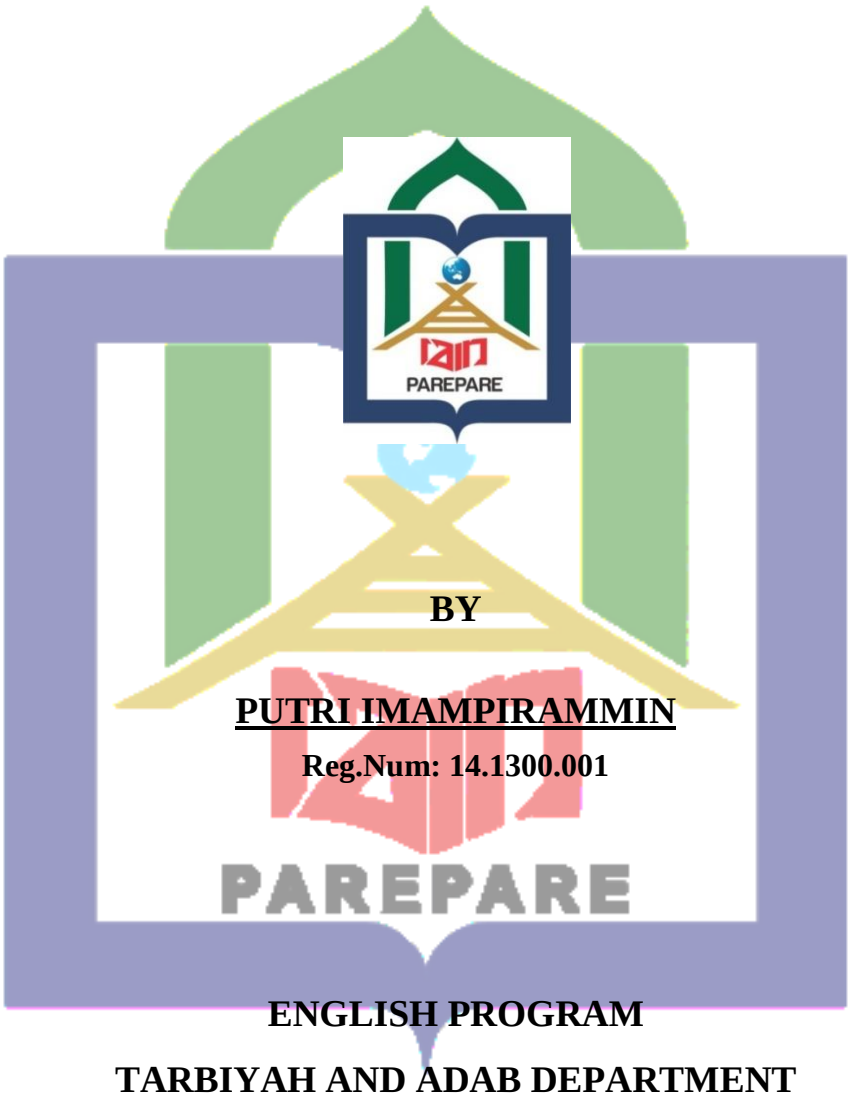
SKRIPSI

THE CORRELATION BETWEEN TEACHERS' PERFORMANCE AND STUDENTS' MOTIVATION IN LEARNING ENGLISH AT SMK NEGERI 1 PAREPARE



BY

PUTRI IMAMPIRAMMIN

Reg.Num: 14.1300.001

ENGLISH PROGRAM

TARBIYAH AND ADAB DEPARTMENT

STATE ISLAMIC INSTITUTE (IAIN)

PAREPARE

2019

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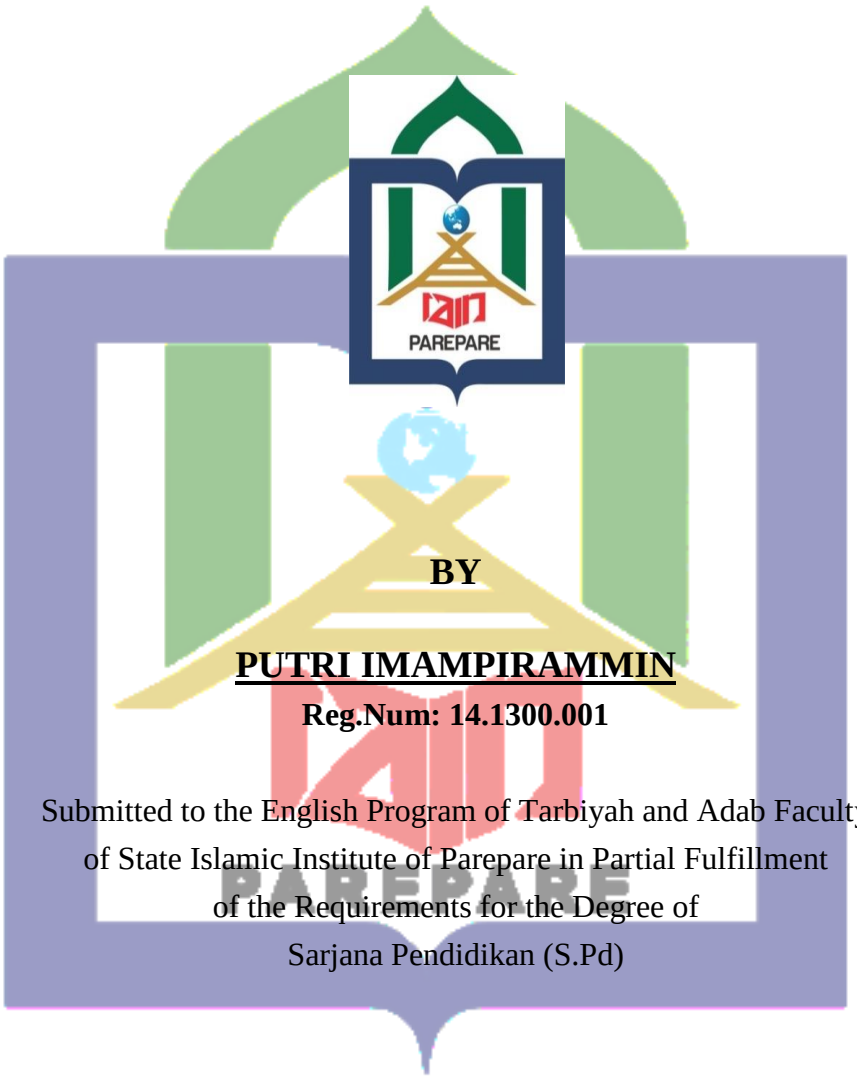

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Submitted to the English Program of Tarbiyah and Adab Faculty
of State Islamic Institute of Parepare in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2019

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THE CORRELATION BETWEEN TEACHERS' PERFORMANCE AND STUDENTS' MOTIVATION IN LEARNING ENGLISH AT SMK NEGERI 1 PAREPARE

Skripsi

As Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Program

Submitted By

PUTRI IMAMPIRAMMIN

Reg.Num: 14.1300.001

To

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE
2019

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4. The head of library IAIN Parepare and all of staff who have provided services to the author during the study in IAIN Parepare.
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Finally, the researcher realized that this "Skripsi' still has any weakness and still far from perfect. Therefore, the researcher would higher appreciate all constructive suggestion for the perfection of this "Skripsi".

