

CHAPTER IV

FINDING AND DISCUSSIONS

A. Findings

The research has been done at two schools in Karang Intan sub district. The first research location is at SMAN 1 Karang Intan. The school is located on Jl. Ir. Pangeran Muhammad Noor KM.47 Mandiangin, Karang Intan sub district.

The second school that became location of this research is at MA Sultan Sulaiman. It is located on Jl. Melati RT.02 Pandak Daun, Karang Intan sub district.

In this data presentation, the writer presents and describes the result of the research that has been done in grade X3 and grade XI science of SMAN 1 Karang Intan and in grade XA and grade XI social of MA.Sultan Sulaiman, Academic Year 2014/2015. The data are about the effect of teachers' performance on students' achievement.

To know more specific data about the performance of teachers, the writer describes about research on the field that collected by techniques, they are interview, observation, questionnaire and test. The presentation covers primary data about the Effect of English Teachers' Performance on Students' Achievement in Senior High Schools in Karang Intan, Banjar Regency Academic Year 2014/2015.

1. The Result of Interview to English Teachers at SMAN 1 Karang Intan

The interview was held on Monday, May 4th 2015 at SMAN 1 Karang Intan at 10.50 am and 12.28 pm. The interview is about teachers' performance in classroom. In the interview with Miss A, who has teaching English at grade X since 2007 until now stated that she teaches English each Monday, Wednesday and Thursday. She said that before comes to her class she has prepared the material and before conveys the material the teacher gives motivation to her students. In her class when she cannot come to the class her students will get some tasks in pairs or small group, and if they cannot finish it, the students have to finish it at home and submit in certain time that have decision. She also said that she ever found the class is not interesting and in this situation she usually asks the students to communicate. Then, if she found the students do not do her instructions she will call his or her name and give some questions to disturber. In teaching, she said she uses variant techniques which she mastered.

In conveying the material she said that she does not only use one technique, sometimes she teaches her students with other techniques that she mastered well which also supported with media. She said that in teaching sometimes she uses another media besides text books.

She believes that her performances in teaching with variant techniques, use media and manage the classroom have effect on students' achievement. In addition, good performance is needed, it capable to interact the student to learn. Good performance is also seen when the teachers act to solve the problems that students' made.

Meanwhile Miss B, an English Teacher at grade XI and also a coach of English debate known that she has been teaching English since 2007 until now. In her class she said that she is teaching, monitoring and guiding. She teaches English on Monday and Thursday. Before coming to the class she always prepares everything as a way to give example to her students to discipline and before the class begins she said that she gives motivation in teaching.

Through the interview, the teacher also said that when she cannot teaches the students she always gives task to them. The students who cannot finish their task have to finish at home and then discuss the task in the next meeting. She also said that sometimes unexpected thing happened in classroom while she is teaching like the class is not interesting, boring. In this situation, she must act directly to make the class pay attention to the lesson. Even it's rarely, yet it could cause bad effect on her class. That is why classroom management is important. The teacher said that when her students do not do her instructions she will ask their attention in other to make them calm In other to support her performance the teacher said she also use media even not every meeting. Besides, she also said that she also manages her class to make the lesson run comfortably.

The teacher claims that her performances has interacted the students to learn and give effect on students' achievement. Both are strongly believed that their performances can increase the students' achievement.

2. The Result of Interview to English Teachers at MA. Sultan Sulaiman

The interview was held to English teachers at MA. Sultan Sulaiman on April 29th and April 30th 2015. There are two English teachers at this school. They are Miss C, who teaches at grade X and also a treasurer at the school and Mr. D, who teaches at grade XI.

In the interview with Miss C on April 29th 2015, known that she has teaching English about five years and about two years at this school, and in her class she said that she comes to teach students. The teacher teaches twice in a week, Wednesday and Saturday. Becoming a teacher makes her to prepare the material before coming to the class, and also in each meeting before she begins the lesson she said that she always gives motivation to the students. In other to make the students study at home she sometimes gives them home work.

The teacher claimed that her students never forget their task and also never make distraction during class time. On her class she believes that the relationship between her and her class is good. The teacher uses various techniques and media which can help her in teaching and learning process. The teacher said that she strongly believes that her performances in classroom interacted students to learn. Furthermore she said that her performances in classroom can improve students' motivation in learning and increase the achievement of students.

Through Interview with Mr. D on April 30th 2015, known that he has teaching English about five years and on this school he teaches English each Monday and Thursday. As a teacher who has main job at SMPN 1 Karang Intan, he feels sorry because he cannot teaches the students maximally. Even though, he

said does the best and teaches well. In his class he said that he gives motivation to students, gives tasks and also homework.

In the interview he also said that he ever felt that his class not interesting but it is only for a while, then the class quite again. To make his class not bored, he said that to use variant techniques is important to make the class as maximal as possible, yet on his teaching he never uses other media, besides English text book. Even, he only uses English text book, he believes that his performance interacted the students to learn and can improve his students' achievement.

3. The Result of Observation at SMAN 1 Karang Intan

On the first meeting to the chief of SMAN 1 Karang Intan in March 2015, writer came for asking permission to the chief to conduct research. Then, he welcomes and introduces writer to English teachers on the school directly.

In the conversation with English teachers, writer allowed to come to their class but only one class for each grade, that is X3 for grade X and Science for grade XI. English teacher who handle grade X is Miss A and the teacher who handle grade XI of science is Miss B.

a. Observation in Miss A class

To know the performance of teaching learning process that is applied by Mrs. A of ninth grade students of SMAN 1 Karang Intan, Banjar regency academic year 2014/2015. Through the observation known that the characteristics of the teacher are maternity, emphatic, friendly, and prestigious and sociable. The writer observes the teaching and learning process in five times observation for

class X3 that are on 30 of March, on 8, and 29th of April and on 4, 13th and 20 of May.

1) Teacher comes on time to the class

According to writer's observation in her class, Mrs. A did not always come to the class on time. On April, 8th and 29th of 2015, the teacher was late to come and did not give any information for her delays. These, also happened not only when she taught class X3, but also other class. The delays that she did come from two reasons, first she came late to the school and second because she was in the middle of something.

2) Students are oriented to lesson

During the observations, the teacher always maintains the students to not waste their time with chatting and playing. On her class, she also guides the students to be active and do not hesitate to ask if they cannot understand the material. To make the lesson achieved by the students. The lessons that teacher conveyed on her class are complimenting, expression surprise, descriptive text and news items. The teacher suggested them to bring dictionary and involve them in short conversation about the lesson. The conversation is about the topic that they are learning on the day, like when teacher teach descriptive text she asked her students *who know what is descriptive text?, what is the example of descriptive text?*. Before she conveys the lesson she asked the students to open their book, the book is English book PR and asked some questions related to the lesson they have learnt or will they learn.

3) Instruction is clear

In teaching and learning process she knew when time to give task, group work and discussion. These kinds of activity she instructed clearly. After conveying the material she gave her students some tasks. The students have to answer the questions on their book in classroom. Even though task not in every meeting she gave but the students almost never protest because the instruction is clear enough for them. The students that have instructed by their teacher do their task directly.

4) Monitoring and having variant movement

On her class, when the students have low score, absent from her class, or late come to the class, she always asked them the reasons of its. During she taught she rarely moves to back side and almost stand or teach her students from front side or in the middle of class. The movement of teacher in classroom is needed. Through the movement the teacher can monitor the condition of her class directly.

5) Showing classroom interactions

Classroom interactions are common thing to do in her class. The beginning interaction often came from the teacher and sometimes came from the students. Actually the interaction is about the lesson being studied and to see whether that the students still in her class. This activity often conducted between the teacher to the students, teacher to group work, the students to teacher and students to their friends.

6) Class time is used for learning

In all meeting, she never wasted time for something useless that are not relate to the lesson. She always taught English in her class and asked her students to use

the dictionary that they brought to her class. She tried to make the students feel confident and comfortable in her class so that they could get what the lesson they were studying.

