

The Influence of Teachers' Performance in Promoting Effective English Teaching Classroom at State Junior High School

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Promoting effective English teaching classroom is one of the teachers' concerns which is positive classroom environment for the sake of achieving success in English teaching and learning process. Beyond the presence of the advanced technology and information, teacher's performance is still the main variable in promoting the effective English teaching classroom. Thus, the research aims at determining the influence of teacher's performance to promote the effective English teaching classroom in state junior high school. The teacher's performance focuses in teacher's personality and teacher's language. The effective English teaching classroom is measured quantitatively by applying correlational research design. The method conducts several steps as procedures of investigation in analyzing the data, namely: 1) data collection, 2) data analysis, and 3) data interpretation. Engaged by 71 students of eighth grade and 2 English teachers, findings have shown that there is a significant correlation between teacher's performance and effective English teaching classroom. The results are hoped to be as teachers' and students' contributions in establishing their effective English teaching classroom; gaining their confidence and ability to learn; and use knowledge and skills to interact and to fully participate in education.

Keywords: teacher's performance, effective English teaching classroom, state junior high school

Mempromosikan kelas bahasa Inggris yang efektif merupakan salah satu perhatian guru guna mencapai proses belajar mengajar yang berhasil. Diluar peran teknologi informasi yang maju, peran guru masih merupakan variable utama. Oleh karena itu, studi ini bertujuan untuk meneliti performa guru dalam mempromosikan kelas bahasa Inggris yang efektif, yang difokuskan pada kepribadian dan kemampuan bahasa Guru. Kelas pembelajaran bahasa Inggris yang efektif diukur secara kuantitatif dengan menggunakan penelitian korelasi, dengan partisipan sebanyak 71 siswa kelas delapan dan 2 guru bahasa Inggris. Studi ini menemukan bahwa ada korelasi yang signifikan antara performa guru dengan kelas pembelajaran bahasa Inggris yang efektif.

INTRODUCTION

Classroom as part of environment, is the place where formal learning mostly takes place. Additionally, not many learners spend their times to study out of the classroom. For these reasons, the moments where learning occurs have to be optimally benefited. This, will be much determined on how teachers are able to manage and organize the classroom, mainly on how teachers perform in the classroom.

Beyond the presence of the advanced technology and information, teacher's performance is still the main variable in promoting the effective English teaching classroom.

Some of the variables of the teacher's performance are teacher's personality and teacher's language. Based on Al Shalabi (2003), personality can be defined on many levels of educational, psychological, and social. At the level of education, personality takes place to promote the nature and the quality of the learning process.

In Turkey, some scholars were conducted to find out the correlation between teacher's performance and student's academic achievement. One of the study investigated the relationship of perceived type of teachers (liked, disliked, and neutral) with the subjective well-being and academic success of their students. Engaged by 187 participants, the research found that liked teachers had contributed positive impacts on student's academic achievement than the disliked and neutral teachers. Eryilmaz (2014) concluded:

“...teachers should learn and consider strategies for increasing the subjective well-being of students in order to increase the positive affection of students, because positive emotions supply building capacities, broaden perspectives and increase enjoyment.”

In Nigeria, Andabai (2013) revealed that there was a positive relationship between teacher's personality and learning, which affected teacher-student relationship. Contrary, the study found that the teacher's personality affected student's motivation was low. It was also mentioned that the teacher's personality did not affect classroom discipline.

Such issues have been investigated in several researches in Indonesia. One of the research was conducted by Hadiyanto et al. (2015) who examined the contributions of leadership, supervision, and working motivation to Indonesian Elementary School Teachers' performance and policy recommendations. Engaged by 122 teachers in Jambi province, Sumatra, Indonesia, findings indicated that there was a significant contribution of leadership, supervision, and working motivation on teachers' performance.

Another investigation with the perspective of teacher's language was conducted in Bogor, West Java, Indonesia. The research investigated on how teachers comprehend and establish the positive language teaching and learning environment. Putra (2013) found that the existence of positive English language teaching and learning environment were important aspects for the teachers to support the success of English learning in the classroom setting. The classroom setting could be created by the influence of the teachers' teaching style, the physical environment of the classroom, and the consideration of the use of their learners' native language in class.

Meanwhile, the learners with the age of junior high school level are characterized with highly curiosity and eagerness to try new adventures and challenge new experience in the process of learning, especially in learning a foreign language as English. Moreover, by the presence of advanced technology and information, students are able to find external sources to comprehend their English knowledge and implement their new English knowledge in their real-life activities, in the classroom context or outside the classroom. In this situation, teachers are encouraged to come up with the students' knowledge and curiosity, offer new experience of learning process, and present the best performance to promote the effective English teaching classroom.