Parepare, November 01st, 2018

The writer

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DECLARATION OF THE AUTHENTICY OF THE SKRIPSI

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Stated this skripsi is his own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, November 01st, 2018

The writer

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ABSTRACT

PUTRI IMAMPIRAMMIN. : *The Correlation Teachers Performance and Students Motivation in Learning English at SMK Negeri 1 Parepare* (Supervised by Drs. Anwar, M.Pd and Dr. Abd. Haris Sunubi, M.Pd).

The teachers performance is succesfull in teaching is not only determined by the application of teaching and learning such as choosing, appropriate method, but the important one is how can manage the teaching process well to improve students motivation. It means that the teacher understand the teachers role: what are the teachers during the teaching and learning process, starting from the activities before teaching, the activities in teaching process in the classroom and the activities after teaching

The design of the research is a quantitative associative with correlation quantitative design. The subject of this research is XI Accounting class each classes consists of 25 students. Technique of sample used random sampling. Random Sampling is means to show the sample characrestics or whichewhere the population without characrestic into the population Techniques of data collection used is questionnaire . Techniques of data analysis used person's product moment.

Based on data analysis, The result of this study indicated that the students of motivationt in English at the eleventh grade students of SMK Negeri 1 Parepare is 46,00 This proved that students' respond to learning English is lower category. And the resultof this study indicated that the teachers performance in learnng English at SMK Negeri 1 Parepare is 29,24. Its' showed that teachers performance in learning English is high category. this is in accordance with the results of the questionnaires teachers performance and students motivation r_{xy} = 0.99 ≥ r_{tabel} = 0,396 at a significant level of 5%, so it is concluded that H_o rejected, and H_a accepted Thus, it can be drawn a conclusion that, there is correlation between teachers' performance and students motivation in learning English at SMK Negeri 1 Parepare.with significance value r_{xy}= 0.980 ≥ r_{tabel} = 0.250 at a significant level of 5%,, the result is 99 %. In the sense that 1% others are influenced by other variables not observed in this study.

Keywords: Teachers Performance, Students Motivation

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CHAPTER I

INTRODUCTION

In this chapter consists of four parts, namely Background, Problem Statements, Objective of the Research and Significance of the Research.

1.1 Background

Education is essentially a process of quality of life. Through the process, it's hoped that people can understand what the education is alive and how to carry out the tasks of life properly. Education is the process of becoming a person who is himself, a person who grows with the talents and character. Education is not meant to create the character and capabilities of learners the same of their teachers. The process of education is directed at the process of functioning all the potential learners so that they become themselves who have the ability and is not just preparing learners to be great, meaningful and beneficial human beings[1].

Languange is a prominent means in our life. Its connector among society members communication . There are a lot of kinds of languange that people can produce such as spoken languange written and body languange. Languange has an important role in the world of development. It gives contribution for economics, religion, politics, culture, social, science, and especially in education.

[1] Prof. Dr. Dedy Mulyasana, M.Pd, *Pendidikan Bermutu dan Berdaya Saing* (Bandung:PT.Remaja Rosdakarya,2015), p.2.

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According to Setiyadi, English is learned in indonesia by talking grammatical rules of Engllish and errors are always corrected. For Languange learners in indonesia where English is not spoken in the society , accuracy is the really focus in learning English. In Indonesia, English is learned only at schools and people do not speak the Languange society. English is really a foreign Languange for Languange learners in Indonesia. They do not speak English out of the class such as at home,in the canteen and in the market.[2]

English is one of the courses at the school. It needs teaching and learning process in the classroom. English is foreign languange our country, so teaching English is not easy work. It must include a lot of steps in teaching and learning process. In teaching process learning, teachers not only trnasfer their knowledge to their student, but also they should guide the students to be active in teaching and learning process

A teacher who is succesfull in teaching is not only determined by the application of teaching and learning such as choosing, appropriate method, but the important one is how can manage the teaching process well. It means that the teacher understand the teachers role: what are the teachers during the teaching and learning process, starting from the activities before teaching, the activities in teaching process in the classroom and the activities after teaching . There are many activities should be done by the teacher in during the teachers process. In this case the teacher should be

[2] Bambang, Setiyadi, *Teaching as a Foreign Languange* (Yogyakarta: Graha Ilmu,2006), p.4

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able to manage his activities well. So, to make the teacher simply in managing the activities during the teaching learning process can through by good preparation. The teacher that has good performance teaching in the classroom will succes in perfoming all of activities that will be done in the classroom, on the contrary without good preparition teachers will lose the compass perform his or her activities in teaching process.

Based on the explanation we can conclude the teachers performance in teaching English is very important . Performance stage is very crucial to help the teacher in performing his or her activities in the process teaching easily and structurally. So the teacher should pay atenttion in preparition stage teaching above. If the teachers do not pay attention about it, automatically the process in teaching is not running well.

The importance of teachers' role in inputs education as well as many experts stated that in school is not will be change or improvement of quality without any change an improvement of teacher quality. Unfortunately, in the culture of Indonesian society untilthe current work of teachers is still quite closed, even the teacher's boss like the headschools and even supervisors are not easy to get data andobserve the reality of daily performance of teachers in front of students.If there is no study abou this problem, it will influence teaching and learning process of English. [3]

[3] Oemar hamalik, *Perencanaan Pengajaran Suatu Pendekatan Sistem*, (Jakarta: PT. Bumi Aksara, 2008), P. 49-50

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English teachers at SMKN 1 Parepare gratuaded from higher education, their educational background is English education , automatically they have studied about TEFL, Course design and also they have accomplished Teaching Parctice. Based on the writer preliminary observation at SMKN 1 Parepare, the writer has found some symptoms follows:

1.1.1 The weakening of teachers in delivering students to achieve achievement in certain events. So that teachers to improve student achievement tends to decrease, sometimes even without a target, which is important to carry out the duties of the leadership.

1.1.2 Second is the performance of teachers who have not demonstrated competence professionalism of an educator, because of the discipline of the teachers often leaving the lesson for some reason, such as working on additional tasks are not the main task or primary as teachers.

It is very important to do research. Therefore, the writer is interested in carrying out a research entitled : "The Correlation Teachers Performance and Motivation Students in Learning English"

1.2 Problem Statement

Based on the previous background, the researcher formulated problem of the research:

"Is there any correlation between teachers performance and students motivation in learning english at SMKN 1 Parepare ? "

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1.3 Objective of the Research

Relating of the problem statement, the researcher decided the objective of the research is to examine:

"To find out between teachers performance and motivation of in learning english at SMK Negeri 1 Parepare.

1.4 Significance of the Research

The result of this research is expected to be useful for giving a new contribution theoretically and practically. Theoretically, this research is expected to give more information about correlation teachers performance and motivation students Practically, this research is expected:

1.4.1 To give more information to teachers about their performance and motivation students in learning English.

1.4.2 The writer hopes the findings of this study will give a bit contribution to the English teacher, especially for those who teach English at SMK Negeri 1 Parepare.

1.4.3 To increase the writers knowledge in preparing and performing her teaching learning process. The result of this research is expected to be useful for giving a new contribution theoretically and practically. Theoretically, this research is expected to give more information about Contextual Teaching and Learning (CTL) specifically for Problem-Based Learning Strategy, especially in students' skill in performing a speech. Practically, this research is expected:

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1.4.1 To be meaningful information for the students that able to improve their skill in performing a speech without thinking about memorizing a manuscript, nerve, anxiety etc.