7) Students have opportunity to ask

In classroom the situations of students during observation, seem that they were shy. Yet, it only happened on the first time writer's came, after that they act as usual. Here, the male students look more active than female students. The students have same chance to ask her about anything, especially concern to the material and task she given.

8) Teacher appreciates to students

In her class, she never ignored her students. She treated them fairly without any hesitation about the existence of her unique students. She showed her appreciate to the students when they were finished their task, responded to teacher by saying *good job, well done, great* and then *smile* to her students.

9) Teacher guides and helps students in learning

Here, the teachers guided her students in each meeting to make them more easily to comprehend the lesson. It was kind of suggestions, advice and also explanation so that make her students think and know what to do. She did not always give input directly, she gave them few minutes to discuss it with their classmates and then conclude it.

10) Teacher guides her students to practice English and accept all differences

During the teaching and learning process, she gave example directly to her students to use English, even from the beginning like greeting and questioning,

like students “*how are you?*”, “*why are you late?*”, “*have you studied at home?*”, “*what have we learnt last week?*”, yet, she did not blame her students and remind them directly when they were not use English. She never differentiated her students. All the students have the same opportunity and treat them kindly. Since she is very well teacher, she asked the students to choose their own partner in doing her tasks, but she also remind them to not be greedy with only choose their close or smart friends.

11) Motivating students to learn and maintain discipline

She was very serious about her students and often motivated her students with telling them why they have to study, why they have to learn, and why they learn English. In other words, she motivated them in many ways. She also maintained discipline in her class, like the students in her class have to bring their dictionary, keep the class clean and not make disturbance in classroom.

12) Teacher uses media

The use media in teaching learning process will influence and can increase the students’ attention. The more colorful media the teacher uses, the more interesting it. The teacher always used media in teaching her students. She used text book, and whiteboard.

13) Teacher applies variant media

The teacher sometimes used another media besides text book. Even the usage of media that teacher applied was rarely. The media that teacher used during observation is not variant. It is limited, and the media that teacher used besides English book is whiteboard.

14) Teachers uses some resources

From all meeting class during observation, teacher has more than two books. The books that she used are same with students (students' worksheet), teachers' book and English book. She used other source to give more explanation to her students.

15) Teacher allows the students to use dictionary

One of the rules in her class is the students have to bring the dictionary. During the lesson being taught, the class can use it. Yet, the teacher did not give any exception to them when the exercise is running.

16) Teachers use classroom environments as media in teaching

Classroom environment is things that exist in classroom area. It can be in many forms, like projector, structure of classroom organization and whiteboard. The common environment that often used as media in teaching in her class is whiteboard.

17) Teacher's technique interacts the students

In all meeting it was rarely of her students got sleepy or seen bored. They all were enthusiast to the teacher since the teacher came to the class. They were got bored when they felt bothered. Some techniques that often used by Miss A in her class are short conversation, and pair work.

18) Teacher's technique motivates the students

The class is monotonous enough but the techniques that teachers used good enough to motivate them. It was seen from their attention to the explanation and their seriousness in doing instruction from their teacher. The teacher made the techniques look simple but her techniques in using it was interesting.

19) Teacher mastered teaching techniques

Skill in teaching is very valuable. Through skill the technique that teacher used will be meaningful for students. It also seen when demonstrated it. In teaching, the teacher was confidently demonstrated her techniques.

20) Teacher uses variant techniques

During five class meeting, the teacher was demonstrated several teaching techniques like group discussion, pair group, reading comprehension question, conversation practice and command. Before she teaches through these techniques, she demonstrated the material first, and then came to several questions. After getting student's answer, she continued to next question which should discuss together.

21) Teacher uses classroom situation to give explanation

The situations of classroom in her class are sometimes warm and quite. She was rarely used classroom situation to give explanation. It only she used when she taught structure. The situation mostly she used is about the condition of her class while she is teaching or when the previous meeting.

22) Teacher uses technique as the way to avoid an unexpected thing happened

In her class, the students hardly ever made noises in her class. Her class mostly was run conducive. The students were obedient to their teacher, yet in certain situation where the class out of control the teacher directly took an action like call the disturber's name and then gave some questions.

23) Teacher uses variety of classroom activities

Kinds of activities when she taught were various and systematic. She began her class through general greeting as usual and then she gave some lesson. In other to make her students get more understanding about the lesson being studied, she sorted her students into group discussion, questioning, and pair work. Sometimes, after giving some explanation she asked the students to do some tasks on worksheet papers.

24) Teachers uses English during class time

During teaching her students, Miss. A did not use English in whole teaching and learning process. She used English only on certain activities like do greeting, checking students' attendance, and giving example and also for giving instructions. Yet, she did not use English to give explanation. It means that she used Indonesian to give explanation.

25) Teacher uses English at the beginning and the end of class

At the beginning class, she always used English in her class. The first thing she did in each meeting was say greeting "*Assalamualaikum*", then she checks the condition of students by saying "*How are you*", after that she checks the students' attendance "*who is absent today*" and before coming to the lesson she started the lesson through some questions, like "*what have we learnt last week*", "*do we have homework*" or "*have you finished your homework*". Then, she gives the students few minutes to answer her question. On conclusion the lesson she used both Indonesian and English, like "*sampai disini dulu pertemuan kita*", "*any questions*", "*do not forget to study at home*", "*PR dikumpul minggu depan*,"and

then say good bye. On the other words, she did not use whole English at the end of class.

b. Observation in Miss B class

To know the performance of teaching learning process that is applied by Mrs. B, of eleventh grade students at SMAN 1 Karang Intan, Banjar regency academic year 2014/2015. Through the observation known the characteristics of the teacher are kind, sociable, prestigious, open ended, distinct, and discipline. The writer observed the teaching and learning process in five times observations for class X1 of science that are on 30 of March, and on 27th and 30 of April and on 4, 7, and 11th of May.

1) Teacher comes on time to the class

From all the meeting observation class, she never came late to school. She came in early morning before the class begins. Before teach the students, she was busy with her duty as guardian of class twelve. She was very serious about her students, and never ever absent from her class. Even tough, on Monday 11th she did not teach her class because the class have exercise in Martapura.

2) Students are oriented to lesson

In her class, all the students must active and ready because she would gave them an unexpected questions related to lesson being studied. The way of her teaching mostly involved her students in, like group discussion, questioning, perform, and dialog. Besides, she also gave them some homework about the lesson of the day or about the material being studied in the next meeting. The lesson that taught in her class are spoof text, report, description and classification. If she did not come

to her class, because the students were outside, she gave them tasks as substitute of their absent on the day.

3) Instruction is clear

Miss B gave her students some tasks through good communication delivery. The condition happened if the students respect to their teacher and teacher appreciate their idea or opinion. She also checked the students' understanding before give them exercises; "*do you understand?*", "*what the lesson is about?*". Kind of tasks that given to them were in pair, group discussion, presentation, and answer reading passage.

4) Monitoring and having variant movement

During her teaching, her movements were excellent. While she is teaching, she never taught her students from her table. She was move from side to side, and sometimes between the students' table. In monitoring her students' progress, she asked some questions to them. The movement of teacher in classroom can be the way to monitor the conditions of students.

5) Showing classroom interactions

The interaction between teacher and students were good. The students always response to each question or statements that was out from teacher. She showed her care of her students and interaction mostly between the conditions or comprehends of her students. Sometime she also used body language to interact to her students. The interactions between them also happened in school environment well.

6) Class time is used for learning

Even between them have good relation, yet she was intolerant to those who waste their time with playing or chatting. She insisted her students to not use their phone to useless thing. Vice versa, she liked those who use their phone as media to help them in improving their understanding. In her class, all the students must have their dictionary in their hand weather it is electric dictionary or dictionary book.

7) Students have opportunity to ask

In her class, she never prohibited her students to ask, the students always have time to ask. When the students did not ask any questions, the teacher asked them “*any question?*”. It was after the lesson has delivered by the teacher and sometimes before the class discusses together the lesson they were studied.

