learners are those who prefer hearing the information and listening to the teacher's oral explanation. If there are no teachers, they will read the information out loud to let them hear what they learn. Kinesthetic learners are those who have problems learning something that they hear or read because they need to learn the new information through hands-on experience or through total physical involvement. This is the way the kinesthetic learners remember when they learn

The ability of a teacher referring to the teacher's performance in learning is a set of real teacher's attitude in giving lessons to students. According to Johnson in Natawijaya, teacher's performance in implementing the process of learning includes three aspects of opening the lesson, carrying out the lesson, and closing the lesson.⁵ Opening the lesson is an activity done by the teachers in order to create a psycho readiness of situation and to grow students' attention towards things that will be learned.

Actually, the activity in opening the lesson is the teacher's effort to grow students' attention and motivation, to provide references and to make the involvement. The ability in carrying out the process of teaching identifies to some teacher's activities in presenting the teaching material. In this level interaction happens between teacher and students, between students and students, and between students with group learners.

⁵ Rochman Natawijaya. 1996. *Pokok-Pokok Pikiran Mengenai Penelitian Kelas Makalah*. Jakarta: Ditjen Dikti Dikbud.

Considering the coverage of teaching implementation such aspects of; intended purpose of the lesson, the presentation of the lesson, the students, the methodology used, the teachers, and the time allocation. The ability in ending or closing is teachers' activity at the end of period or at any cut of time. This activity is done to make the students have a thorough view of the topic or sub topic of the lesson. To close the lesson consists of two activities firstly to review and secondly to evaluate. To review covers to conclude the core of the lesson and to make summary, while to evaluate is the activity to know the existence of the development of students' horizon after finishing the lesson or in the middle of the learning process.

Another condition also exists in teaching-learning process, as it is said by Hyman that teaching as it most commonly occurs involves a face to face contact between teacher and students, the acts of the teacher are influenced and selected on the basis of the experience gained in the usual teaching situation, which involves face to face contact.⁶ This statement may conclude that in teaching learning process a teacher gives the most influence to the students' achievement. And the most influential thing students see from the teacher is the performance of the teacher and the way the teacher behaves in teaching-learning process, the way the teacher opens the lesson, teaches the lesson and closes the lesson. From the discussion above we conclude that the presence of teacher's performance can encourage and motivate his or her students.

⁶ Ronald T Hyman. 1970. *Ways of Teaching*. Ohio State University, USA. (p:18)

This aspect, to a certain degree may determine the students' progress in learning or in achieving knowledge. This explains the background of the study of this writing that states the problem concerning with the relation between teacher's performance and students' achievement.

Teachers' Performance: To avoid the differences in comprehending the term "teacher's performance" the writer defines it as thing that students can see from a teacher. In other words it includes the way a teacher acts, does and performs the lesson during the teaching learning process. According to Chase et al ⁷ performance consists of facial expression, gesture and body movement, vocal intonation, and inflection. Jarolimek (1976) indicates that teachers' behavior is primarily based on the performance of psychological and instructional role. Referring to the statements above the writer concludes that teacher's performance is similar to how a teacher behaves in the classroom called teachers' behavior. In the teaching learning process a teacher is not only asked to improve the materials and the methods of teaching but also to know the way how to encourage students to be interested to the subject. And one of the ways to make students interested is by improving performance of the teacher.

As mentioned earlier, teachers' behavior is similar to how a teacher acts in the classroom, in other words this action is called teacher's performance. The performance is demonstrated by showing the ability of nonverbal communication. Chase et.al. (1975) states that "performance" is

⁷ Donald J Chase. and Ishler, Margaret 1975. *Teaching in a Competency Based Program*. College of Education. Bowling Green State University, USA.

the ability of a competent teacher to use nonverbal communication technique effectively. Nonverbal communication is an act that is shown without using verbal performance. It means that a teacher does not say a word when he or she interacts, communicates, and negotiates something to students. A teacher may direct, praise, accept, refuse, and tolerate the students. For variation a good teacher uses actions besides words. In other words, everything that students see from a teacher without involving his or her vocal language is called nonverbal communication.

When a teacher becomes aware of nonverbal communication a teacher begins to notice the important of what a teacher or students do. A teacher begins to realize communicating in a nonverbal language as well as verbal by the way a teacher looks, moves, uses media, and other teacher's behavior. The examples of nonverbal behavior include facial expression action and vocal language. The facial expression is that any expression that implies will support or approval of some behavior that connotes enjoyment, pleasure or satisfaction for the student. Action means any movement or an act that gives strong encouragement to students, e.g. a pat on the back or a warm greeting of praise. While vocal language is the use of voice through intonation or inflection that indicates pleasure or warm acceptance. Helping is a communicative act that performs a function that helps student. This act is spontaneous reaction that the teacher performs in the classroom. The examples of helping that is shown through nonverbal determinant are as follows; an expression that is given by a teacher to help students on based of their needs, an expression that understands the student's problem. Besides, helping includes a movement or action that is intended to help student and an act to perform a function as a teacher to help student.