1.4.2 To be meaningful information to the teacher to apply Contextual Teaching and Learning (CTL) specifically for Problem-Based Learning Strategy, in performing a speech.

1.4.3 It can help the researcher to improve her ability in making a research and to increase her knowledge.

1.4.4. This research can be used as one of the references for the other researchers who want to conduct a research in performing a speech in learning process.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explained some points were Previous Research Finding, Some Pertinent Ideas, Conceptual Framework and Hypothesis.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Teachers Performance

2.1.1.1 The Definition of Teachers Performance

Performance is everything that is achieved, the achievement shown or the ability to work and also performance is the work that can be achieved by a person or group of people within an organization with authority and responsibility respectively in an effort to achieve the objectives of the relevant organization legally, not violating the law with the moral and ethical[1]

According to Mangkunegara , Performance is performance is the result of work in quality and quantity achieved by an employee in performing his duties as an educator with responsibility.[2]

According to August W. Smith, Performance is output derives from procecess , human other wise and teacher behavior or with orientation achievement.[3]

Teacher performance is said to be successful when it gives effect to the development of student potential in a psychological and physical context,

[1] H.Douglas Brown, *Principles of Languange Learning and Teaching*, (Unites States of America:Prentice Hall Regents, 1993), p.7

[2] Keke T. Aritonang , *Kompensasi Kerja , Disiplin Kerja Guru dan Kinerja Guru SMP Kristen BPK Penabur Jakarta* (Jakarta : 2005) , p 5

[3] Teguh Sasmito, Penilaian Kinerja Guru. *https:// teguhsasmitosdp1.files.wordpress.com /kode-04-b3-penilaian-kinerja-guru.html.* (accesed June, 2010)

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which is positive to what it learns, what its purpose and what its benefits. So that cognitive intelligence can develop well[4]

Based on the definition performance is the success of a person or group in carrying out tasks with responsibilities and authority based on performance standards that have been established during a certain period in order to achieve the goal of a teacher's success.

Based on the definition above, I conclude the performance is the success of a teacher in teaching achievement and the Learning process that leads to ethics and responsibility for something that has been done.

2.1.2.2 The Basic of Concept Teachers Performance

The basic of teachers performance is rational behavior to achieve of goals, therefore a competency is show performance that can responsibility to achievement goals . Teaching is not only to talking of material but specific skills are need to specific concepts of knowledge. Therefore a teachers has a ability to design implementation variuous learning strategies that considered suitable with the interest students.

The teachers is a good performance very needeedand expected to be able to prepare and create the seeds of national caders who have comparative advantage and competitive advantage. so the teachers must to have four criteria , namely:

1) Performance competencies is to inteligence ability, attitude and smart to working

[4]Wowa S. Kuswana, *Manajemen Kinerja*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 3

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2) Performance efforts is to transfer of knowledge who have to action and teaching to real
3) Teachers time is show time from teachers of profesional assisgments.
4) Performance relevancies in to teaching and to working.[5]

2.1.2.3 The Purpose Teachers Performance

The purpose of the teacher's performance is to find out whether an educational program, teaching or training has been subjected to participants or not. A certain number or value is usually used as a benchmark, to determine the mastery of the program. If considered not mastered, then he declared not pass.

According to Martinis Yamin and Maisah (2010) the position of the assessment is very important for the fulfillment of the task of achieving its primary success, namely to implement learning. Assessment of teacher performance is certainly very important to do in a school With this penalaian we will know the extent to which the previously planned targets are achieved or not.[6]

Based above on the porpuse of teachers performance in the school, namely:

2.1.2.3.1 Knowing the level of teachers achievement in developing pedagogic, professional, personal and social comptence.

2.1.2.3.2 Providing teacher learning to become professional teachers.

2.1.2.3.3 Improving teacher performance on next period.

[5] Prof. Dr. Suyono, M.Pd "Belajar dan Pembelajaran" (Bandung:PT.Remaja Rosdakarya Offset,2014), p.187

[6] Teguh Sasmito, Penilaian Kinerja Guru. *https:// teguhsasmitosdp1.files.wordpress.com /kode-04-b3-penilaian-kinerja-guru.html.* (accesed June, 2010)

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2.1.2.3.4 Giving consideration to the principal, supervisor in giving rewards and punnishment for the teachers

2.1.2.3.5 Motivate teachers to work optimally.[7]

2.1.2.4 The Role of Teachers Performance in Process Learning.

Learning Process or teaching in learning english activities can not be separated from the teachers. Without teacher learning will be difficult, especially in the context of the implementation of formal education and teacher is very important because the teachers have the most active role in the implementation of education to achieve a goal of education to be achievement. Teachers carry out eduaction through learning activities by teaching students.Teachers also have many obligations in learning from start planning lessons, carry out the learning process, to do evaluation of learning that has been done.[8] The general there are some role of teachers performance.

Based on the theory that observation, the general activities the students obtanion individual characrestics and to effect teachers performance to motivation students in learning English, for example there are students have enough to stop the action is not good (playing in the classroom meanwhile teachers explanation her material and there are also students not enough to be reproving and need action to harder for example (the students move the sit down in to front and if observation

[7] Ahmad Barizi, Menjadi Guru Unggul dan Bagaimana Menciptkan Pembelajaran Yang Produktif & Professional, (Depok:AR-RUZZ MEDIA, 2012), p 150

[8] Prof. Dr. H. Syafruddin Nurdin, M.Pd. "Guru Professional dan Implementasi Kurikulum". (Jakarta:Quantum Teaching, 2005) p.82

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there are some students into classroom has some atittude very strong to show themselves to knowledeg and act the students can motivate other students in the school.[9]

2.1.2.4.1 Teachers as Educator

Teachers is educators, figures, role models and identification for students in their students and the environment. Therefore, a teacher must have certain standards and qualities that must be implemented. As a teacher, must have the responsibility, independence, dignity, and discipline that can be an example for learners.

2.1.2.4.3 Teachers as Learning Resources

The Role of the teacher as a learning resource is a very important role related to mastery of subject matter. as students we can know whether or not a teacher is good at mastering the material. It should be said that teachers who are not good do not understand the material they are teaching

2.1.2.4.4 Teachers as Facilitator

The role of a teacher as a facilitator is providing services so that students can easily receive and understand the subject matter. So that later learning process will become more effective and efficient and facilitate students in the activities of the teaching and learning process

2.1.2.4.5 Teacher as Advisor

[9] Drs. Sumardi Suryabrata, B.A, *"Psikologi Pendidikan*" (Depok:AR-RUZZ MEDIA, 2012), p.6

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As a students are unique individuals. Its means that there is not two individuals is not same, although in physically it has similarities but its essence not to same. Guide students to find potential in themselves so that students can achieve and carry out their assignments so that students can grow and be useful for hopes of parents and the community

2.1.2.4.6 Teacher as Manager

In the process of teaching and learning activities. Teachers have a role in taking control of the learning process.A teacher should be able to create a class to be conducive and comfortable. Throw of manager class, the teachers can handle to class to be comfortable in learning of process.

2.1.2.4.7 Teacher as a Motivator

The process of teaching and learning will work if the students have high motivation. Teachers have an important role to motivation and passion in students in learning. In learning process motivaation is one of aspects very important. In the motivation the students who low in achievemnet its not to happen by the skill is low so that the students not to develop of skill.

