

## THE INFLUENCE OF ENGLISH TEACHER'S PERFORMANCE TO THE STUDENTS' INTEREST IN LEARNING ENGLISH AT SMKN 6 MAKASSAR

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### Abstrak

Penelitian ini dilakukan dengan tujuan untuk mengetahui dan menganalisis pengaruh kinerja guru bahasa Inggris terhadap minat belajar siswa dalam pembelajaran bahasa Inggris di SMKN 6 Makassar. Terdapat 52 siswa SMKN 6 Makassar yang telah dipilih sebagai sampel dengan menggunakan teknik pengambilan sampel secara acak (random sampling). Metode pengambilan data dalam penelitian ini adalah dengan menggunakan angket. Teknik analisis data yang digunakan adalah Regresi linear dan uji Signifikansi dengan bantuan Software SPSS Versi 20. Hasil penelitian menunjukkan bahwa kinerja guru bahasa Inggris di SMKN 6 Makassar berada pada kriteria “baik” dan untuk minat belajar siswa berada pada kriteria “tinggi”. Hal ini menunjukkan bahwa semakin baik kinerja guru bahasa Inggris, semakin tinggi pula pengaruhnya terhadap minat belajar siswa. Dengan demikian dapat disimpulkan bahwa ada pengaruh yang positif dan signifikan antara kinerja guru bahasa Inggris dengan minat belajar siswa pada pembelajaran bahasa Inggris pada siswa SMKN 6 Makassar.

**Kata Kunci:** *performansi guru; minat belajar siswa.*

### Abstract

*This research is intended to know and analyze the influence of English teacher's performance to the students' interest in learning English at SMKN 6 Makassar. The sample was 52 students. Technique used in this research was random sampling data. The data were collected by using questionnaire. Technique of data analysis that used in this research was Linear Regression and Significance test by using Software SPSS Version 20. The result of the research showed that English teacher's performance at SMKN 6 Makassar was in good criteria and for the students' interest in learning English was in*

*high criteria. It indicates that the better performance of English teacher's made the higher interest of the students. Therefore, it can be conclude that there is a positive and significant influence between English teacher's performance and the students' interest in learning English at SMKN 6 Makassar*

**Keyword:** *English teacher's performance; students' interest.*

## A. INTRODUCTION

Advanced country requires the good quality of human resources. The human resources quality can only be acquired through education. Therefore, the advanced countries always put the education as a top priority in its development. Especially for the rivalry that will arise even tougher with the implementation of international policies of MEA since 2016.

The quality of education depends on a teacher. Teachers as educators are expected to have the ability to direct the students to have readiness in the face of increasingly fierce global competition with other nations. For the initial efforts in improving the quality of education is the quality of teacher performance in the classroom.

To be a good performance, teacher must continue to learn, to read new information, to develop the ideas creatively, because if it is not to be done, it will have a negative impact. This negative impact will be a big problem if it doesn't being handled from now. Therefore, teacher resources must constantly be developed through education, training and other activities in order to further increase their performance ability.

If observed by looking at the reality in this country is still far from the idealized, the mushrooming of schools which the quality is low gives an indication that the teachers with a good performance only within a discourse that has not realized its full potential and evenly on all existing educational institutions in Indonesia, especially the English teachers in Makassar.

English as a foreign language needs to be given a serious attention because English for students of SMA/SMK is being a part of foreign subjects that support to make them easier to get a job when competing with other countries. The fact that occurs in some schools in Makassar that student's interest in learning English is very less. Interest in learning is the psychological aspect of a person who appeared in several symptoms. Such as: passion, enthusiasm, desire feelings, like doing the behavior process through a variety of activities that including the seeking for knowledge and experience. In other words, interest in learning is the attention, affection, and attraction of someone to the learning process that walk on and then the

enthusiasm demonstrated through participation and activation in following the process.

