

THE RELATIONSHIP BETWEEN ENGLISH ACHIEVEMENT OF HIGH SCHOOL STUDENTS AND THEIR PERCEPTION TOWARD ENGLISH TEACHER LEADERSHIP STYLE

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Abstract

The problem of this research were how is the students perception and is there any relationship between English achievement of high school students and their perception toward English teacher leadership style, the aims of this research were to identify students' perception toward the teacher's leadership styles at Senior high school 1 of Talang Kelapa and to identify the relationship between English achievement and their perception toward English teacher leadership style at Senior high school 1 of Talang Kelapa. This research was conducted at Senior high school 1 of Talang Kelapa. The sample became taken through the use of stratified cluster random sampling. This research method is descriptive quantitative. For accumulating the information, this research through the use of questionnaire and documentation, all sample was given the questionnaires. The researcher used the percentage method to analyze the data and Pearson product-moment. The conversion end result of percent degrees can be seen that the student's average rating is 81.8382, which means that it can be categorized that the leadership style of instructors in senior high school 1 of Talang Kelapa was categorized into good teacher. And the consequences of the correlation test using product-moment correlation evaluation showed that between the English achievement and the teacher's leadership style there is information (r) of -0.415 with a significance of ,000. which means there is a significant between English achievement and teacher leadership style with a moderate level of correlation, and significant performance because of sig <0.05 (0.000 <0.05), Pearson correlation = -,415. So, it can be concluded that the correlation coefficient was interpreted by using Pearson product-moment, and significance (2 tailed) smaller than Pearson correlation it means that Null hypothesis (Ho) was accepted and Alternative Hypothesis (Ha) was rejected.

Keywords: *Teacher Leadership Style, Perception, Teaching, Achievement*

INTRODUCTION

One of the important desires of every educational institution and college is student academic excellence. To achieve this, a movement can be made between the teacher and students. Yaduvanshi et al., (2019:2) states that the implementation of cooperative learning is an effective instructional method for enhancing academic achievement of all ability levels, gender, and ethnic groups. Hermansyah., et al (2019:5) mentions that the changed paradigm in learning English is not followed by the change in students' proficiency in speaking English. Although it was found that the position of Indonesia in terms of the score of English proficiency has increased for the last three years based on Education First-English Proficiency Index (EF-EPI). The way students learn and the way teachers teach, how both of them interact with each other is influenced by different learning styles and different teaching styles. Additionally, Hermansyah., et al (2019:21) argues that in teaching, teachers should find creative ways to design activities in the classroom that can recommend and motivate students to learn. One of the critical factors to acquire students educational excellence is teacher leadership style. Leadership is a very important and important factor for the success of an organization or institution.

Based on the experience of students in high schools, students find that most English teachers use traditional styles of teaching where the teacher focuses on the teaching-learning process. The experience of students also shows that there are teachers who are very smart in terms of intellect (mastering the material) but they cannot convey it well. And on the other side, there are teachers who are good at teaching but lacking mastery of materials due to laziness in learning and developing knowledge. The role of the teacher is largely influenced by the ability of students to learn, but in this case, often many students are not aware that most teachers teach without applying the right approach, method, technique, or strategy. Sometimes, teachers are only motivated by the explanation of the material and do not apply their leadership style when they are in the class. As mentioned by Hermansyah (2017:65) that there are so many techniques had been delivered by many experts to teach we have to select the one as our technique or variation in teaching and learning activity. The teacher must also understand the needs of students by utilizing the teacher leadership style without ignoring the learning objectives and teacher flow that has been determined in the lesson plan.

METHOD(S)

The descriptive quantitative method was used in this research. This research use survey type research. In a survey, information is collected from respondents using a questionnaire and documentation. Generally, the definition of the survey is limited to research in which data are collected from a sample of a population to represent the entire population.

a) Population

According to Arikunto (2010: 173), that the population is the whole subject of research. If someone wants to examine all the elements that exist in the research area, then the research is population research. The population that in this research is all senior high school students in class XI. Where the total number of students in class XI of Senior high school 1 of Talang Kelapa is 277. The details of the population can be explained in the table below.

Table 1. Population

No	Educational Institutions	Kelas	Amount
1	Senior High School 1 of Talang Kelapa	XI IPA 1	36
		XI IPA 2	35
		XI IPA 3	36
		XI IPA 4	32
		XI IPS 1	36
		XI IPS 2	35
		XI IPS 3	34
	XI IPS 4	33	
	Total		277

b) Sampling

In order to obtain a sample that does not deviate, this research uses *Stratified cluster random sampling*. First is Stratified, the sample is taken based on the levels of the student. In this research, the samples are all of class XI because grades XI are expected to provide a little of their experience toward English teacher leadership style during their teaching at the previous level. The second is Clusters, namely, the population does not consist of individuals, but consists

of groups. The third is Random because the sampling of members of the population is done randomly without considering the existing strata in the population.

c) Sample

The sample is the character that will be used to research. It is called sample research if we intend to generate sample research results. It is called a sample research if we intend to produce a sample of research results. In this research, the determination of the number of samples carried out by using stratified cluster random sampling technique. The details of the population can be explained in the table below.

Table 2. Sample

No	Educational Institutions	Class	Total of students
1	Senior High School 1 of Talang Kelapa	XI. IPA 3	36
		XI. IPA 4	32
Total			68

d) Data Collection

Data collection techniques are one of the conditions for the success of the research because the quality of the research depends on the quality of the data obtained. To obtain data that is valid and can be justified for its truth, this research use questionnaire and documentation.