2.1.2.4.8 Teachers as Evaluator

The role of teachers as evaluator are able to develop good assessment instruments, carry out assessments in various forms and types of assessments, and be able to assess each job and task students have given. The first, to know the

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successfull students in the learning process into materi and curriculum. The second, to know the successfull teachers in the learning process.[10]

2.1.2 The Concept of Learning English

2.1.2.1 The Definition of Learning English

Language is the ability that humans have to communicate with other humans using signs, such as words and movements. The scientific study of language is called linguistic science.The process of teaching and learning takes place almost every dayin the classroom between the teacher and the learner. In this case, the processgenerally interpreted by the teacher teach a material to the students while the students listen to the explanation of the teacher. To explain the material, teachers can use books or other sources which supports teaching and learning activities in the classroom. If needed,teachers can also take advantage of the learning media found from surroundings such as songs, realia, video etc. In short the process is called the KBM process (Teaching and Learning Activities) or the learning process at school.[11]

> In the context of teaching English at secondary schools in Indonesia, the teaching of grammar is intended to support the development of the four language skills. According to the 1994 English Curriculum at the secondary schools, the instructional objectives tobeachieved include the mastery of the four language skills. Teachers, or textbook writers, can select certain grammatical points to be included in the systematic teaching of grammar.[12]

[10]Prof. Dr. Wina Sanjaya, M.Pd, *Kurikulum dan Pembelajaran*, (Bandung:Kencana,2008), p.281

[11]Dian Novita Wijayanti, " *Pembelajaran Efektif Bahasa Inggris Melalui Lagu Anak-Anak untuk siswa MI* (Skripsi Sarjana; Jurusan Kependidikan: Jawa Tengah,2012), p 128

[12] Ali Saukah, *'The Teaching ofWriting and Grammar in English'*, Seminar Metodologi Pengajaran BahasaInggris, Malang Indonesia, tanggal 4 Desember 1999

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Based on the explanation about essence of teaching English is the essence of language learning is a change of behavior in a positive direction that is the result of experience and practice of communicating in english learning.

2.1.2.2 The Purpose of Learning English

Similarly, teaching which is implied in the first definition of learning may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or undestand.

There are several porpuse of the teaching English;

2.1.2.2.1 Learning is acquisition or getting.

2.1.2.2.2 Learning retention of information or skill.

2.1.2.2.3 Retention implies storage systems, memory, cognitive, organizition.

2.1.2.2.4 Learning involves active, consicious focus on and acting upon events outside or inside the organism.

2.1.2.2.5 Learning is relatively permanent but subject for forgetting.

2.1.2.2.6 Learning involves some from of practice, perhaps reinforced practice.

2.1.2.2.7 Learning is a change in behaviour.[13]

2.1.3The Concept of Motivation.

2.1.3.1 The Definition of Motivation.

[13] H.Douglas Brown, *Principles of Languange Learning and Teaching*, (Unites States of America:Prentice Hall Regents, 1993), p.7

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Motivation term come from motivate words as strength which there are in individual self, which cause the individual do and act. [14]Learning Motivation have two words consist that have understanding. There are two words have motivation and learning. In the discussion of these two different words intterelated with other. Motivation have to learn an encouragnment of indivduals to learn well. Motivation very important to achieve the success of learning. In the school environment is very necessary to improve the learning motivation on the learners in school through programms offering by school.

According to M. Ngulim Purwanto, Motivation is all of about people doing activity.[15] Motivation as a subject to perform certain activities in order to achieve a goal. Anything that human beings doing important or not important, dangerous or not, there is always a motivation

According to Moh.Uzer Usman, Motivation is a process to activate motives into actions or behaviors to meet needs and achieve certain goals[16]. In the process of learning, mootivation is everthing everything containing in the student to conduct learning activities to achieve the goals that have been determined.Teacher's job is to provide motivation for learners so that teachers are willing to do learning process activities.

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[14] B. Uno Hamzah, Teori Motivation & Pengukurannya Analisis di Bidang Pendidikan (Jakarta:PT. Bumi Aksara,2007), p.3

[15] M. Ngalim Purwanto ,Psikoloagi Pendidikan, (Bandung: PT. Remaja Rosdakarya, 2004) p.60

[16] Moh. Uzer Usman, Menjadi Guru Professional, (Bandung :PT. Remaja Rosdakarya,2005) p.28

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Based on the definition Motivation Students is anything encourages students to learn well. So motivation is very important into role of motivation in learning activities because motivation will run well and enjoy. Motivation is an absolute reqierement for learning. The learning will be optimal if there is motivation in the learning.

2.1.3.2 The Type of Motivation.

Teachers' complaints about low student motivation is not new in education. However, motivation should be understood that the low learning achievement, not solely due to low motivation to learn. There are many other factors that affect student learning outcome. The general there are two type of motivation, namely :

2.1.3.2.1 Extrinsic Motivation

Extrinsic Motivation is to do something to het something else (how to achieve the goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For Example, students may be studying hard for exams to get good value.

Behavioral perspective emphasizes the importance of extrinsic motivation in this achievemnet, while the cognitive and humanistic approach emphasizes the importance of instrinsic motivation in achievement.

2.1.3.2.2 Intrinsic Motivation

Instrinsic Motivation is internal motivation to do something for the sake of the thing itself (an end itself). For. Example, studying for the students exams probably because the students delighted in subjects tested it.

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New evidence supports the creation of a classroom climate where the students are intrinsically motivated for learning. Pupils are motivate to learn when they are given a choice, happy face challenges at their own pace and got reward that contain informational value but is not used for control.[17]

2.1.3.3 The Kind of Motivation.

2.1.3.3.1 Cognitive Motives

This motif show at process of instrinsic, that is concerning problem of individual satisfaction. Motive type like this very primary in activity learn in school, especially related to intellectual development.

2.1.3.3.2 Self Expression

Expression of self is some of behavior of human being. Important that individual requirement not simply just enough to know why and how something that happened, but also can make an incident. This is true needed creativity, full of imigination. So in this case someone have desire for the actualization.

2.1.3.3.3 Self Enchancement.

Through self actualizationand development of interest will improve progress of someone. Height and progress of this self become one of desire for every individual. In learning can be created by healthy interest atmosphere to educative participant to reach an achievement.[18]

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[17]https://www.matrapendidikan.com/jenis-motivasi-belajar-siswa.html. (accesed October 2010)

[18]Sardiman A.M., *Interaksi dan Motivasi Belajar Mengajar*,(Jakarta: PT RajaGrafindo Persada, 2004), p. 75

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2.1.3.4 Characrestic of Motivated Students

According to Penny Ur, divides into seven the characrestics of motivated students as follow:

2.1.3.4.1 Positive task orientation, the learner was willing to tackle task and challenges and has confidence in his or sucess

2.1.3.4.2 Ego-Involvemnet, the learner finds in important to succeed in learning in order to promote his or her own (positive) self-image.

2.1.3.4.3 Need for achievement, the learner has a need to achieve to overcome difficulties and succes in what or she sat out to do.

2.1.3.4.4 High aspirations, the learner is ambitions goes for demanding challenges high proficiency top grades.

2.1.3.4.5 Goal Orientations, the learner is very aware of the goal of learning of specific learning activities and directs his or her efforts toward achieve them.

2.1.3.4.6 Perseverance, the learner consistently invest a high level. Learning is not discourged by setbacks of apparent lack progress.