An activity performed not in accordance with the interests, will result in less favorable of achievement. It can be said that the fulfillment of a person's interest will gain the pleasure or the inner satisfaction that can lead to the motivation. Interests can also be a powerful of motivating. Besides, interest in learning is also able to support and influence the learning process in schools. However, in practice not a few teachers who find obstacles in teaching in the classroom, because the lack of student's interest to the material presented. If this occurs, then the learning process will have problems in achieving the learning objectives.

Results of preliminary observations, the researcher found the indication of students' interest in learning English at SMKN 6 Makassar weak. This was apparent when the learning processed, many students who do not attend to follow the teaching and learning process in the classroom. This condition is evocative researcher to conduct the research.

Based on the previous description, the formulated of the research problem as follows:

1. How is the English teacher's performance in teaching English in students' mind at SMKN 6 Makassar?
2. How is the students' interest in learning English at SMKN 6 Makassar?
3. How is the influence of English teacher's performance to the students' interest in learning English at SMKN 6 Makassar?

Relating to the problem statement mentioned above, the researcher states that objective of the research are:

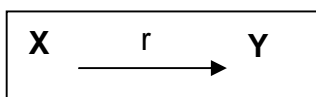
1. This research will be conducted in order to find out how the English teacher's performance of teaching English in students' mind at SMKN 6 Makassar
2. This research will be conducted in order to describe of the students' interest in learning English at SMKN 6 Makassar
3. This research was focused to find how great the influence of the English teacher's performance of teaching English in students' mind to the students' interest in learning English at SMKN 6 Makassar

The result of this research is expected to have both academic and practical contributions. Academically, to help teacher/researcher know whether the teacher's performance is influenced the students' interest in learning English and Practically, this research can be used as a basic of wisdom in creating the best performance of English teacher.

## B. METHODS

The population in this research was taken from the students of SMKN 6 Makassar. The number of population is 520 students, however, the researcher just took about 52 students as the sample of this research as the representative of 10% from 520 students by using random sampling data (Arikunto 2010). The classes selected were from the second and the third grade. This selection was based on the consideration that the first grade is being new students of SMKN 6 Makassar and they were still young to describe their opinions.

This research is a quantitative descriptive research, that the research conducted by collecting statistical data in the form of numbers or certain values that can be measured. Data were processed, interpreted, and concluded. This research seeks to collect data or objective information in the field of research that concerning the relationship between the English teacher's performance and the students' interest in learning English at SMKN 6 Makassar, while the research design as follows: (Sugiyono, 2007).



Where:

X : English teacher's performance in student's mind

Y : The students' interest in learning English

## C. FINDINGS

### 1. English Teacher's Performance at SMKN 6 Makassar

Teacher is a person whose profession or job is teaching, in addition, teachers as mentors who provide direction and guide students in learning. According to Harmer, J. (2001), the range of images for the teacher like an actor or gardener that teachers use about themselves indicate the range of views that they have about their profession.

Teacher's performance rated by the teacher evaluation refers to the formal process a school uses. According to Joyce. B, Marsha Weil and Emily Calhoun (2009) there are three sides of teaching for the teacher, namely: styles, models, and diversity.

According to Wilhelm (2006) that another aspect of the role as a teacher was to give feedback so that the students would better understand the expectations of the group and class members.

In performance evaluation handbook for teachers, a teacher's performance will be judged in term of 16 items: 1) Plans instruction, 2)

Implements the lesson, 3) Motivates students, 4) Communicates lesson, 5) Demonstrates knowledge of the curriculum, 6) Sets high expectations for student achievement in accordance with needs and abilities, 7) Maximizes time on task, 8) Integrates materials and methodology, 9) Plans and uses evaluative activities, 10) Provides specific evaluative feedback, 11) Manages the classroom, 12) Interacts with students, 13) Interacts with parents and community, 14) Interacts with administration and other educational personnel, 15) Is involved in professional growth activities, 16) Supports and implements school regulation, policies, procedures and accepted practices.