8) Teacher appreciates to students

The teacher was very kind. Each time the students have done their tasks she always said these words “*ok*”, “*well students*”, “*good job*”, and “*great*”. She also gave chance to her students to choose their own friend in doing her tasks, like “*choose your own partner, then submit it after you have done*”.

9) Teacher guides and helps students in learning

In other to minimize miss understanding about the lesson and task that she given, she always checked to students through some questions. And also, she suggested her students to be not hesitate to ask her if they were not understood.

10) Teacher guides her students to practice English and accept all differences

In her class, teacher asked her students to more priority use English than their native language. Teacher also guided her students to not discriminate her friends. Teacher showed directly the example from herself. Moreover she always guided her students in many kinds of activities like read a passage, and do conversation.

11) Motivating students to learn and maintain discipline

As a teacher she always motivated her students to not be lazy and waste their time. Furthermore, the way she taught the students that is energetic also explained that she wants to show her students that she was really happy to teach them. Moreover, she always showed to her students that discipline is one of valuable thing, through never came late to the class.

12) Teacher uses media

The media of teaching is very useful. Besides will make the students more interested to the lesson, it also helped the teacher in conveying the lesson. During observation, she always used media in her class. The media she used in her class besides text book was white board, projector, pictures, video, and song. Yet, during observation she never used projector, pictures, video and song in her class.

13) Teacher applies variant media

The use of variant media in teaching and learning process is very worth for the teacher and the students. The forms of media itself can be anything as long as it appropriates with the lesson. In her class, the teacher never applied variant media. The teacher only used textbook and whiteboard. Yet, the teachers allowed her students use their smartphone to access dictionary or search references.

14) Teacher uses many resources

Besides has the same book with her students, teacher also has English book. And also, she visited internet to get more information. Teacher also said to her students that they can use internet to get more references.

15) Teacher allows the students to use dictionary

In her class, all the students have dictionaries that are in electronic form and dictionary book and most of the students use electronic form. The teacher let them to open their dictionary during class time, yet when students have exam, the teacher did not allow them to use it.

16) Teachers use classroom environments as media in teaching

In the classroom there are many things hang on the wall, like pictures, structure of organization class, and whiteboard. During observation the classroom environment that often she used for teaching is whiteboard. The teacher also mentioned her students' name as example so that the students will get more understanding.

17) Teacher's technique interacts the students

The presence of Miss B in her class was interacted the students because she was very impressing person. The students always gave their attention to their teacher. Her spirit in teaching also influenced her students to focus and listen to her. It seem when she came to the class and said general greeting her voice was clear, sound powerful and also her eyes directly force to her students.

18) Teacher's technique motivates the students

Through technique that teacher demonstrated in her class which students also involved in, made the students motivate to come to the class. It also seems in their enthusiast in response to the teacher. And also, the technique that teacher used make them pay attention to lesson.

19) Teacher mastered teaching techniques

The technique that teacher used was mastered by her. In her class, when she came to the classroom and greet her students also seen that she has good preparation before coming to the class. The technique that she applied in her class was systematic and also not monotonous.

20) Teacher uses variant techniques

In her class, Miss B used variant technique. The use of variant techniques can enhance the students' motivation in learning. Some of techniques that she used are students' response, read aloud, dialog, and conversation.

21) Teacher uses classroom situation to give explanation

During five class meetings observation, she only used classroom situation to handle her students that not pay attention to pay attention. The teacher called their name as example and made a sentence.

22) Teacher uses teaching techniques as the way to avoid an unexpected thing happened

In her class during observations, her students never made any disturbance, except when all of them speak while they were doing discussion. Here, the teacher

directly asked them to not speak too loud and those who still not listen she asked them to present their work first.

23) Teacher uses variety of classroom activities

The activity in Miss B class was variety enough. It seen when she came to the class not only asked her students to do some tasks but mostly refer to some activities well ordered. The activities in her class were greeting, check students' attendance, brain storming and also give motivation before come to the main activities.

24) Teachers uses English during class time

From the observation, the teacher mostly used English. She always used English but not in whole time English learning. She used English from the beginning until the class end, yet when she gave explanation she used both English and Indonesian. First she used English and then Indonesian.

25) Teacher uses English at the beginning and the end of class

She always used English weather at the beginning and at the end of class in all meeting class observations. Beginning activities was started with English after saying "*Assalamualaikum*", like "*how are you?*", "*now we are going to continue our lesson*", "*who is absent to day*", "*last week we have homework, have you finished?*", "*submit it, please,*" and "*anyone know what will we discuss today*".

While to close the lesson, she often gave conclusion and motivate her students to study at home, "*I think enough for today*", "*do not forget to study and do your homework*" and close the meeting by saying "*see you next meeting*" and "*wassalamualaikum warahmatullahi wabarakatuh*".

4. The Result of Observation at MA Sultan Sulaiman

On February 11th, 2015 researcher visited this school and met a teacher that is also an English teacher at the school. On first observation, writer did not meet headmaster, and then on March, 19th writer came to the school again to asked permission to head master. At the time, the headmaster allowed the writer to conduct a research and then suggested to researcher to contact English teacher directly. In this school, there are two English teachers they are Miss C, and Mr. D

In the conversation with English teachers known that grade X was handled by Miss C and Mr. D for grade XI. In this school, there are two classes for grade X that are XA, XB and one class for grade XI. Grade XI in this school only has one major that is social. Writer is allowed to coming to their class but only one class, XA for grade X and grade XI.

a. Observation in Miss C class

To know the performance of teaching learning process that is applied by Miss C, at ten grade students of MA Sultan Sulaiman, Karang Intan sub district, Banjar regency academic year 2014/2015. Through observations known the characteristics of teacher are care, fun and distinct. From the observations that had done by writer in five times observations for grade XA on 8 and 29th of April and on 6, 13th, and 20 of May.

1) Teacher comes on time to the class

During observation in Miss C class, the teacher always came on time to the class and sometime changes her teaching time with other teacher. She never came late

to the class. She came before the school's bell rang. Yet, she ever did not come to the class on 20 of May because of personal business.

2) Students are oriented to lesson

In her class she taught her students. The students in her class have to follow and obey her. Mostly, in her class she gave the students tasks. The orientation to the lesson was worse enough, like on the time the teacher spent 10 minutes to ask a students that did not come for school for days, while it is the time for learning. The teacher said “*kam kamana jadi rancak kada turun?*”, “*kada turun tarus kam tu*”. And also, in her class more often she gave exercises, such on 8 of April and then on 13th of Mei, and assignments. The exercises are to answer the multiple choice and essay in students' worksheet.

3) Instruction is clear

Her voice is clear enough, so the instruction that she instructed to her students were not quarrel. And also, if the students did not understand the tasks that she has given to them, she explains it again so the students got what she wanted the students to do. But the instruction is in Banjarese, “*buhan kam gawi tugas haja lah*”.

4) Monitoring and having variant movement

In her class, the teacher was curious enough to her students. She asked the students directly why her score is bad and checked the student who did not submit her or his task yet. While her movement in classroom mostly around her table and whiteboard only. Maybe it because of her pregnant, and also when she taught and

gave them tasks, the teacher sometimes returns to the teachers' office which the room is next to her class.

5) Showing classroom interactions

In classroom between the teacher and students were built good relation. Yet, this relation between them mostly teacher's dominant. She herself did greeting, "Halo students", "how are you" and "siapa yang hari ini tidak hadir", "kenapa jar" and then asked her student to open their book. The students in her class mostly quiet and listen to her, only certain student that responded to each word she said, but it was not appropriate to said to teacher.

6) Class time is used for learning

During observations, the teacher used her time in classroom for teaching and give tasks to her students. In the classroom she more often asked her students to finish tasks. The students were rarely divided into group discussion or pair works. Then, on Saturday, when the class has to learn English, the teacher did not do. She changed it into art class. This situation happened in the end of Mei 2015. She claimed that it for preparation for graduation party.