2.1.3.4.7 Tolerance of ambiguity, the learner is not distrub or frustrated by situation involving.[19]

2.2 Previous Research Finding

[19] Penny Ur, A Course in Languange Teaching Practice (New York, Cambridge University Press, 1996), p.39

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There are five researcher who have conducted research about teachers preparition and teahers performance is :

Keke T. Aritonang, in his research Discribes Teachers' Compensation, The Teachers Discipline , and The Teacher Performance in BPK PENABUR Christian Junior High Schools, Jakarta, samples taken are 60 teachers with random sampling technique. The conclusing work compensation contributed 6,76% on teacher performance, teacher work discipline contributed as much77.44%. While work compensation and discipline of teachers work togethercontributed 77.60% to teacher performance.so as a suggestion to improve the high teacher performance needenhanced work compensation and work discipline.[20]

Yuliani, in her research "The Correaltion of Teachers Professionalism and The Students achievement in Learning English The Eight Grade of SMP Negeri Binuang Kab. Polman" She found that there was significant correalation of teachers professional and the students achievement in learning english at the eight grade student of SMP Negeri Binuang Kab. Polman. The realtion of teacher professional with students english achievement is 56,7%. Its mean that 43,3% is influenced by other variables are not observed in this research.[21]

[20] Keke T. Aritonang, *Discribes* Teachers Compensation Teachers Dicipline BPK PENABUR Christian Junior High School, (Skripsi, Jurnal Pendidikan Jakarta:2005), p 14

[21] Yuliani, The Correlation of Teachers Professionalism and The Students achievement in Learning English at the Eight Grade of SMP Negeri Binuan, (Parepare: STAIN Parepare, 2016) p.31

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Nurnanigsih Anwar in her research "An Analysis Of English Teachers Strategies in Teachhing Reading Comprehension at SMAN 5 Pinrang"

She found that her research reveals that teachers were used small groups strategy in the process of teaching reading comprehension. It also reveals that in general students responses to their teacher stratigies was still classified as standard. These findings suggest that three teachers need to improve their knowledge and experience to undersatnd concepts and the reasons for using startegies in reading strategy.[22]

Yuliana in her research "Analysis of Teachers Strategies in Teaching English at The Second Grade Students of Madrasah Aliyah DDI Lil Banat Parepare. She found difficulties of teacher to implement the strategies in English teaching shows that all of the teachers have used teaching reading strategies to encourge the students in comprehend the text that formulated in the stages. The teachers strategies could help them to undersatand the reading selection. It is covert responses which realted to the students perception after teachingprocess. The researrcher concluded that their students appeared to be active strategy users, they "failed to apply strategies appropriately to the task at hand.[23]

Sani in her research "Indentyfing The Students Learning Motivation In Making Skripsi to The Eight Semester Students of English Program of STAIN Parepare.She found that the research was computed used the random sampling

[22] Nurnaningsih Anwar, An Analysis Of English Teachers Strategies in Teachhing Reading Comprehension at SMAN 5 Pinrang, (Parepare: STAIN Parepare, 2017) p.35

[23] Yuliana, An Analysis of teachers Strategies in Teaching English at the Second Grades Students of Madrsah Aliyah DDI Lil-Banat Parepare, (Parepare:STAIN Parepare,2017) p.30

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technique. The mean score of students learning motivation in rejected. In conclusion, There is significant to indentyfing the students learning motivation in making skripsi to the eight semester of English Program of STAIN Parepare.[24]

[24] Sani, Indentyfing The Students Learning Motivation in Making Skripsi To The Eight Semester Students Of English Program of STAIN Parepare, (Parepare:STAIN Parepare,2017), p 20

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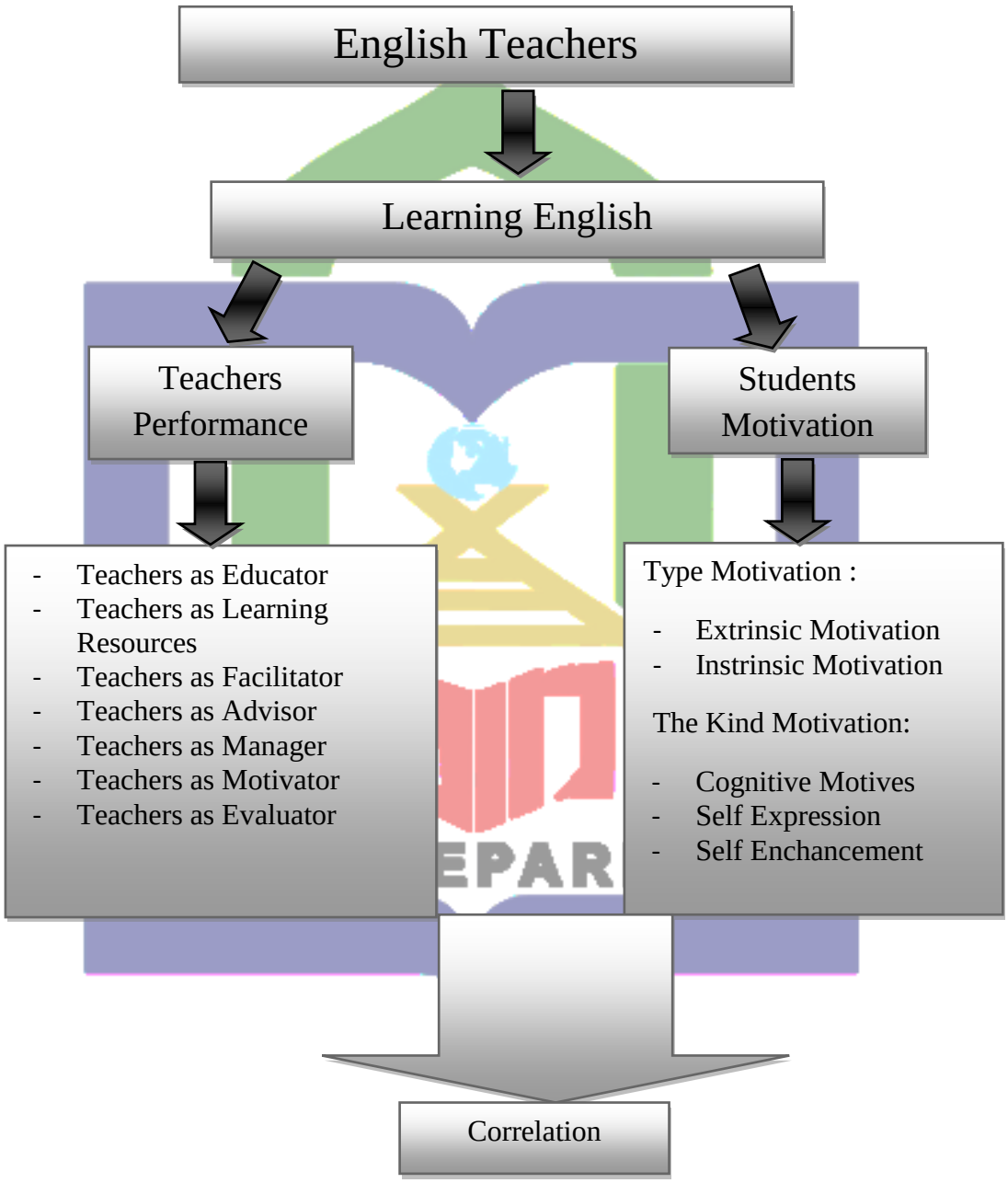
2.3 Conceptual Framework

The conceptual framework of this research is presented as follow



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In order to find out the correlation between teachers performance and students motivation in Learning English the eleven grade accounting class SMK Negeri 1 Parepare, the researcher first of all give questioner to the samples of this research which consist of some questions related to their teachers teachers performance and students motivation, which where the main focus on this research was their performance. After analyzing both the teachers performance and students motivation in Learning English.The writer will find out the correlation between them by applying correlation product moment formula.