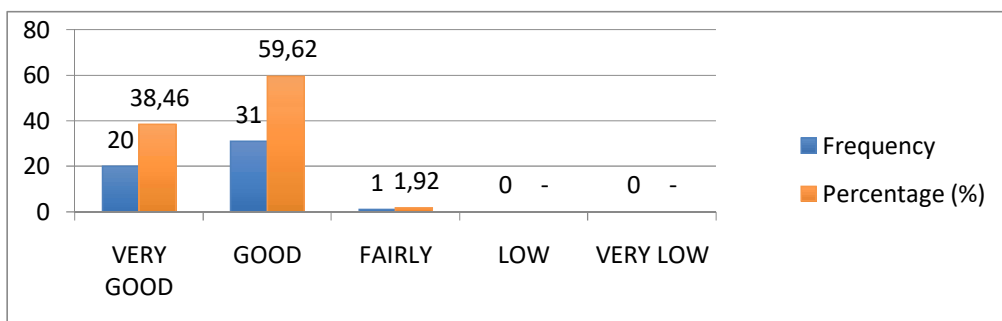
Based on the results of distributing the questionnaire, the total of respondents who were ready to give their answers about their English teacher's performance and their interest in learning English is about 52 students and they had attained the requirement to be analyzed. The next process was giving score for the students' answer of each question of the questionnaire. For the questionnaire which the question was positive, if the answer was always (Sl), the score was 4, the answer was often (S), the score was 3, the answer was sometimes (Kd), the score was 2 and if the answer was never (Tp), the score was 1 and for the question which was negative, if the answer was always (Sl), the score was 1, the answer was often (S), the score was 2, the answer was sometimes (Kd), the score was 3 and if the answer was never (Tp), the score was 4. To know the result of the students' score clearly, the researcher use the following table about the student's scores from the questionnaire.

Interval	Frequency	Percentage (%)	Categories
102-120	20	38.46	Very Good
84-101	31	59.62	Good
66-83	1	1.92	Fairly
48-65	0	-	Low
30-47	0	-	Very Low
<b>Total</b>	<b>52</b>	<b>100.00</b>	

Based on the table above, it clearly shows that from 52 students/respondents, 20 person/students or 38.46% respondents considered that English teacher's performance at SMKN 6 Makassar has a very good category, 31 person/students or 59.62%<sup>of</sup> respondents' consideration told that English teacher's performance at SMKN 6 Makassar has a good category, 1 person/student or 1.92% respondent thought that English teacher's performance at SMKN 6 Makassar has a fairly category and 0

person/student or 0% respondent thought that English teacher's performance at SMKN 6 Makassar has a low and very low category. This scores show that generally the students/respondents thought that English teacher's performance at SMKN 6 Makassar is in a good category, the data can also be shown in a histogram graph as follow:

Graphic 1.  
Histogram Category Data of English Teacher's Performance in Students' Mind at SMKN 6 Makassar



Before teachers can start to consider planning their classes they need to know a considerable amount about three main areas:

- 1) The job of teaching. Well-prepared teachers need to know a lot about the job to do before starting make successful plans. There are six major areas of necessary knowledge.
  - a) The language for the level
  - b) The skills for the level
  - c) The learning aids available for the level
  - d) Stages and techniques in teaching
  - e) A repertoire of activities
  - f) Classroom management skills

These areas are all vitally important for a teacher and they all imply a lot of work particularly where a level is being taught for the first time. Without these areas of knowledge a teacher is in a poor position to make decisions about lesson planning.

- 2) The Institution. The teachers need to know in so far as it is involved with their teaching. The following five areas of knowledge are crucial (time, length, frequency, physical conditions, syllabus, exams, and restrictions).

Clearly knowledge of all these things is vital if the teacher is to make plans that are realistic in the circumstances.

- 3) The Students. Teachers need to know a considerable amount about their students and who the students are, what the students bring to the class and what the students need.