Promoting effective English teaching classroom is one of the teachers concerns which is positive classroom environment for the sake of achieving success in English teaching and

learning process. When such environment exists in the classroom, it is believed that the learners would be highly motivated, much more interested in participating within the classroom activities, and experience more fun and challenging process of learning English. According to Nagler (2016) stated that:

“Classroom management is intended to provide students with more opportunities to learn all of things that a teacher does to organize students, space, time, and materials so that the students’ learning can take place. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns. Teachers must deal with unexpected events and have the ability to control student behavior, using effective classroom management strategies. Effective classroom management and positive classroom climate construction are essential goals for all teachers.”

Teacher language is one of the most important and powerful tool to motivate students’ learning motivation and to build positive classroom environment. Teacher language is a tool to lift the students up to their highest potential and in the other side, it is also a tool that can tear them down. As an expert teacher, Denton (2008) stated that:

“Teacher language- what we say to students and how we say it- is one of our most powerful teaching tools. It permeates every aspect of teaching. We cannot teach lesson, welcome a student into the room, or handle a classroom conflict without using words. Our language can lift students to their highest potential or tear them down. It can help them build positive relationships or encourage discord and distrust. It shapes how students think and act and, ultimately, how they learn.”

Denton (2008) also formulated five guiding principles for positive language in supporting effective language teaching classroom, namely: 1) *be direct*; 2) *convey faith in students’ abilities and intentions*; 3) *focus on actions not abstractions*; 4) *keep it brief*; and 5) *know when to be silent*. She believed that the more teachers use positive language in their classrooms, the more students are influenced by the positive climate of their classrooms. Once the climate of positive classrooms are created, the teachers can be called *Effective Teachers*.

Due to the effective teachers, there is one of the research in Korea held by Park and Lee (2006), perceived by 169 teachers and 339 students. The research concluded that there were at least sixteen characteristics of effective teachers in managing their classrooms. The main three characteristics were namely: 1) being knowledgeable of world events; 2) knowing students’ ways in which they learn best; and 3) knowing how to teach students in which they learn best.

Regarding the need of establishing such environment, it would be very interesting and beneficial to conduct a research on how the students of junior high school perceived their English teachers performance in promoting and establishing effective English teaching classroom. Based on the description above and the previous studies, the teacher’s performance was focused on the teacher’s personality and the teacher’s language.

METHOD

This research basically aims at determining the influence of teacher's performance to promote the effective English teaching classroom. Carried out in SMP Negeri 98 Jakarta, located in Jagakarsa district in South Jakarta, the research engaged by 71 students of eighth grade comprised into 35 students of class A and 36 students of class D; and two English teachers. The research conducted a quantitative research design and the data analyzed by applying the multiple correlation (R correlation). There were two independent variables which were teacher's personality and teacher's language; and one dependent variable which was effective English teaching classroom.

The research administered close-ended questionnaire for students as the instrument of the research. The data collected, statistically examined, and analyzed by F analysis. Supardi (2013: 189) stated that the F analysis was determined on the hypothesis of the null hypothesis and the research hypothesis. The null hypothesis means there is no correlation between the independent variables (teacher's personality and teacher's language) to the dependent variable (effective English teaching classroom). On the other side, the research hypothesis means there is a correlation between the independent variables and the dependent variable. The formula of the hypothesis are as follow:

$$H_0: \rho_{y.12} = 0$$

$$H_1: \rho_{y.12} \neq 0$$

Based on the analysis, the data was then statistically illustrated in tables and charts and interpreted in explanatory design. According to Creswell (2012: 340), the explanatory correlational study has several characteristics namely: 1) correlates two or more variables, 2) collects data at one point in time, 3) analyzes all participants as a single group, 4) obtains at least two scores for each individual in the group-one for each variable, 5) reports the use of the correlation statistical test (or an extension of it) in the data analysis, 6) makes interpretations or draws conclusions from the statistical test results.