7) Students have opportunity to ask

In her class, the students did not forbid to ask questions. But on her class the students hardly ever asked questions or asked her to repeat the explanation. When the students did not have any questions, she asked them weather they understood or not, "pahamlaah"?

8) Teacher appreciates to students

The teacher cares enough to students. Each time the students did their tasks, the teacher always checked and gave mark to the students' work. After giving mark on her students' books then she returns their books. Besides, she also appreciated her students orally, like "*thank you*" and "*good*".

9) Teacher guides and helps students in learning

On the observation when she came to the classroom after saying general greeting, she directly guided her students to open their book and listen to her explanations. In other to make her students able to understand the passages on their book, she guided her students to use their dictionary. Besides she also translated some words in the book when she gave explanations.

10) Teacher guides her students to practice English and accept all differences

In her class, the teacher guided her students to practice English directly, like when she checks the students' attendance, her students have to answer in English. And also, when her students laughed for his or her friend mistake or careless, she did not ignore it. On the situation, she addressed to her students to not make it as spectacle. Here, the teacher used Indonesian sign, "*orang jangan ditawakan kawanannya*".

11) Motivating students to learn and maintain discipline

She was rarely gave motivation to her students. Through observations, after knowing whose did not come to the class, she turns to lesson immediately. Discipline in her classroom was good enough, her students never late to submit their tasks, yet not all of them response in English when she called their name.

12) Teacher uses media

In the interview with the teacher, she claimed that she used variant media, like projector. Yet, on the observations the media that she used are whiteboard and students work sheet.

13) Teacher applies variant media

The use of media is very useful, moreover if use variant media. In miss C class, the media that teacher used in her classroom are not to variant, the teacher only used students' work sheet and whiteboard.

14) Teachers uses many resources

During observation, she only used English book as material sources of teaching and learning. In her class, she also never suggested her students to use or find another source of learning.

15) Teacher allows the students to use dictionary

The students in her class are allowed to use dictionary. This is one of rules in her class to brought dictionary. All students have to bring dictionary, yet when some students did not bring it and break the rule, she was not angry.

16) Teachers use classroom environments as media in teaching

The classroom environment is things that exist around the classroom. The classroom environment that used as media in teaching and learning process are whiteboard and students' worksheet.

17) Teacher's technique interacts the students

The students were enough interacted by the technique that teacher used. The students always listened and wrote what the teacher said. Most of her students

always pay attention in her class. It seen when the teacher said something they were listened and when the teacher wrote something in whiteboard they also wrote it in their book. The techniques that she used are translation passage, and command.

18) Teacher's technique motivates the students

Her students in her class always motivate to learn, but the technique that used by teacher was monotonous. So, even the students listen and write but their spirit did not show it. The students came to the class and always feel the same. They did not brave to show their own emotions.

19) Teacher mastered teaching techniques

The technique that used by teacher can be a reason for students to learn. The teacher was mastered teaching techniques. It is because she always used it in her class. She never hesitates to apply the technique in her class.

20) Teacher uses variant techniques

The teacher in her class used more than one technique. Teacher used translate passage, reading comprehension questions and action sequence. These techniques are always she used in her class.

21) Teacher uses classroom situation to give explanation

During observation, she never used classroom situations to give explanation. She only focused on the passage or explanation in her book. She never involved in her students as example to give explanation.

22) Teacher uses teaching techniques as the way to avoid an unexpected thing happened

In her class, the students not often made any noise. Her students very obedient to her, but some students often disturb other students when she gave explanation on whiteboard, also students more often made noisy when she left her class to stay awhile at teacher office that position is next to her class.

23) Teacher uses variety of classroom activities

The activities in her classroom were variety. She began her class with greeting and then checks students' attendance. After that she gave lesson to her students. Besides, she also gave them some tasks.

24) Teachers uses English during class time

In her class, she used English only at the beginning, "*hallo, students*", and "*how are you?*", for explanation she used Indonesian and Banjarese. The used of English in her class is worse.

25) Teacher uses English at the beginning and the end of class

At the beginning of class the teacher used English for greeting and checks her students' attendance. Yet, it also mixed with Indonesian when the students responded to her. While at the end of her class was enough simple, the teacher close the lesson by saying "*thank you*" and leave them homework.

b. Observation in Mr. D class

To know the performance of teaching learning process that is applied by Mr. D, at eleven grade students of MA Sultan Sulaiman, Karang Intan sub district, Banjar regency academic year 2014/2015. Through observations known the

characteristics of teacher are distinct, prestigious, and kind. From the observations that had done by researcher in five times observations for grade XI on 30th of April and on 7, 11th, 18th, and 21st of May.

1) Teacher comes on time to the class

During observation, the schedule of the teacher is at the end of class that is at 7 and 8 meeting. Even his time to teach at the end, yet he always came late to the class. It is because his mine job as civil servants at SMPN 1 Karang Intan. Besides, on 7 of Mei, he could not teach his students because of his duty as a comity member of National examination for junior high school and then on 21 of May, the teacher did not come to the school again because of personal business.

2) Students are oriented to lesson

When he came to the class, he immediately guided his students to open their book, *“now open page 20 and then translate the passage in 15 minutes”*. In his class, the students are involved in in the process of teaching and learning. He asked his students some questions related to the lesson they are studying.

3) Instruction is clear

His instruction is good. His students knew what they have to do when their teacher instructed them. The teacher came to class and instructed his students to do this, *“translate the passage”* and then *“answer the question below”* directly.

4) Monitoring and having variant movement

In his class, the teacher often gave them some tasks, weather to do it at home or at school. He monitored his students through asked them to submit their tasks and also checked their work when they did it. Yet, the teacher did not always give

comment to his students' work. Meanwhile his movement in classroom more focused in front of class only.

5) Showing classroom interactions

In the classroom, the teacher showed his interaction to his students. He asked them whether they got difficulties or did not understand the lesson. The interaction also he showed through eye contact.

6) Class time is used for learning

When he came to the classroom, he immediately used his time to teach his students. He asked them to translate a passage and then after few minutes he asked them what the passage is about. In his class, he never used his time for teaching other subjects, he was serious about his responsibility to teach them.

7) Students have opportunity to ask

In his class the students are allowed to ask him about the lesson. He gave time to his students to ask some questions or to ask him to repeat his explanations. In his class, the students have the same place whether male or female.

8) Teacher appreciates his students

As the teacher, he sometimes appreciated his students' work through checking their work. He showed it whether verbally or orally. If his students did their homework, he asked them to submit it and then give scores to them, and when he gave a task in the classroom he only checked it but not scored it.

9) Teacher guides and helps students in learning

Teachers guided and helped his students in learning with letting them use their dictionary. If one student did not bring it, he asked the reason and asked to not

repeat it again. He also guided his students with let them choose their own partner in doing tasks he given.

10) Teacher guides his students to practice English and accept all differences

The teacher in her class always guided his students to speak English. He directly asked his students to give response in English, like when he checks the presence list. In his class, the teacher never differentiated his students. He allowed his students to work in pair based their own choice.

11) Motivating students to learn and maintain discipline

Motivating and maintain discipline is needed to do in classroom. Through motivation the students can be more enthusiast to the lesson, yet the teacher did not always motivate his students. The teacher motivates his students by saying “*do not be lazy*”.

12) Teacher uses media

The usage of media in teaching can help the teacher to convey the lesson. The media that she used in his class were students’ worksheet and whiteboard. These media were used by him in each meeting.

13) Teacher applies variant media

Media are rich. There are many forms of media, and some of media can easily to find. Yet, in his class the teacher did not use variant media. The media that he used are students’ worksheet and whiteboard.

14) Teacher uses many resources

As sources for teaching, the teacher only used textbook in his class. Yet, he has more than one book for his references. Besides book, he never used other sources like internet in his class.