The behavior and the attitude of the teacher is perhaps the single most important factor in a classroom, and thus we can make a list of things that teachers should probably not do if they want to avoid problems in their performance:

- 1) Don't go to class unprepared & don't be inconsistent.
- 2) Don't issue threats & don't raise your voice.
- 3) Don't give boring classes & don't be unfair.
- 4) Don't have a negative attitude to learning.
- 5) Don't break the code.

## 2. Students' interest in learning at SMKN 6 Makassar

The interest can be measure based on the students' daily. Interest categorized into three categories based on the nature, (Dewi Suhartini, 2001: 25), as follows:

- a. Personal interest is interest that is permanent and relatively stable which leads to specific subjects of special interest. Personal interest is a form both pleasure and unpleasure. This interest usually grows by itself without the great influence of external stimuli.
- b. Situational interest is an interest that is not permanent and relatively changing, depending on external stimuli. The stimulation can be the teacher teaching methods, used of learning resources and interest media, classroom atmosphere and encouragement of the family.
- c. Psychological interest is interest that is closely related to the interaction between personal interests with the interests of situational continuous and sustainable. If the student has enough knowledge about a subject, and have the opportunity to dive in a structured activity in the classroom or private (outside the classroom) and have a high valuation on these subjects, it can be stated that young people have a psychological interest.

The influenced by interest, according to Keller (2009) namely ARCS Model of Motivational Design, as follow:

- a. Attention

Keller attention can be gained in two ways:

- a) Perceptual arousal – uses surprise or uncertainly to gain interest. Uses novel, surprising, and uncertain events.
- b) Inquiry arousal – stimulates curiosity by posing challenging questions or problems to be solved.

**b. Relevance**

Establish relevance in order to increase a learner's motivation. To do this, use concrete language and examples with which the learners are familiar. Six major strategies described by Keller include:

- Experience – Tell the learners how the new learning will use their existing skills.
- Present Worth – What will the subject matter do for me?
- Future Usefulness – What will the subject matter do for me tomorrow?
- Needs Matching – Take advantage of the dynamics of achievement, risk taking, power, and affiliation.
- Modeling – First of all, “be what you want them to do!”
- Choice – Allow the learners to use different methods to pursue their work/allowings choice in how they organize it.

**c. Confidence**

- Help students understand their likelihood for success.
- Provide objectives and prerequisites.
- Allow for success that is meaningful..
- Feedback – Provide feedback and support internal attributions for success.
- Learner Control – Learners should feel some degree of control over their learning and assessment.

**d. Satisfaction**

- Do not patronize learner by over-rewarding easy tasks.
- Learning must be rewarding or satisfying in some way.
- Make the learner feel as though the skill is useful or beneficial by providing opportunities to use newly acquired knowledge in a real setting.
- Provide feedback and reinforcement. When learners appreciate the results, they will be motivated to learn.

Interest in learning a person is not always stable, but always changing. Therefore, it should be directed and developed to something that has been determined through the selection of the factors that affect the interest.

According to Ali, M. (2008), Overall student interest factors are classified into two major groups, namely external factors (factors that come from outside the student) and internal factors (factors originating from within the students).