FINDINGS AND DISCUSSION

According to the results data of the students' answers of the close-ended questionnaire, the writers perform the statistical analysis in the form of descriptive analysis, correlation analysis, coefficient of determination, and hypothesis analysis. The descriptive analysis is presented to inform the general information of the data, while the correlation analysis is performed to indicate the correlation between variables. Furthermore, the data then statistically calculated and interpreted in the form of coefficient of determination and hypothesis analysis to conclude the significant correlation between the variables. The data was collected and inputted in the form of excel. To ensure the confidential data of the students' responses, the data then has been renamed by the numbers. Based on the students' answers of the close-ended questionnaire, the data is showed as follow:

Table 1. Data of Students' Questionnaire

Class A				Class D			
No.	X ₁	X ₂	Y	No.	X ₁	X ₂	Y
1	85	90	80	1	95	80	90
2	90	95	85	2	95	75	49
3	30	90	20	3	80	50	90
4	70	50	30	4	50	45	95
5	85	85	100	5	95	96	90
6	90	85	95	6	25	25	50
7	70	50	35	7	95	88	93
8	80	85	75	8	95	88	90
9	90	55	90	9	85	100	75
10	80	90	85	10	80	100	80
11	90	95	80	11	10	50	50
12	90	85	90	12	35	25	45
13	20	30	25	13	35	25	45
14	30	90	80	14	45	60	97
15	80	95	85	15	94	95	86
16	80	95	75	16	90	95	95
17	70	90	90	17	60	55	60
18	99	50	75	18	90	95	95
19	75	80	60	19	90	93	95
20	60	30	25	20	85	90	80
21	50	30	30	21	90	85	85
22	50	20	15	22	90	85	85
23	50	86	80	23	90	87	78
24	43	82	87	24	90	85	82
25	30	40	70	25	100	87	100
26	80	50	80	26	100	65	80
27	50	98	90	27	95	90	100
28	90	95	95	28	80	95	99
29	85	85	90	29	80	80	90
30	90	93	92	30	88	95	98
31	85	90	80	31	70	85	75
32	80	80	80	32	60	80	75
33	95	95	89	33	50	70	80
34	65	75	85	34	85	80	70
35	90	92	45	35	90	85	95
∑	2497	2626	2488	36	95	96	89
				∑	2782	2780	2931

The above data shows the score of X₁ for teacher's personality; X₂ for teacher's language; and Y for effective English teaching classroom. To perform the general information, these scores then have been statistically examined in descriptive analysis which are mean scores, modus scores, maximum scores, and minimum scores. Based on the classifications, the data on the table 1 is statistically calculated and performed in descriptive data as follow:

Table 2. Descriptive data

Class VIII-A			Class VIII-D		
Descriptions	X ₁	X ₂	Descriptions	X ₁	X ₂
Mean	71.34	75.03	Mean	77.28	77.22
Modus	90.00	95.00	Modus	90.00	95.00
Highest	99.00	98.00	Highest	100.00	100.00
Lowest	20.00	20.00	Lowest	10.00	25.00

The descriptive analysis shows that both in class A and D, have an equal value for the variables of teacher's personality and teacher's language. As it can be seen in the above data, the value of mean scores for teacher's personality in class A and D are 71.34 and 77.28; while for teacher's language are 75.05 and 77.22. Thus, means that the students' perspective on the teacher's personality and teacher's language are at good level in general. The value of modus for both variables in class A and D have the similar value which are 90 for teacher's personality and 95 for teacher's language. It means that students' perspective for teacher's personality is frequently scored 90 and for teacher's language is 95. Among all students in class A and D, students put the highest score for teacher's personality at 99 and 100 while the lowest score at 20 and 10; and for the teacher's language at 98 and 100 for the highest perception contrary to 20 and 25 as the lowest. Moreover, the data is statistically measured and analyzed based on the multiple correlational analysis to indicate the variables correlation. The results data is performed as follow:

Table 3. Correlation analysis

Correlation Analysis	Class A	Class D
r_{X1}	0.5111	0.6252
r_{X2}	0.6755	0.6550
r_{Y12}	0.7247	0.6767

The correlation analysis above indicates that the correlation among all variables are exist. There is a correlation between teacher's personality and effective English teaching classroom both in class A and D. The value of 0.5111 for class A and 0.6252 for class D show that teacher's personality as the single variable has a significant contribution to the effective English teaching classroom. Meanwhile, the value of 0.6755 for class A and 0.6550 for class D show that the teacher's language as another single variable has a significant contribution to the effective English teaching classroom. At the latest line of the above table shows the correlation between the independent variables in equal variables which are teacher's personality and teacher's language to the dependent variable which is effective English teaching classroom. There is a significant correlation between the independent variables and the dependent variable with the value of 0.7247 for class A and 0.6767 for class D. The correlation analysis above can be described and explained in the coefficient of determination value as follow:

Table 4. Coefficient of determination

Coefficient of Determination	Class A	Class D
$r y_1^2$	26.12%	39.09%
$r y_2^2$	45.63%	42.90%
R^2	52.51%	45.80%