Chase et. al. (1975), gives some characteristics of teacher nonverbal behavior. They are: (1). Movement of teacher consisting of: Teacher sits at his desk while holding class, Teacher stands in front of class while teaching,

Teacher moves among students to help them, Teacher moves among students to monitor them, Teacher moves among students to restrain them. (2). Use of media consisting of; Teacher adheres strictly to a schedule, Teacher has schedule but changes it as needed, Teacher allows time during the week for a large variety of activities. (3). Personal appearance showing: Teacher is dressed simply, but attractively in clothes that can be cleaned easily. (4). Classroom control consisting of: Teacher uses nonverbal cues such as frowning, glaring, eyebrow lifting to let students know their behavior is not appropriate; Teacher uses nonverbal cues such as standing quietly as if in readiness for something, mutual glares or special cues agreed upon with the students for letting students know their behavior could be more appropriate; Teacher walks around room with ruler, paddle, or some such object under her arm or his hand,

A teacher is the central force that shapes the behavior of individual, child as well as those of children in groups. Jarolimek et.al. (1976) states that even though there are many factors that influence pupils' behavior in the school setting early experiments have shown that the way the teacher behaves with and toward children is a major determinant in shaping behavior. The teacher's behavior can be described according to specific roles that stem from the expectation of society, school, peers, colleagues, and the children themselves. Furthermore, Jarolimek et al (1976) adds that the effective performance of behavior is dependent on a body knowledge and a set of skills consistent with the role expectation. The statements tell us that teacher as a body knowledge is expected to have good skills and better role that is shown through performance of behavior during teaching learning process.

Achievement : Student's achievement is the result of behavioral changes or the result achieved by student after a learning process. In this

case cognitive, affective, and psychomotoric domains of the student are involved, because they are the most important factors that are hoped to be acquired by the students after a learning process.⁸

According to Gagne and Driscoll (1988), students' achievement is an ability of the students as an effect of learning and can be observed through learner's performance. Another definition by Dick and Reiser⁹ said that students' achievement covers the abilities belong to students as a result of learning activities. They compare students' achievement into four kinds, namely; knowledge, intellectual skill, psychomotoric and affective.

One of the most important thing that teacher has to consider is to motivate and encourage students in learning. In learning process, motivation also plays an important role as a factor that influences achievement of students. In teaching a teacher is not only asked to concern to the materials and method of teaching but also to concern to how to motivate and interest students to the lesson. Furthermore Dechant¹⁰ supports that the achievement of students in learning is also influenced by their interest. In this case teacher is expected to behave in a good performance so that students can be encouraged, motivated and interested during teaching learning process. This is also supported by Finnochiaro and Bonomo¹¹ as stated that successful

⁸ Benjamin, S Bloom. et.al. (1966) "Taxonomy of Educational Objectives: The Classification of Educational Goals. New York: David Mc.Kay Company, Inc.

⁹ Walter and Reiser. 1989. *Planning Effective Instruction*". Boston: Allyn and Bacon.

¹⁰ Emerald Dechant. 1973. *Reading Improvement in the Secondary School*. Prentice Hall, Inc. New Jersey.

¹¹ M Finochiaro. 1975. *The foreign Language Learner: A Guide for Teacher*. Regent Publ. Co. New York.

performance and a sense of achievement are powerful motivation forces in learning.

Methodology

The purpose of this study is to know the correlation between teacher's performance and student's achievement. This study was conducted at the English Department, Teachers Training and Education Faculty of STKIP KUSUMA NEGARA pokjar GADING SERPONG. The population of this research was the students of English Department of Teachers Training and Education Faculty, STKIP KUSUMA NEGARA JAKARTA pokjar GADING SERPONG and as the sample of the research 40 students were taken from two classes of Language Testing lesson (group A and Group B). The Procedure of collecting the data, firstly, the students from the two classes were given the pre-test of Achievement test.

Secondly, the student of group B were given an experiment of teacher's performance treatment in teaching Language Testing lesson done by the writer herself, while group A was treated as a control group. This class was taught by another teacher without giving treatment of teacher's performance. After one month teaching within eight times meeting, again the two classes were given the same achievement test as the post test.

The instrument and measurement; (1) The test of teacher's performance is made in the forms of questionnaire. The questionnaire is about body movement, facial expression, intonation, use of media, personal appearance, opening the lesson, carrying out the lesson, and closing the lesson. (2) The test of achievement is made in the form of multiple choice

and the test is about Language Testing lesson consisting of the type of tests, characteristics of a good test, etc. (3) The result of both scores were tabulated and calculated by using Pearson Product Moment Correlation. The statistical results of both scores shows that the correlation between the teacher's performance and the students' achievement is $r.0.90$. It means that there is a high correlation between the teacher's performance and the students' achievement. In other words the students' achievement is very much influenced by the teacher's performance. Since the writer found that the teacher's performance influenced the students' achievement, it is necessary for a teacher to have good performance in opening the lesson, carrying out the lesson, and closing the lesson, etc. in order to grow more students' attention, interest and motivation.

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