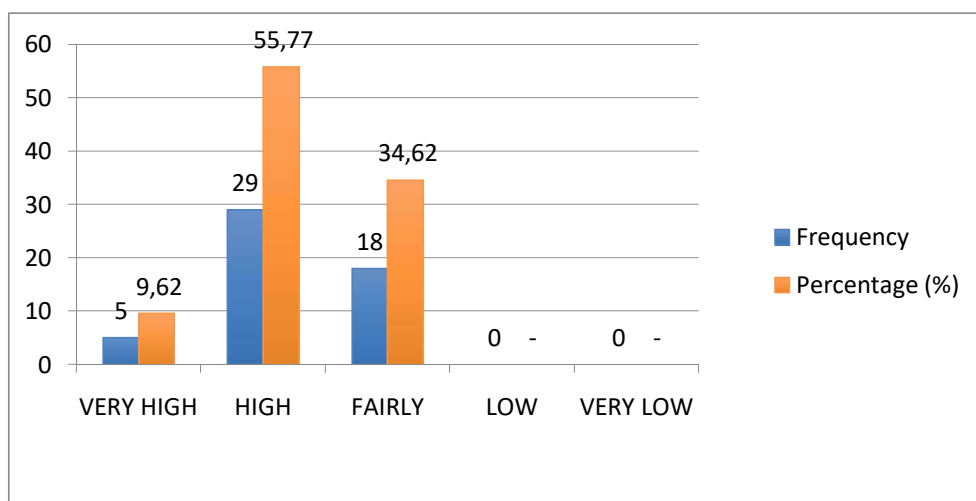
Further to know the category of students' interest in learning English at SMKN 6 Makassar, can be seen in the following table:

Interval	Frequency	Percentage (%)	Categories
102-120	5	9.62	Very high
84-101	29	55.77	High
66-83	18	34.62	Fairly
48-65	0	-	Low
30-47	0	-	Very Low
<b>Total</b>	<b>52</b>	<b>100.00</b>	

According to the table above, it clearly shows that from 52 respondents, 5 person or 9.62% respondents had very high category of students' interest in learning, 29 person or 55.77% respondents were in high category, 18 person or 34.62% respondents had a fairly category and 0 person or 0% respondent got a low and very low category at SMKN 6 Makassar. This score showed that generally the students' interest is in a high category, the data can also be shown in a histogram graph as follow:

Graph 2.

Histogram Category Data of Students' Interest in Learning English at SMKN 6 Makassar



### 3. The influenced that affecting the student's interest in learning

Teacher plays important role in the teaching and learning process. Without teacher, students will face some barriers in their learning. Teacher's role can be before, while, or after the teaching learning process. The role of the teacher will depend on a large extent on the function of theirs performs in different classroom activities. It is obvious that the teacher's behavior for various types of activity will be different. According to Wilhelm (2006) that another aspect of the role as a teacher was to give feedback so that the students would better understand the expectations of the group and class members.

According to Harmer (2001), there are eight roles which must be applied by teacher: as controller, assessor, organizer, prompter, participant, resource, tutor, and investigator.

Sujanto (2004) argues: that the business can be done to foster the interests of children to be more productive and effective are as follows:

- a. Enriching the idea or ideas.
- b. Giving a gift that stimulates.
- c. Making friends with people who are creative.
- d. Adventuring to the surrounding natural healthy manner.
- e. Developing a fantasy.
- f. Exercising a positive attitude.

Bahri (2011) substantial that interest influence on learning activities. Students who are interested in a lesson will study in earnest, because there is appeal to him. The learning process will run smoothly when accompanied interests. Therefore, teachers need to generate interest in students so that lessons were easy to understand. There are several ways that teachers can do to arouse the interest of students, as follows:

- a. Generating the existence of a necessity
- b. Connecting with the issue of past experience of yesteryear
- c. Providing an opportunity to get a good result
- d. Using various forms of teaching.

For that the teachers should be able to take advantage of student interest by providing the conditions that support it. Motivate students to learn the strength that comes from students. This interest is related to the student needs to know something of the object studied. This is where teachers hold an important roles of author and creator of learning conditions by using appropriate teaching methods and interactive.

Several factors can be the cause of rising or declining the student's interest towards certain subjects, such as:

**a. Student's Perception in Learning**

Wrong perception of the lessons will make students lazy to learn a subject matter. For example: students' views on teaching mathematics as difficult subjects, or social studies is a boring lesson will cause students to be lazy to learn these lessons.

According to Larsen-Freeman (2000) a good language learners/students are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish. Language learners/students were seen to be more actively responsible for their own learning.