15) Teacher allows the students to use dictionary

One of his rules is the students have to bring dictionary in his class. The students always used their dictionary in each meeting. He never forbids his students to use dictionary, except when they got exam.

16) Teachers use classroom environments as media in teaching

The classroom has whiteboard, so in teaching his students he used it as media. Whiteboard is the only one equipment that he used. Besides whiteboard, he never used others.

17) Teacher's technique interacts the students

In his class, the students interacted to learn. They were enthusiast and ready when class began. The techniques that he used in his class are translated passage, action sequence, and reading comprehension questions.

18) Teacher's technique motivates the students

The technique that used by teacher was good enough. In his class the students learn as usual, do his instructions. The students were motivated to finish their tasks that given by their teacher.

19) Teacher mastered teaching techniques

The teacher in his class demonstrated some techniques. Teaching techniques is purpose to make the teacher easy in convey the lesson. It also can make the goal

of learning achieved. During observation on his class seem that he mastered his technique.

20) Teacher uses variant techniques

Even he did not use many media in teaching, but in teaching his students he did more effort. While teaching his students he used some techniques. The techniques that he used were action sequence, reading comprehension question, translate passage.

21) Teacher uses classroom situation to give explanation

During observation on his class, the teacher never used classroom situation to give explanation to his class. The teacher only focused on the lesson that being taught in his class. But, he used his student name to make an example.

22) Teacher uses teaching techniques as the way to avoid an unexpected thing happened

In his class, the students were cooperative enough. The students never made any noise when their teacher in the classroom. When the students want to talk, they talk slowly and after the teacher leaving the class.

23) Teacher uses variety of classroom activities

The activities in his class were systematic. He began his class with general greeting, and then checks students' attendance. After that he gave motivation to his students to not lazy. Then, he gives explanation to his students. And also, he divided his students into pair work.

24) Teacher uses English during class time

During class time, the use of English was not priority in his class. He did not use English to give explanation. To explain the lesson to his students, the teacher explains it in Indonesian and Banjarese.

25) Teacher uses English at the beginning and the end of class

At the beginning of his class, he used English. He greets, ” *Assalamualaikum*”, “*How are you?*”, “*Who is absent today*”. He also suggested to his students to response in English. Meanwhile, at the end of class, he mixed both English and Indonesian. “*Cukup sampai disini dulu*”, “*see you next meeting*”. “*Assalamualaikum*”.

Table 4.1 The Data of Observation

No.	Teacher	Media	Classroom Management	Technique
1.	A	Whiteboard, PR English book, and Dictionary	<p>Teacher came late on 8 and 29th of April.</p> <p>Students involved in in classroom activities.</p> <p>Teacher instructed her students clearly.</p> <p>Teacher asked the students about their score.</p> <p>The movement of teacher mostly in front of class and in the middle of class.</p> <p>Interaction in her class, between teacher to students, students to teacher, and teacher to group work.</p> <p>The class time is used for teaching and learning.</p> <p>The teacher gave time to students to ask.</p> <p>Teacher said good job, well done, and great to appreciate her students.</p> <p>Teacher helped the students when they needed.</p> <p>Teacher guided her students to practice English.</p> <p>Teacher always motivates her students to learn and practice English.</p>	<p>Students interacted with teaching techniques.</p> <p>Teacher techniques made students pay attention in classroom.</p> <p>Teacher confidently demonstrated her teaching techniques.</p> <p>Teacher used group discussion, pair group, reading comprehension questions, conversation practice and command.</p> <p>Teacher gave example to the students to teach structure through real condition in classroom.</p> <p>Teacher began her class through general greeting, and questioning.</p> <p>English used for greeting, check students' attendance, giving example and giving instruction.</p> <p>Teacher used English in beginning activities and at the end the teacher used both Indonesian and English.</p>

2.	B	Whiteboard, PR English book, internet, and Dictionary	<p>Teacher always came to the class on time.</p> <p>The students must active in classroom activities.</p> <p>Teacher gave task to students as homework and substitute of their absent.</p> <p>Teacher used English to instruct the students do something clearly.</p> <p>Teacher movement in classroom excellent. The teacher moves side to side and sometimes between students' table.</p> <p>Teacher checked the students' progress in her class by check their tasks and monitor students' activities in classroom.</p> <p>Teacher often asked the students some questions and the students always response it.</p> <p>The teacher used class time to teach her students.</p> <p>Teacher gave time to students to ask.</p> <p>The teacher often said "ok", "well students", "good job" and "great" to her students.</p> <p>Teacher allowed her students to choose own partner in doing task she given.</p>	<p>The students interacted to earn in her class.</p> <p>Teacher voice is clear, sound powerful and her eyes directly force to the students.</p> <p>The students motivated to learn in her class.</p> <p>The teacher mastered the techniques that applied by her in her class.</p> <p>Teacher used some techniques in classroom, like students' response, read aloud, dialog, pair work, and conversation.</p> <p>The teacher called the students' name whose did not pay attention in her class and make an example.</p> <p>Teacher used English in her class to does greeting, check students' attendance, and close the lesson.</p> <p>The activities in her class was variety enough, the class began with general greeting in English, brain storming, and motivate the students before teaching the lesson.</p> <p>The teacher gave explanation both in Indonesian and English.</p>
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			<p>The teacher motivated her students before the class begin, and force the students to discipline in her class.</p>	
3.	C	Whiteboard, dictionary and Students worksheet.	<p>The teacher always came on time to the class, except on 20 of May.</p> <p>The students in her class have to obey her.</p> <p>In her class, the teacher more often gave tasks then to give explanation, like on 8,13th of April, and at the end of May the teacher change the English class into Art class.</p> <p>Instruction in her class is clear, because the teacher used Banjarese.</p> <p>The teacher monitored her students' progress directly when the students have task. The movement of teacher only focused in front of table.</p> <p>Interaction in her classroom enough monotonous, because most of the students do not speak.</p> <p>The teacher appreciated her students' work by saying, "thank you" and "good".</p> <p>In giving explanation the teacher also translate it into their native language.</p>	<p>The techniques that used by the teacher interacted the students. It seen when the teacher wrote something in whiteboard, the students did it too.</p> <p>The techniques that used by teacher is monotonous. The students always did the same thing in each meeting.</p> <p>The techniques that used in her class were translate passage, reading comprehension question.</p> <p>The teacher never involved in her students in classroom activities.</p> <p>The teacher more often used Indonesian and Banjarese in classroom.</p> <p>The teacher used English only at the beginning to does greeting and check the attendance of students.</p>

			<p>The teacher guided her students to response in English when she checks the students' attendance.</p> <p>The teacher rarely gave motivation to the students.</p>	
4.	D	Whiteboard, dictionary and students' worksheet.	<p>The teacher never came on time, and on 7 and 21 of May the teacher did not come to the class.</p> <p>The teacher asked the student to open their book and asked them to translate it directly.</p> <p>The teacher always asked the students to translate the passage clearly.</p> <p>The teacher checked the students work, yet the teacher mostly not given comment on students work. The teacher /movement focuses in front of class.</p> <p>The teacher showed classroom interactions through some questions, like "<i>sudahlah selesai menterjemah?</i>"</p> <p>The teacher appreciated his students through check the students work and let them to use dictionary and choose their own partner.</p> <p>The teacher hardly ever gave motivation in his</p>	<p>The techniques that used by the teacher interacted the students to learn.</p> <p>The teacher used some techniques like translate passage, reading comprehension questions and action sequence.</p> <p>The students in his class used his students name to give an example.</p> <p>The activities in his class were systematic begun from greeting, check the students' attendance in English then teach them in Banjarese.</p> <p>At the beginning activities the teacher used English, while to close the lesson the teacher used both Indonesian and English.</p>

			class.	
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Table 4.2 The Data of Questionnaire at SMAN 1 Karang Intan