2.4 Hypothesis

Based on the review of literature and the conceptual framework, the researcher formulates the following hyptohesis :

1. Null hypothesis (Ho)

There was no any significant correlation between teachers performance and motivation students in Learning English at SMK Negeri 1 Parepare ?

2. Alternative hypothesis

There was significant correlation between teachers performance and motivation of students in Learning English at SMK Negeri 1 Parepare?

1.5 Variable and Operational of Definition of the Research

1.5.1 Variable of the research

There were two variables in this research, namely depent variable and independent variable.

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1.5.1.1 Dependent Variable was motivition students in learning english.

1.5.1.2 Independent variable was teachers performance.

1.5.2 Operational Definition of the Research

1.5.2.1 Teachers Performance is a teacher have been a specific skill, competencies which are knowldge, attitude and trained

1.5.2.2 The Motivation is a impulse from the strong hearth to perform an activity so that such activity can be achieve with good, fit what we want. So in this case, the motivation that the authors means is the motivation to process of learning.

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CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the description of the research method, variables and the operational definition of items, location and duration, population and sample, instrument of the research, data collecting procedure, and technique of data analysis.

3.1. Research Design

The design of this research is "the correlation teachers' performance and students motivation in learning English at SMK Negeri 1 Parepare". So that,design of this research is correlation research that consists of two variables, variable X and variable Y. Variable X is teachers' performance in teaching English and variable Y is motivation students in learning English. [1]

Where :

X = Teachers Performance

Y= Students Motivation

3.2 Location and Duration of The Research

The location of this research was taken place in SMK Negeri 1 Parepare. Its one of the school located in Lumpue, Parepare. The duration about one month. It was in school the learning english process.

[1] Prof. Dr. Sugiyono, *Metode Penelitian Pendidikan* , (Bandung:Alfabeta cv,2015), p 37

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3.3 Population and Sample

3.3.1 Population

The popuation of the research would be the students of SMK Negeri 1 Parepare which consist of four classes and the total number of population are 103 . The researcher is conduct the eleven grade accounting as the population in this research. The distrubing can be seen in the table below:

Table 3.1 Population

NO	CLASS	Students		Total the Students
		Male	Female	
1	Class XI Accounting 1	8 Students	17 Students	25
2	Class XI Accounting 2	4 Students	21 Students	25
3	Class XI Accounting 3	5 Students	23 Students	27
4	Class XI Accounting 4	12 Students	15 Students	26
total				103

(Source of SMK Negeri 1 Parepare)

3.3.2 Sample

In this research, the researcher uses the taechnique of collecting data is random sampling. Random Sampling is means to show the sample characrestics or whichewhere the population without characrestic into the population.[2]In which

[2] Prof. H.Moh. Kasiram, M.Sc, *Methodology Penelitian Kualitatif-Kuantitatif Cet II* (Yogyakarta: Sukses Offset 2010) p.268

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students of SMK Negeri in Parepare and the researcher took students in learning English at SMK Negeri in Parepare.

Table 3.2 Sample

NO	CLASS	Students		Total the Students
		Male	Female	
1	Class XI Accounting 2	4 Students	21 Students	25

(Source of SMK Negeri 1Parepare)

3.4 Instrument of the Research

The instrument of the research, the reseacher used three kinds ofinstruments to collect data from the students; they are observation, questionare and documentation.

3.4.1 Observation

Observation was the supervision which be done by intentional, systematical, about social fact with physical indications for and then to did registration.[3] That is make an immediately supervision in the field toward research object by systematic about problems what connected with this researrch. The researcher of observation. The researcher used checklist questionnaire for teachers performance and Multiple Choice questionnaire for students motivation.

3.4.2 Questionnaire

[3] Sumadi Suryabrata, *Metodologi Penelitian (*Yogyakarta: PT. Raja Grafindo Persada, 1997), p. 84

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Questionnaire is data collection technique that is done by giving a set of questions or a written statement of the respondents to answer and questionare was distributed to the students to fill in the answer.

3.4.3 Documentation

Documentation conducted with take value of English lesson in report that is given by teachears in English lesson trough result of the study and Documentation help the researcher to do a experiment in the classroom

3.5. Procedure of Collecting Data

In this research, the researcher uses the quantitative to analyze the data. The first the researcher gave the teachers questionnare to know the correlation of teachers performance and students motivation in SMK Negeri 1 Parepare and the researcher would take value of English lesson in report to know the teachers performance in learning English.

3.6 Technique of Data Analysis

The technique is descriptive method as follows:

The questionare would be answer which is to find out the correlation of teachersperformance and students motivation in learning English. The data of the questionare would be analyzed by teachnique as follows;

3.6.1 Scoring the students to answer of Questionnaire

a) The Findigs the rate percentage of the observation checklist to stdudents' motivation answer

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L.R. Gay stated the form that used to analyzie and tabulate each time of questionnaire is the following formula:

P= $\frac{Fq}{N}$ × 100

Where : P: Percentage

F: Frequency

N: The total number of sample

b) The percentage of the students by using the formula of liker scale as followed:[4]

Table 3.3. Scoring the students to answer of Questionare

CATEGORY	SCORE
Always	4
Often	3
Sometimes	2
Never	1

To find the correllation teachers performance and motivation students in Learning English at SMK Negeri Parepare the researcher used the product moment correaltion coefficient formula.

The formula is :

[4] Sugiyono, Metode Penelitian Pendidikan; Pendekatan Kuantitaif, Kualitatif, R&B, (Bandung; Alpabeta,2009), p.135

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$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

r_{xy} =Coefficient of correlation product moment

$\sum x$ = Total distribution score of x

$\sum y$ = Total distribution score of y

$\sum x^2$ = Sum of Quadrate distribution score x

$\sum y^2$ = Sum of Quadrate distribution score y

$\sum xy$ = Total multiplication score of x and y

n = the number of paired X and Y score.[5]

Table 3.4 The Quality of correlation Based on the Value of r Product Moment[6]

No	The Value of r Product Moment	Intrepretation on Correlation Quality
1	0,00-0,199	Very weak correlation
2	0,20-0,399	Weak Correlation
3	0,40-0,599	Middle Correlation
4	0,60-0,799	Strong Correaltion
5	0,80-1,000	Very Strong Correlation[7]

To calculate the cofficient of determinition in order to know the amount of value the contribution of independent variable on the dependent variable, the researcher analyzed used formula as follow:

[5]Suharsimi Arikunto, *Prosedur Penelitian*, p. 256

[6] Sugiyono, *Metode Penelitian Pendidikan*, (pendidikankuantitaif, dan RAD), p.257

[7] Sugiyono, *Metode Penelitian Pendidikan* Pendekatan Kuantitatif, Kualitatif, R&D, cet:20 (Bandung:Alfabeta,2010), p.257

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KD = r^2 x 100%.