**b. Physical and Psychic Students**

Physical or psychic students while attending learning influence the interests and learning activities. Body health factors, such as good health or not, in a state of pain or fatigue, will greatly assist in focusing attention to the lesson. Not only physical health, but also psychological. The amount of the burden of thinking and problems faced by the students will greatly interfere with concentration and attention of students while attending the learning. Moreover, on some subjects that required the high mental activity and demanded a lot of attention with a clear mind.

**c. Teacher and Student Relationship**

Interests that can support learning are the interest to the material / subjects and the teachers who taught it (Sabri, 2007). If students are not interested in the material / subject or also to the teachers, the students will not be eager to learn. A positive relationship between students and teachers will determine the smoothness of communication between them. When students do dislike a particular of teacher, indirectly, students also will dislike the lessons delivered by the teacher. Conversely when the students liked a particular of the teacher, will also make students interested in what is presented by the teacher while studying in class.

**d. The Methods and Teacher Teaching Style**

The learning atmosphere displayed by teachers when teaching process will affect the student's mood. Monotony and boring will make students not eager to follow the learning, otherwise the interesting atmosphere, fun and passionate will increase the activity and attention of students in the learning process. A sense of excitement will lead to a positive attitude and will foster the interest, otherwise the resentment will cause a negative attitude and does not generate interest.

**e. Linkage the Student's Lessons with Student's Life**

In addition to things that are interesting and fun, interest is also related to the interests or needs someone to something. Therefore, the relationship of the subject matter and the needs of everyday life of students

will affect the attention and interest of students to learn. Let every teacher is able to bring the lessons taught close to daily life by using real life examples. Teachers can also use the phenomenon of life is, and then discuss it from the standpoint of the lessons to be learned.

#### **f. Reinforcement**

Everyone is always in need of encouragement and reinforcement to continue to excel. Interest and motivation may be decreased in certain conditions. The ability of the teacher to provide reinforcement when the students' motivation decreases will affect the "stamina" of students is to continue to try and achieve. Conversely, any small achievement should be given a positive appreciation as a form of appreciation for the efforts made by learners. Each student has a learning speeds vary between each other, thus the students' progress will vary. The appreciation of the learning progress of each student despite progress, it will increase the energy of motivation in students further improve their academic achievement.

To process and analyze data in this research, researcher used SPSS version 20 for Windows. As a condition of inferential testing, a test is conducted prior to deployment data on each of the variables researched, with the steps as follow; Data normality test is used the *Kolmogorov-Smirnov* test (KS) and testing linearity (F-test).

After the requirements testing is done, then the next to test the hypothesis used simple linear regression and significance tests, with the criteria that if  $F_{count} > F_{table}$ , or sig. probability)  $p < \alpha = 0.05$ , then  $H_0$  is rejected and  $H_1$  accepted, it means that there is a positive and significant influence of the English teacher's performance to the students' interest in learning English.

#### **a. Normality Test of the Data**

In the previous discussed about normality test, which is intended to know whether the data are normal or not, so test of normality was conducted in this result of the research both the data for English teacher's performance in students' mind and the data for the students' interest in learning English at SMKN 6 Makassar as the following table:

Normality test for English teacher's performance in students' mind (X variable), the result of normality test of the data above show that the score of significant for the independent variable of English Teacher's Performance in Students' Mind (X variable) be examined, obtained the probability score or Sig. is 0.107 bigger than alpha ( ) = 0.05, So  $H_0$  is accepted (sample is derived from the population that has normal distribution). This shown that independent variable that used in *Kolmogorov-Smirnov* test has a normal data.

Normality test for students' interest in learning English (Y variable), the result of normality test of the data above show that the score of significant for dependent variable of Students' interest (Y variable) be examined, obtained the probability score or Sig. is 0.939 bigger than alpha ( $\alpha$ ) = 0.05, So  $H_0$  is accepted (sample is derived from the population that has normal distribution). This shown that dependent variable that used in *Kolmogorov-Smirnov* test has a normal data. Further the next test can be implemented because of the result of normality test fulfilled.