No.	Statements	Teachers' Rate	Teacher A	Teacher B	Percentage %
1.	I make the school interesting for my students.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
2.	I am very knowledgeable about the subject(s) I teach.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	√	50%
3.	I am ready for class when it is time to begin.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	√	50%
4.	I am well organized.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
5.	I keep monitoring my students' achievement.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	√	50%
6.	I give my students enough time to do their work.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	-	-
		5= Almost Always	-	√	50%
7.	I make the work for my students not too hard	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	√	100%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
8.	My students pay	1= Never	-	-	-

	attention in class.	2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
9.	Discussions in my class are about lessons being studied.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	√	50%
		5= Almost Always	-	-	-
10.	I come to class on time.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
11.	I require that students follow the rules.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
12.	I make it clear what I want students to do.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
13.	I like it when students ask questions.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
14.	I have students work in different groups depending upon the activity in which they are involved.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
15.	I care if student wastes time in class	1= Never	-	-	-
		2= Not Often	-	√	50%
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
16.	Even when I did not come to the class, my students	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-

	still can get help from me when they need it.				
17.	I teach the students through projector	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	√	100%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
18.	My students often have to take a test in class	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	√	50%
		5= Almost Always	-	-	-
19.	I tell students where they can find more information to help them learn about the lesson.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
20.	I give students interesting work in the beginning	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
21.	I teach hard lessons in small steps	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
22.	I give students work back quickly.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
23.	I tell my students what new things they can learn in each lesson.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
24.	I make class work interesting.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
			√	√	100%

		4= Usually			
		5= Almost Always	-	-	-
25.	I ask questions in class to see if the students understand what has been taught	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
26.	I give assignments related to the subject we are studying.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	√	50%
27.	My students and I discuss and summarize each lesson just studied.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
28.	I leave the students task if I cannot come	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
29.	I maintain discipline in my classroom.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	√	50%
30.	I return tests and assignments quickly.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	-	-
		5= Almost Always	-	√	50%
31.	I give my students homework.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	√	50%
		5= Almost Always	-	-	-
32.	I give students feedback about their achievement	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-

33.	I assign homework that helps students to learn the subject being taught.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	√	50%
34.	I make materials and worksheets for students to use.	1= Never	-	-	-
		2= Not Often	√	-	50%
		3= Sometimes	-	√	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
35.	I use a variety of classroom activities and resources.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
36.	I use films or video for students to watch that help them learn about the subject they are studying.	1= Never	-	-	-
		2= Not Often	√	√	100%
		3= Sometimes	-	-	-
		4= Usually	-	-	-
		5= Almost Always	-	-	-
37.	I tell the class about library/media materials that will help them learn about the subject they are studying, when appropriate.	1= Never	-	-	-
		2= Not Often	-	√	50%
		3= Sometimes	√	-	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
38.	I encourage students to focus at the lesson that I am being teaching.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
39.	I am available to	1= Never	-	-	-
		2= Not Often	-	-	-

	help students during class time and other times during the day.	3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
40.	I monitor student work, as they are doing it, to see if they understand the lesson.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-

The data above is provided in form of questionnaire that had been given to English teachers at SMAN 1 Karang Intan. From the table can be described the performance of English teachers in teaching English in classroom. The data that presented on the questionnaire are the loyalty of teachers on their job and the responsibility to their students which involved in three indicators of teachers' performances that arranged not choronoligacally, yet related. These indicators are classroom management, teaching techniques and media in teaching in classroom.

Table 4.3 The Data of Questionnaire at MA Sultan Sulaiman

No.	Statements	Teachers' Rate	Teacher C	Teacher D	Percentage %
1.	I make the school interesting for my students.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
2.	I am very knowledgeable about the subject(s) I teach.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	-	-	-
		5= Almost Always	√	√	100%
3.	I am ready for	1= Never	-	-	-

	class when it is time to begin.	2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	-	-	-
		5= Almost Always	√	-	50%
4.	I am well organized.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	-	√	50%
		5= Almost Always	√	-	50%
5.	I keep monitoring my students' achievement.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
6.	I give my students enough time to do their work.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	√	50%
7.	I make the work for my students not too hard	1= Never	-	√	50%
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
8.	My students pay attention in class.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
9.	Discussions in my class are about lessons being studied.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	√	50%
		5= Almost Always	-	-	-
10.	I come to class on time.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	-	-	-
		5= Almost Always	√	-	50%
11.	I require that	1= Never	-	-	-

	students follow the rules.	2= Not Often	√	-	50%
		3= Sometimes	-	-	-
		4= Usually	-	-	-
		5= Almost Always	-	√	50%
12.	I make it clear what I want students to do.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	√	50%
		5= Almost Always	-	-	-
13.	I like it when students ask questions.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	√	100%
		5= Almost Always	-	-	-
14.	I have students work in different groups depending upon the activity in which they are involved.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
15.	I care if student wastes time in class	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	√	50%
		5= Almost Always	-	-	-
16.	Even when I did not come to the class, my students still can get help from me when they need it.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
17.	I teach the students through projector	1= Never	-	√	50%
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-

		Always			
18.	My students often have to take a test in class	1= Never	-	-	-
		2= Not Often	√	-	50%
		3= Sometimes	-	-	-
		4= Usually	-	-	-
		5= Almost Always	√	-	50%
19.	I tell students where they can find more information to help them learn about the lesson.	1= Never	-	-	-
		2= Not Often	-	√	50%
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
20.	I give students interesting work in the beginning	1= Never	-	-	-
		2= Not Often	√	-	50%
		3= Sometimes	-	√	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
21.	I teach hard lessons in small steps	1= Never	-	-	-
		2= Not Often	√	-	50%
		3= Sometimes	-	-	-
		4= Usually	-	√	50%
		5= Almost Always	-	-	-
22.	I give students work back quickly.	1= Never	-	-	-
		2= Not Often	√	-	50%
		3= Sometimes	-	√	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
23.	I tell my students what new things they can learn in each lesson.	1= Never	-	-	-
		2= Not Often	√	√	100%
		3= Sometimes	-	-	-
		4= Usually	-	-	-
		5= Almost Always	-	-	-
24.	I make class work interesting.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	√	100%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
25.	I ask questions	1= Never	-	-	-
		2= Not Often	-	-	-

	in class to see if the students understand what has been taught	3= Sometimes	√	√	100%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
26.	I give assignments related to the subject we are studying.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	√	50%
		5= Almost Always	-	-	-
27.	My students and I discuss and summarize each lesson just studied.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	√	100%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
28.	I leave the students task if I cannot come	1= Never	-	-	-
		2= Not Often	-	√	50%
		3= Sometimes	√	-	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
29.	I maintain discipline in my classroom.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	-	√	50%
		5= Almost Always	√	-	50%
30.	I return tests and assignments quickly.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	√	100%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
31.	I give my students homework.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	-	√	50%
		5= Almost Always	√	-	50%
32.	I give students feedback about	1= Never	-	-	-
		2= Not Often	-	√	50%
		3= Sometimes	√	-	50%
		4= Usually	-	-	-

	their achievement	5= Almost Always	-	-	-
33.	I assign homework that helps students to learn the subject being taught.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	√	√	100%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
34.	I make materials and worksheets for students to use.	1= Never	-	-	-
		2= Not Often	-	√	50%
		3= Sometimes	√	-	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
35.	I use a variety of classroom activities and resources.	1= Never	-	√	50%
		2= Not Often	-	-	-
		3= Sometimes	-	-	-
		4= Usually	√	-	50%
		5= Almost Always	-	-	-
36.	I use films or video for students to watch that help them learn about the subject they are studying.	1= Never	-	√	50%
		2= Not Often	-	-	-
		3= Sometimes	√	-	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
37.	I tell the class about library/media materials that will help them learn about the subject they are studying, when appropriate.	1= Never	-	-	-
		2= Not Often	√	-	50%
		3= Sometimes	-	√	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
38.	I encourage students to focus	1= Never	-	-	-
		2= Not Often	-	√	50%
		3= Sometimes	√	-	50%

	at the lesson that I am being teaching.	4= Usually	-	-	-
		5= Almost Always	-	-	-
39.	I am available to help students during class time and other times during the day.	1= Never	-	-	-
		2= Not Often	-	√	50%
		3= Sometimes	√	-	50%
		4= Usually	-	-	-
		5= Almost Always	-	-	-
40.	I monitor student work, as they are doing it, to see if they understand the lesson.	1= Never	-	-	-
		2= Not Often	-	-	-
		3= Sometimes	-	√	50%
		4= Usually	√	-	50%
		5= Almost Always	-	-	-

Alike the data at SMAN 1 Karang Intan, the data above also provided in form of questionnaire that had been given to English teachers at MA Sultan Sulaiman. From the table can be described the performance of English teachers in teaching English in classroom. The data that presented on the questionnaire are the loyalty of teachers on their job and the responsibility to their students which involved in three indicators of teachers' performances that arranged not choronoligacally, yet related. These indicators are classroom management, teaching techniques and media in teaching in classroom.