Where :

KD = Coefficient determinition

r^2 = The result of the correlation coeficient between the variable X and Y (r_{xy}).

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CHAPTER IV

FINDINGS AND DISCUSSION

This capter consists of two section, the findings of the research and discussion of the findings. The researcher analyzed the data consisting of the result of the questionnaire.

4.1. Findings

4.1.1. The Result of TheQuestionnaire

English is one of the main lessons in the formal education world in Indonesian. In this case, we can see that English is one of the lesson include in examinition nowdays, so the teachers perfomance have a very important role to motivation students.

In this research the researcher gave the questionnaire of the every students to know and findings result about the correlation teachers performance and students motivation in learning English at eleventh grade of SMK Negeri 1 Parepare.

The classification of the questionnaire score was presented in the following table:

Table : 4.1 The Classification of the Questionnaire Score

No	CATEGORY	SCORE
1	Always	4
2	Often	3
3	Sometimes	2
4	Never	1

(Score of the students questionnaire)

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The classification questionnaire score was to present all the data needed about teachers'performance in teaching English. The score of each item was determined based on

scale as follows:

a. Always is scored 4 for positive statements

b. Often is scored 3 for positive statements

c. Sometimes is scored 2 for positive statements

d. Never is scored 1 for positive statement

4.1.2 Description of Students' Motivation

Based on the data that gotten from the teacher, the researcher found the data of the motivation students in English based on classification of the results of learning English and the researcher would be classifying the score of students into level as follows:

Table 4.3 The Classification of the Students Score

No	Score	Classification
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	0-40	Very Poor

(Source of The Students Score)

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Table 4.4 the students of motivationt in English at the eleventh grade students of SMK Negeri 1 Parepare.

NO	RESPONDENTS	ITEMS										JML
		1	2	3	4	5	6	7	8	9	10	
1	ADR	4	4	4	2	4	4	3	3	3	3	34
2	FIR. P	4	4	4	2	4	4	2	3	3	3	33
3	FIK. R	2	2	4	2	4	2	4	3	3	4	30
4	EDI	2	1	4	4	4	4	3	4	2	3	31
5	A. ARL	2	2	4	2	4	2	3	3	3	4	29
6	GH	3	2	3	2	3	3	2	2	4	2	26
7	A.DILLA	3	4	2	3	4	4	3	4	4	4	35
8	DW	4	4	2	2	4	1	2	3	4	3	29
9	ADIS	2	4	4	4	3	4	3	4	4	4	36
10	HSTI	4	4	4	4	4	4	4	4	4	4	40
11	GUS	3	4	2	3	2	3	2	2	4	3	28
12	A. HER	4	2	4	4	3	4	4	3	3	3	34
13	A F	3	2	4	4	4	3	2	3	3	3	31
14	ADRI SR	3	2	4	4	4	3	4	3	3	3	33
15	FERI	3	2	4	2	4	3	2	3	3	3	29
16	DIKA	3	2	3	4	4	4	3	2	3	3	31
17	ANG	4	3	4	3	4	4	3	4	3	4	36
18	BESSE	4	3	4	4	4	3	4	3	4	4	37
19	HARY	2	3	3	4	4	2	3	2	4	4	31
20	F S	2	2	2	3	4	3	4	2	4	3	29
21	BUR	2	2	2	3	4	3	2	4	3	2	27
22	A. M. RAY	3	3	3	2	2	4	4	2	4	2	29
23	ANIS	4	4	4	2	4	4	3	3	4	1	33
24	YUSUF	3	3	2	3	3	4	4	2	2	4	30
25	ISMA	4	3	2	2	3	4	4	2	3	4	31
	TOTALLY	77	71	82	74	91	83	77	73	84	80	792

Based on the table the percentage scores of motivation students in learning english

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Based on the table 4.4 the students of motivationt in English at the eleventh grade there are 23 students. For known correlation teachers performance and motivation students, The reseacrcher taken by the questionnaire of students motivation.

Table. 4.5. The observation Sheet of students' motivation

No	Students Activities	Meeting			Averange Percentage
		1	2	3	
1	Attending in Learning Process	23	20	25	90,67
2	Giving attention during teaching and learning process	15	13	19	62,67
3	Asking question about the lesson material	5	6	5	21,33
4	Answeing the question given by teacher	6	6	8	26,67
5	Doing the given Assigment	20	18	25	84,00
6	Playing during teaching and learning	3	1	2	8,00
7	going out from class without permission	1	-	-	6,67
8	Students take advantage of the time available for discuss lessons with friends and teachers	20	18	24	82,67
9	Students are not shy when experiencing failure and being able to rise again to better	-	-	-	-

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10	Students are confident in doing something in class during lessons	20	18	23	81,33

Table 4.6 shows observation sheet in students motivation at the elevent Grade SMK Negeri 1 Parepare.

The first meeting there were 23 students attended in learning process, 15 students giving attention during teaching in learning process, 5 students asking question about material, 6 students Answeing the question given by teacher, 20 students Answeing the question given by teacher, 20 students Doing the given Assigment, 3 students Playing during teaching and learning, 1 students going out from class without permission, there is no students are not shy when experiencing failure and being able to rise again to better, 20 students are confident in doing something in class during lessons.

In the second meeting there were 20 students attended in learning process, 13 students giving attention during teaching in learning process, 6 students asking question about material, 6 students Answeing the question given by teacher, 18 students Answeing the question given by teacher, 1 students Doing the given Assigment, there is no students Playing during teaching and learning, 18 students going out from class without permission, there is no students are not shy when experiencing failure and being able to rise again to better, 18 students are confident in doing something in class during lessons.

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The Third meeting there were 25 students attended in learning process, 19 students giving attention during teaching in learning process,5 students asking question about material, 8 students Answeing the question given by teacher, 25students Answeing the question given by teacher, 2 students Doing the given Assigment, there is no students Playing during teaching and learning, 24 students going out from class without permission, there is no students are not shy when experiencing failure and being able to rise again to better, 23 students are confident in doing something in class during lessons.

4.1.3 Analyze Data

In this research, the researcher use analyze of data to known all of results from the research whichwhere analyze of data helped the researcher to known all of results from the research.

Table 4.6 The Correlation of Teachers Perfomance and Students of Motivation in Learning English.

RESPONDENTS	**Teachers Performance(X)**	**Students of Motivation (Y)**	**XY**	**X^2**	**Y^2**
ADRIAN	50	34	1700	2500	1156
FIRMAN PAJELORI	46	33	1518	2116	1089
FIKRAM RAHMAN	46	30	1380	2116	900
EDI NUGROHO	39	31	1209	1521	961
ANDI ARLINA	48	29	1392	2304	841
GHINA	50	26	1300	2500	676

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A. FADILLA	49	35	1715	2401	1225
DEWI ANJANI	40	29	1160	1600	841
ADIS MUCHTAR	52	36	1872	2704	1296
HASTUTI	50	40	2000	2500	1600
GUSNY	39	28	1092	1521	784
A. HERWIN	40	34	1360	1600	1156
ANDI AULIA	47	31	1457	2209	961
ADRIAN SAPUTRA	54	33	1782	2916	1089
FEVIANSAH	40	29	1160	1600	841
DIKA FEBRIANTI	54	31	1674	2916	961
ANGGITA	47	36	1692	2209	1296
BESSE	43	37	1591	1849	1369
HARYOGI	42	31	1302	1764	961
FITRIYANI SAVI	51	29	1479	2601	841
BURHAN	42	27	1134	1764	729
A. MUH. RAYHAN	49	29	1421	2401	841
ANISYAH	49	33	1617	2401	1089
YUSUF	51	30	1530	2601	900
ISMA	47	31	1457	2209	961
∑	1165	731	36994	54823	25364