1) Questionnaire

The questionnaire that used in this research is a ready-made questionnaire which adapted from Mulyana (2010). In the questionnaire, the respondents just need to choose the answer that has been given by choosing the most appropriate answer from the four alternative answers that have been provided. The questionnaire used to obtain data from students regarding students' perceptions of the teacher's ability to carry out learning at Senior high school 1 of Talang Kelapa.

The questionnaire in this research uses a Likert scale which is used to measure the attitudes, opinions and perceptions of a person or group of people about English teacher leadership style. The answers contained in each instrument item in this research are, strongly agree, agree, doubt, and disagree. The research instrument uses variable scale measurement in this study refers to the Likert scale, where each is made using a scale of 1-4 answer categories, each answer is given a score, namely:

1. SA answer, Strongly Agree given a score of 4.
2. A Answer, Agree to be given a score of 3.
3. DO answer, Doubt is given a score of 2.
4. D answer, disagree is given a score of 1.

2) Documentation

According to Sugiyono (2010: 240), documents are records of events that have passed. Documents can be in the form of writings, pictures, or monumental works of a person. Meanwhile, data collection in this study uses documentation. The documentation in this study aims to obtain notes on learning outcomes, in order to help strengthen the research data and to process data.

e) Technique for analyzing the data

This research analyze the data which obtained through the questionnaire that filled by the high school students of Senior high school 1 of Talang Kelapa. The analysis that used to know the students' perception toward teacher leadership style in this research use, (1) percentage analysis, and (2) conversion of percentage ranges (3) Pearson Product-moment.

RESULTS AND DISCUSSION

a) Data description

1) English achievement scores

In this research, the students English achievement scores that had been documented was scores in the last semester of eleventh-grade high school.

2) Perception data

The perception questionnaire of the English teacher's leadership style in this research consisted of 5 indicators, namely discipline, skills in teaching, material mastery, as a motivator and innovator, and personality. The number of statements was 20 items, and from each indicator, there were 4 items consisting of statements of discipline, skills in teaching, material mastery, as a motivator and innovator, and personality. Respondents' assessment of the indicators in the class XI student's perception questionnaire of the English teacher's leadership style was divided into four categories, namely strongly agree, agree, doubt, and disagree. Grouping is based on the ideal mean standard deviation obtained. The data descriptions presented include the mean, minimum score, maximum score, standard deviation.

b) Data Analysis

1) Pearson product-moment

To test and prove statistically the relationship between English achievement and English teacher's leadership style, Pearson product-moment analysis is used. Product moment correlation analysis is used to determine the correlation between one independent variable and one dependent variable with ordinal data categories. Below are the results of the correlation test using product moment correlation analysis. Significance level criteria used as a basis for knowing the correlation, namely:

- a) $p < 0.01$ means there is a very significant correlation;
- b) $0.01 \leq p < 0.05$ means that there is a significant correlation;
- c) $p > 0.05$ means insignificant.

Table 3. Correlation

Correlations		VAR0	VAR0
		0001	0002
English	Pearson		-
Achievemen	Correlation	1	,415**

t	Sig. (2-tailed)		,000
	N	68	68
Teacher Leadership	Pearson Correlation	-,415**	1
	Sig. (2-tailed)	,000	
	N	68	68

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that between English achievement and the teacher's leadership style there is information (r) of -0.415 with a significance of ,000. This means that there is a significant between English achievement and teacher leadership style with a moderate level of correlation, and significant performance because of $\text{sig} < 0.05$ ($0.000 < 0.05$), Pearson correlation = -,415.

d) Interpretation of the research

Based on the finding of the research, the researcher found that the English teacher leadership style was significantly determine the English achievement of high school students and their perception toward English teacher leadership style.

1. The results of research conducted by researchers, which were obtained from 68 students, that the student's average score is 81.8382, which means it can be categorized that the English teachers' leadership style in the Senior High School 1 of Talang Kelapa is included in the GOOD category.

The results of calculations made by a researcher that there is a significant between English achievement and teacher leadership style with a moderate level of correlation, and significant performance because of $\text{sig} < 0.05$ ($0.000 < 0.05$), Pearson correlation = -,415. Thus it can be said that a good leadership style can encourage students to learn better, the application of discipline, expertise, mastery, as a motivator and innovator, and a personality that also affects student performance in learning.

CONCLUSION

a) Conclusion

From the data analyzed, it could be conclude that the correlation coefficient was interpreted by using Pearson product-moment, and significance (2 tailed) smaller than Pearson correlation it means that Null hypothesis (Ho) was accepted and Alternative Hypothesis (Ha) was rejected. It is indicates that there is a significance between English achievement of high school students and their perception toward English teacher leadership style. And after be

observed from the result of research that the English teacher leadership style in Senior high school 1 of Talang Kelapa was categorized into good category

b) Suggestion

1) For the students

Suggestions for students to adhere to the rules made by the teacher, respect the teacher's way of teaching and pay more attention to the teacher when the learning process is ongoing so that the material presented by the teacher can be captured properly.

2) For the teacher

Suggestions for teachers to further improve in motivating students and being able to understand the situation of students in school so that teachers can use a good leadership style which of course can educate students well and directed.

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The researcher realized that this thesis is still far from being perfect. However the researcher hopes this thesis will be useful for the readers who wants to develop their knowledge.

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