5. The English Teachers Score Based on Questionnaire

The questionnaire that given is about his or her performance in teaching that included three aspects of performance. The questionnaire has 40 aspects of performance that adapted from Jacson Publics School District. The teachers tick (√) the questionnaire that indicated their own performance. Based on the table of questionnaire above their performance can be seen in the following table:

Table 4. 4 Result of Questionnaire (DATA X)

No.	Respondents	Frequency					Total
	School	Never (1)	Not often (2)	Somet imes (3)	Usually (4)	Almost always (5)	
1.	Miss A	-	2	8	30	-	148
	SMAN 1 Karang Intan						
2.	Miss B	-	2	10	20	7	149
	SMAN 1 Karang Intan						
3.	Miss C	1	7	16	12	4	131
	MA. Sultan Sulaiman						
4.	Mr. D	3	7	15	9	6	128
	MA. Sultan Sulaiman						

From the data above known that the result of questionnaire each teacher. It also showed that teachers have differentiation in scoring their own performance. Based on data the writer found data X about teachers' performance in their class as below:

- a. X of Miss A is 148
- b. X of Miss B, is 149
- c. X of Miss C is 131
- d. X of Mr. D is 128

All the English teachers at both schools were scored themselves by ticking (√) all the items of questionnaire. The result showed that data X from both schools have different estimation. So, the data X of English teachers of their own performance were different.

6. The Students Achievement at SMAN 1 Karang Intan

The data about students' achievement in English lesson at SMAN 1 Karang Intan was obtained through conducting written test. The written test question was adapted from some sources based on the syllabus.

This test is containing 40 items of multiple choices for 90 minutes or two hours learning, in scoring, every right answer for each question is two point five, and every wrong answer gets score zero and one hundred if all the answers were right.

a. The Result of Written Test of Miss A. class

Table 4.5 Students' score (DATA Y) of grade X3 at SMAN 1 Karang Intan

No.	Students' Code	Score of Written Test
1.	A	80
2.	B	40
3.	C	70
4.	D	55
5.	E	80
6.	F	65
7.	G	50
8.	H	60
9.	I	50
10.	J	60
11.	K	65
12.	L	65
13.	M	75
14.	N	75
15.	O	65
16.	P	55
17.	Q	75

18.	R	80
19.	S	65
20.	T	70
21.	U	60
22.	V	65
Total		1.485

To know data Y about students' achievement in English lesson of grade X3 at Miss A class, at SMAN 1 Karang Intan, the writer divided the total score of students with total of students as below:

$$Y = \frac{1.485}{22}$$

$$= 67.5$$

Based on the result of applied formula above, the total score is 1.485 of 22 students, and data Y of English lesson grade X3 is 67.5.

b. The Result of Written Test of Miss B. class

Table 4.6 Students' score (DATA Y) grade XI of science at SMAN 1 Karang Intan

No.	Students' Code	Score of Written Test
1.	A	65
2.	B	60
3.	C	90
4.	D	75
5.	E	85
6.	F	90
7.	G	75
8.	H	65
9.	I	60
10.	J	65
11.	K	85
12.	L	95
13.	M	95
14.	N	75
15.	O	95
16.	P	90
17.	Q	85
18.	R	90

19.	S	60
20.	T	95
21.	U	70
22.	V	75
23.	W	60
24.	X	75
25.	Y	70
26.	Z	55
27.	AA	80
Total		2.080

To know data Y about students' achievement in English lesson at Miss B class, at SMAN 1 Karang Intan, the writer divided the total score of students with total of students as below:

$$Y = \frac{2.080}{27} = 77.04$$

Based on the result of applied formula above, the total score is 2.080 of 27 students, and data Y of English lesson grade XI is 77.04.

7. The Students' Achievement at MA. Sultan Sulaiman

The data about students' achievement in English lesson at MA. Sultan Sulaiman was obtained through conducting written test. The written test question was adapted from some sources based on the syllabus.

This test is containing 40 items of multiple choices for 90 minutes or two hours learning. In scoring the test, every right answer for each question is two point five, and every wrong answer gets score zero and one hundred if all the answers were right.

a. The Result of Written Test of Miss C class

Table 4.7 Students' Score (DATA Y) of grade XA at MA. Sultan Sulaiman

No.	Students' Code	Score of Written Test
1.	A	60
2.	B	50
3.	C	60
4.	D	45
5.	E	50
6.	F	55
7.	G	50
8.	H	70
9.	I	70
10.	J	55
11.	K	50
12.	L	55
13.	M	75
14.	N	55
15.	O	75
16.	P	70
17.	Q	60
18.	R	55
19.	S	65
20.	T	50
21.	U	65
Total		1.240

To know data y about students' achievement in English lesson at Miss C class, at MA. Sultan Sulaiman, the writer divided the total score of students with total of students as below:

$$Y = \frac{1.240}{21} = 59.05$$

Based on the result of applied formula above, the total score is 1.240 of 21 students, and data Y of English lesson grade X is 59.05.

b. The Result of Written Test of Mr. D class

Table 4.8 Students' Score (DATA Y) of grade XI of social at MA. Sultan Sulaiman

No.	Students' Code	Score of Written Test
1.	A	40
2.	B	60
3.	C	60
4.	D	55
5.	E	70
6.	F	60
7.	G	70
8.	H	75
9.	I	50
10.	J	60
11.	K	50
12.	L	45
13.	M	65
14.	N	70
15.	O	45
16.	P	75
17.	Q	70
18.	R	60
19.	S	70
20.	T	65
Total		1.215

To know data Y about students' achievement in English lesson of Mr. D class, at MA. Sultan Sulaiman, the writer divided the total score of students with total of students as below:

$$Y = \frac{1.215}{20}$$

$$= 60.75.$$

Based on the result of applied formula above, the total score is 1.215 of 20 students, and data Y of English lesson grade X is 60.75.

Because the data of variable X and Y has been found at both schools, then the data input on working table as followed:

Table 4.5 Working Table at SMAN 1 Karang Intan

Subject	X	Y	x	y	x^2	y^2	d(x-y)	$d^2((x - y)^2)$
Miss A	148	67.5	-0.5	-4.77	0.25	22.7592	4.27	18.2329
Miss B	149	77.04	0.5	4.77	0.25	22.7592	-4.27	18.2329
	$\sum X=297$	$\sum Y=144.54$			$\sum x^2=0.5$	$\sum y^2=45.5058$		$\sum xd^2=36.4658$

The next step is analyzing the data by using product moment correlation. The formula is:

$$r_{xy} = \frac{\sum x^2 + \sum y^2 - \sum d^2}{2 \sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

$\sum x^2$ = Sum of all scores of deviation variable X, which squared firstly.