#### **b. The Linear Regression Result of the Influence of English Teacher's Performance to the Students' Interest in Learning English**

Linear Regression was conducted on English teacher's performance and students' interest in learning English. This technique is intended to know the influence between English teacher's performance (X variable) to the students' interest in learning English (Y variable), to find out the significant influence between variable (X variable) teacher's performance to the variable (Y variable) students' interest.

To find out the result of data analysis by using Linear Regression. That significant score is  $0.362 >$  than  $\alpha = 0.05$ , therefore can be concluded that independent variable English Teacher's Performance (X variable) to dependent variable Students' Interest in Learning English (Y variable), there is a linear influence where the score of *Linierity test* is 0.001 smaller than  $\alpha = 0.05$ .

Testing of linearity above generate that there is a linear influence of English teacher's performance (X variable) to the students' interest in learning English (Y variable) at SMKN 6 Makassar where explained by the score above.

### **D. DISCUSSION**

The discussion is intended to obtain particular analysis of the findings of the research. In essence, this discussion is in an effort to provide the conclusion of the research (as the answer of the research questions as mentioned in chapter one before) by using SPSS Version 20. The result indicated that:

1. The description of English teacher's performance in teaching English data (X variable) has mean score is 98.79 from the ideal score with the high frequency score of English teacher's performance (X variable) = 31 (59.62%) which stand in interval of 84-101 that in generally including in good category, 20 (38.46%) which stand in interval of 102-120 that can describe in very good category, and the rest is 1 (1.92%) where stand in interval of 66-83 with in fairly category. So, English teacher's performance at SMKN 6 Makassar is in good category.

2. Based on the description of students' interest in learning English data (Y variable), the mean score is 87.9231 from the ideal score of the high frequency score of students' interest (Y variable) = 29 (55.77%) in interval of 84-101. Its become in good category generally, 18 (34.62%) which stand in interval of 66-83 that can describe in very fairly category, and the rest is 5 (9.26%) where stand in interval of 102-120 which in very good category. So, students' interest in learning English at SMKN 6 Makassar is in good category.
3. In order to answer hypothesis in the previous discussion based on the result of data analysis was processed by SPSS Version 20, the result indicated that the first hypothesis is rejected, it can be said that there is no positive and significant influence of the English teacher's performance in student's mind to the students' interest in learning English at SMKN 6 Makassar is not significant and the second hypothesis is acceptable, that there is positive and significant influence of the English teacher's performance in student's mind to the students' interest in learning English at SMKN 6 Makassar. Therefore, it can be concluded that there is significant influence between English teacher's performance and the students' interest in learning English at SMKN 6 Makassar.

Talking about the other factors that are possible to influence the students' interest in learning English, there are many factors could appear. They might come from the educational background of the students, their family background, or their teachers' competence an ability to teach well.

Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found also to influence the students' examination score (Starr, 2002) either positively or negatively. In support of this view, a study carried out in Nigeria by Joshua et al. (2006) showed that Nigerian teachers condemn the use of student achievement scores as indicators of teachers' competence, performance or effectiveness.

## E. CONCLUSION

Based on the previous findings and discussion of the data analysis, the researcher makes some conclusion as follows:

1. English teacher's performance in students' mind in teaching English at SMKN 6 Makassar was in good category, describing by the result of the data (59.62%).
2. Students' interest in learning English at SMKN 6 Makassar was in high category, describing by the result of the data (55.77%). It indicated that

the good of teacher's performance made the higher of the students' interest in learning English.

3. There is significant influence between English teacher's performance and the students' interest in learning English at SMKN 6 Makassar (the probability = 0.000%)

The result of this research indicated that there is significant influence between English teacher's performance and the students' interest in learning English at SMKN 6 Makassar. However, much other valuable information remains to be learned the roles of teacher's performance in teaching and learning process, not only in learning English, but also in another lessons are the most important

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