In the form of percentage, the above table clearly shows the significant value of the contributions of each variable and also all variables in equal variables. There is 26.12% of the first variable (teacher's personality) contributed to the effective English teaching classroom in class A; while there is 39.09% of the contribution in class D. Other variable which is teacher's language, has 45.63% for class A and 42.90% for class D as the contribution to the effective English teaching classroom. The value of 52.51% for class A and 45.80% for class D, represents the contribution of equal variables (the teacher's personality and the teacher's language) to the effective English teaching classroom. In class A, the value means that 52.51% of the effective English teaching classroom is influenced by the teacher's personality and teacher's language while another 47.49% is influenced by other variables. Meanwhile in class D, the value of 45.80% in the effective English teaching classroom is influenced by both variables and the rest of 54.20% is influenced by other variables.

Based on the correlation analysis and the coefficient of determination, the data then has been measured and analyzed by the hypothesis analysis of *t analysis* and *F analysis*. The *t analysis* is conducted to examine each variable as the single variable while the *F analysis* is conducted to evaluate the variables as the multiple variables equally. In this way, the significant of all research variables can be clearly described. The following table is the result of the statistical analysis of *t analysis* and *F analysis*.

Table 5. Hypothesis analysis

Hypothesis Analysis	Class A	Class D
$t_{h y1}$	3.42	4.67
$t_{h y2}$	5.27	5.05
F_h	18.25	14.19

Basically, the hypothesis analyze the value of *t score* and *F score* by comparing the $t_{obtained}$ and $F_{obtained}$ to the t_{table} and F_{table} . The analysis is examined for each variable which are teacher's personality, teacher's language, and teacher's personality and teacher's language as equal variables. With the significant value (α) = 0.05 and the amount of the sample are 35 students and 36 students, all scores of research values show the higher values than the table values. The values for teacher's personality and teacher's language as a single variable shows the t_{table} are 2.0357 for class A and 2.0336 for class D. Furthermore, the *F analysis* for the teacher's personality and teacher's language as equal variables with the significant value (α) = 0.05, the F_{table} are 3.30 for class A and 3.29 for class D.

Refer to the above data, the variable of teacher's personality in class A shows that the $t_{obtained}$ is 3.42 while t_{table} is 2.0357. Similarly, for class D, the $t_{obtained}$ is 4.67 and the t_{table} is 2.0336. Both classes show that $t_{obtained}$ is higher than t_{table} . It means there is a significant correlation between teacher's personality and effective English teaching classroom both in class A and class D. Meanwhile, variable teacher's language for class A has the $t_{obtained}$ of 5.27 much higher than the t_{table} that is 2.0357. In class D, the $t_{obtained}$ is 5.05 higher than t_{table} which is 2.0336. The equal variables which is teacher's personality and teacher's language as together, $F_{obtained}$ is 18.25 far higher than F_{table} that is 3.29 in class A. Equally, in class D the $F_{obtained}$ is 14.19 that is far higher than F_{table} that is 3.29. The results of the hypothesis show that all variables have significant correlation whether as a single variable or as equal variables. This significant correlation means that there is a significant influence of teacher's performance in promoting effective English teaching classroom.

Related to the above findings, this study shows the parallel effectiveness as the previous investigation in United States. Swanson (2011) implemented a quasi-experimental research, engaged by more than 300 teachers and 10,000 student responses in two middle schools in the western United States. For over four years, the study finally found that the school with positive climate significantly decreased tardiness, unexcused absences, and office discipline referrals compared to the school with poor positive climate. It also significantly improved in teacher ratings of school climate.

Based on the previous study and the findings' explanation, the students perceived the teacher's performance as one of the most important variable in promoting effective English teaching classroom. Among several variables of effective English teaching classroom, students prefer teachers with good personality and positive language. Students prefer teachers with great personalities and language to encourage students' engagement with the classroom activities in the learning process; gaining their confidence and ability to learn; and use knowledge and skills to interact and to fully participate in education.

CONCLUSIONS

From the findings of the analysis and the hypothesis test, teacher's performance is proved to be the significant aspect in promoting effective English teaching classroom in state junior high school. It can be seen from the results of the hypothesis analysis which define the significant correlation between the score of each variable which are: teacher's personality, teacher's language, and effective English teaching classroom, whether as a single variable or as equal variable.

It can be said that the effective English teaching classroom is promoted by teacher's performance and many variables or tools. Beyond the presence of advanced technology and information, teachers are still the main variable for students in the process of English teaching classroom. The better teachers can perform their best personality and language, the more effective English teaching classroom can be achieved. It is definitely showed that both teachers and students have significance contributions to the effective English teaching classroom.

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