$\sum y^2$ = Sum of all scores of deviation variable Y, which squared firstly.

d = The difference of score variable deviation X and variable deviation score Y; or; d= x-y

$\sum d^2$ = Sum of the difference score variable deviation X and score variable deviation Y, or: $\sum d^2 = (\sum x - y)^2$

2 = Constant number (no change)

$$\begin{aligned} r_{xy} &= \frac{\sum x^2 + \sum y^2 - \sum d^2}{2 \sqrt{(\sum x^2)(\sum y^2)}} \\ &= \frac{0.5 + 45.5058 - 36.4658}{2 \sqrt{(0.5)(45.5058)}} \\ &= \frac{9.54}{2 \sqrt{22.7529}} \\ &= \frac{9.54}{2 \times 4.77} \end{aligned}$$

$$= \frac{9.54}{9.54}$$

$$= 1$$

Table 4.6 Working Table at MA.Sultan Sulaiman

Subject	X	Y	x	y	x^2	y^2	d(x-y)	$d^2((x-y)^2)$
Miss C	131	59.05	1.5	0.85	2.25	0.7725	0.65	0.4225
Mr. D	128	60.75	-1.5	-0.85	2.25	0.7725	0.65	0.4225
	$\sum X=259$	$\sum Y=119.8$			$\sum x^2=4.5$	$\sum y^2=1.545$		$\sum d^2=0.845$

As the data above was used product moment correlation formula, this data will also analyzing by the same formula.

$$\begin{aligned}
 r_{xy} &= \frac{\sum x^2 + \sum y^2 - \sum d^2}{2 \sqrt{(\sum x^2)(\sum y^2)}} \\
 &= \frac{4.5 + 1.545 - 0.845}{2 \sqrt{(4.5)(1.545)}} \\
 &= \frac{5.2}{2 \sqrt{6.953}} \\
 &= \frac{5.2}{2 \times 2.637} \\
 &= \frac{5.2}{5.274} \\
 &= 0.986
 \end{aligned}$$

B. Discussions

This part is intended to present result of the data analysis and their interpretation which could be derived from analysis. This part deals with the result of the study based of founded data in the location. It covers of the effect of English teachers' performance on students' achievement in English lesson.

1. Teachers' Performance in Teaching English

Based on data from interview and observation above the performance of English teachers at SMAN 1 Karang Intan is known that the classroom management from both teachers that they have good relation. The classroom management are appreciated their students, care about the achievement of the students, gave motivation to the pupils, maintain discipline in their class, and involved their students in teaching learning process. Richard (1989) stated that classroom management is not an end itself but part of teacher's overall leadership role and cannot separated with effective teaching. So the role of teachers in classroom in managing their students will effect on students, weather the students will show good progress or not, because it cannot be denied that the responsibility of the pupils is theirs as their teacher, and how the pupils will be defend on how good are they lead them.

Moreover, they always guide their students to study themselves at home through media electronic that they have and also the teachers made them to learn in group and to be able to work together. They also used many sources and media for teaching and also applied variant activities in their class. Yet, in their class the media that they used when observations only whiteboard and some English books.

Since the use of media as a tool to deliver messages so the students can be more motivated in learning, the teachers have to be able in modifying and adapt the media with the material being studied. Although the media that they used in their class is not variety enough, the techniques that teachers used are not.

Besides, classroom management and teaching media that teachers needed, there is a thing that will be very useful for the teachers to support their performance in classroom. Anthony (1963) stated that a technique is implementation that which actually takes place in classroom. It is used to accomplish an immediate objective. The techniques that demonstrated by teachers to convey the lesson were variant, these are; read aloud, command, group discussion, pairs work, reading comprehension questions, and conversation. The responsible of the teachers are good, they were very curious about the students' achievement, and when they could not teach them, the teachers assign them some tasks. It was indicated that they have high integrity to their job and can be said that their performance is good.

While the performance of English teachers at MA. Sultan Sulaiman from data observation and interview known that classroom management of the teachers are that the relationship between teachers and students were good enough, the focus of learning was focused on teachers where the group discussions or pair work are rarely applied in their class. The students in their class were not active to ask questions or ask for more explanation. Most of their students in their class only listen and do what teacher instructed. The lesson is worse, the teachers more often leave them to answer some tasks rather than give explanation. As stated by

Leo (2003) that classroom management is a term commonly used by educators to manage the student, facilities, equipment, and situations in classroom, so it can be concluded that the responsible of teachers in teaching can be seen from how they manage their students, and how good is the progress of their students.

Media are rich. It can be form in many forms and the function of media itself to deliver messages. At the school there are many media for teaching, weather the media are one of facilities of school or brought, and created by the teachers. The use of media in teaching and learning can be motivated students to learn. As mentioned by Ameliatul Husna (2002) that the students more interesting in the lesson while the teacher applied the media in classroom activities. Joyce Penfield (1987) also stated that it is not secret that classroom activities that relate to personal need are most motivating and useful. In the classroom, the media that teachers used for teaching was limited too, not only when the writer does observations.

Otherwise, the teaching techniques that teachers used for teaching are not limited; the teachers used more than one technique in teaching. The techniques that teachers used are translate passage, reading comprehension questions and action sequence. Brown (2000) explained that techniques are directed as much as possible toward good language learning behaviors. Teachers can encourage successful subconscious strategy employment through their choice of classroom techniques that enhance strategy building. The essential of techniques in teaching is purposes as the way to get the goal of language learning. Tough the teachers used some techniques in teaching, yet the teachers showed ineffective

management with not maximal come to the class and poor teaching. In short, the performance of teachers at school cannot be said that they have good performance as mentioned by Eliezer Yariv (2011) that causes make the poor performance of teachers are ineffective management, shortcomings of the teacher and outside influences.

2. Effect of Teachers' Performance on Students' Achievement

Based on written test that has been done at SMAN 1 Karang Intan and MA Sultan Sulaiman, the writer found the score of students from 40 items of questions begin from 40 to 95. The mean score of grade X3 students at SMAN 1 Karang Intan is 67.5, and mean sore from grade XI of science is 77.04. While the mean score of grade XA students at MA Sultan Sulaiman is 59.05, and the mean score grade XI of science is 60.75.

From the result of " r_{xy} " above known that variable X and variable Y at SMAN 1 is 1, and the result of " r_{xy} " of variable X and Y at MA. Sultan Sulaiman is 0,986. Both are indicated that there is a very strong correlation between variable X and Y, this is based on rough standard below:

Table 4.7 (r) Standard Categories of "r" Product Moment Value

The Value of "r" Pearson Product Moment	Interpretation	
0,00-0,20	Very low	There is a correlation between variable X and Y, but the correlation is very low that the correlation is disregarded or in other words, there is no correlation between variable X and variable Y.
0,20-0,40	Low	There is a low correlation between variable X and variable Y.

0,40-0,70	Fair	There is a fair or moderate correlation between variable X and variable Y.
0,70-0,90	High	There is a strong correlation between variable X and variable Y.
0,90-1,00	Very high	There is a very strong correlation between variable X and variable Y.

*Anas Sudjono, p. 180

So, the students' achievement from both school are effected by teachers' performance. Though both schools indicated that teachers' performance gives effect on students' achievement, the result of students' achievemnet who teachers showed good perormance is better then those who have poor teachers' performance.

3. The Influence of Teachers' Performance on Students' Achievement

Based on the explanation above that the performance of English teachers at SMAN 1 Karang Intan and MA. Sultan Sulaiman has very strong correlation with students' achievement in senior high schools in Karang Intan sub district and then based on rough standard show there is effect of English teachers' performance on English students' achievement in senior high schools in Karang Intan.

This indicated that performance of teachers is very important to be increased by the teachers. Good performance also indicated that the teachers have good quality. Hence, classroom management, the use of media and teaching techniques are very important to support teachers' performance. Through these aspects the performance can be increased and of course it would give positive effect to the students. On this research, the influenced of teachers' performance on

students' achievement seen from participant of students in teaching and learning process and result of witten test. The students who not active in classroom influenced by poor performance of teachers that not involved in their students in teaching and learning process and the students who have good score also influenced by good performance of teachers that involved in their students in classroom activities.