To known is there any correlation teachers performance and students motivation in learning English, the researcher use the following the formula:

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Mean(Σ) $\bar{x}$=1165:25= 46,50

Mean(Σ) $\bar{y}$ = 731:25= 29,24

$\sum_x$ 2=54823

$\sum_y$ *2*=25364

$\sum_{xy}$= 36994

Subsequently included in the following formula:

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

$$r_{xy} = \frac{36994}{\sqrt{(54823)(25364)}}$$

$$r_{xy} = \frac{36994}{\sqrt{1390530572}}$$

$$r_{xy} = \frac{36994}{37289,81}$$

$$r_{xy} = 0,99$$

Ifr_{hitung} is bigger thanr_{tabel}, (rh≥rt) then$H_a$accepted, H_o rejected. But instead, if$r_{hitung}$is smaller thanr_{tabel}accepted, thenH_o accepted, andH_a rejected. Based on the above calculation, obtainedIfr_{xy}= 0.99 ≥r_{tabel}= 0,396 at a significant level of 5%, so it is concluded thatH_o rejected, and H_a accepted Thus, it can be drawn a conclusion that, there is correlation between teachers' performance and students motivation in learning English at SMK Negeri 1 Parepare.

The magnitude of the correlation between teachers' performance and students motivation in learning English at SMK Negeri 1 Parepare., can be known by squaring correlation coefficient value. The coefficient correlation generated in this study is

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0,99. Then squared, then the results obtained 0.98. The result of squaring is obtained by using the determinant coefficient formulaKD=r_{xy} ^{2}x 100%.Thus, it can be concluded that the magnitude of the correlation between teachers' performance and students motivation in learning English at SMK Negeri 1 Parepareis 99%, in the sense that the other 1% is influenced by other variables not observed in this study.

Table 4.7 Guidelines for interpretation of correlation coefficients[1]

Coefficient Interval	Level relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong

(Source of the Book's Sugiyono)

Based on the table of interpretation guidelines, it can be concluded that the correlation between teachers' performance and students motivation in learning English at SMK Negeri 1 Parepare is very strong.

4.2. Discusion

By seeing the finding as previous section in this chapter that there are many things that teachers performance must have. The first things teacher performance must have a competence (pedagogic competence, personality competence and

[1]Sugiono, *MetodePenelitianPendidikanPendekatanKuantitatif, Kualitatif, R & D*, P. 257.

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profesional competence, and also social competence. Secondly, the characrestic of teacher performance is minimum has been knowledge, respect to the students, responsibility, able to cretaed a comfortable and interesting situation and the teacher able carry out its role a s teacher to improve their students' knowldege and develop the students' motivation and also atitude. The third are the teacher has knowledge in the major of their teaching, teacher has knowledge and skill in the field of education, and the teacher has academic moral. Then three are some of the facotrs that may affect students academic motivation they are family, school and social.

For this discussion the teachers performance in learning english activities can not be separated from the teachers. Without teacher learning would be difficult, especially in the context of the implementation of formal education and teacher is very important because the teachers had the most active role in the implementation of education to achieve a goal of education to be achievement. Teacher performance is said to be succesful when it gives effect the development of student potential in a, which is positive to what it learns, what its purpose and what its benefits. So that cognitive intelligence can develop well. Learning Process or teaching in learning english activities can not be separated from the teachersTeachers carry out eduaction through learning activities by teaching students. Teachers also have many obligations in learning from start planning lessons, carry out the learning process, to do evaluation of learning that has been done.[2] The general there are some role of

[2]Prof. Dr. H. Syafruddin Nurdin, M.Pd. "*Guru Professional dan Implementasi Kurikulum"*. (Jakarta:Quantum Teaching, 2005) p.82

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teachers performance. Teachers carry out eduaction through learning activities by teaching students and motivation students, motivation students had influence very strong enough for success process and learning outcomes students. One quality indicator learning is the spiritand learning motivation from students.Motivation Students is anything encourages students to learn well. So motivation is very important into role of motivation in learning activities because motivation will run well and enjoy. Motivation is an absolute reqierement for learning. The learning will be optimal if there is motivation in the learning.

Teachers performance is a strong influence on the achievement of students learning English languange learnin. Due to the performance of teachers is one of factors of success in the eyes of English languange learning. In this case the role of the teachers is very dominant in achievement student learning in English languange learning. Teachers performance is owned by someone what has been do work result. If the process point of teachers performance it so very important for the progress school because it many aspects to produce of quality graduates

Based on the explanation above, the finding occurs since there aresome differences between culture, interest, motivation, teaching method and any others of each subject of the researches. There are three aspect of teachers performance and conditions of teacher performance. So its our duties as teacher to be how to manage and prepare all the factors in learning as our effort to make the students feel comfortable in stduying, there is no students feel anxious in learning so that the students of motivation in leraning English can be improve.

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Based on the theory that observation, the general activities the students obtanion individual characrestics and to effect teachers performance to motivation students in learning English, for example there are students have enough to stop the action is not good (playing in the classroom meanwhile teachers explanation her material and there are also students not enough to be reproving and need action to harder for example (the students move the sit down in to front and if observation there are some students into classroom has some atittude very strong to show themselves to knowledeg and act the students can motivate other students in the school.

Based on the data previously, its shows that average score students of motivation valued showed that 46,00 by using main formula it was categorized lower than the students KKM of English 75. Therefore, the students' motivation in learning english at the eleventh grade of SMK Negeri 1 Parepare had complete in English learning and the value of correlation between teachers performance and students motivation in learning English at the eleventh grade SMK Negeri 1 Parepare 0,99, it was categorized as strong correlation. The testing, Based above calculation, obtained Ifr_{xy}= 0.99 ≥ r_{tabel} = 0,396at a significant level of 5%, so it is concluded that H_o rejected, and H_a accepted Thus, it can be drawn a conclusion that, there is correlation between teachers' performance and students motivation in learning English at SMK Negeri 1 Parepare.

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In this research, the researcher used questionnaire to known teachers performance score. The reseacrcher used checklist questionnaire teachers performamce mean while the researcher used multiple choice to know students motivation score.

The researcher gave explanation to the students before gave questionnaire about teachers performance and then I gave one by one questionnaire to the students and ask the students to done the questionnaire

This research was supported by Yuliani that there are there was significant correalation of teachers professional and the students achievement in learning english at the eight grade student of SMP Negeri Binuang Kab. Polman.[3]

This reseacrch was supported by Keke T. Aritonang, in his research Discribes Teachers' Compensation, The Teachers Discipline , and The Teacher Performance in BPK PENABUR Christian Junior High Schools, Jakarta,The conclusing work compensation contributed 6,76% on teacher performance, teacher work discipline contributed as much77.44%. While work compensation and discipline of teachers work togethercontributed 77.60% to teacher performance.so as a suggestion to improve the high teacher performance needenhanced work compensation and work discipline

[3] Yuliani, The Correlation Teachers of Teachers Professionalism and Students Achievement in Learning English at the eight Grade SMP Binuang Polman, (Parepare:STAINParepare,2016) p.31

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analyzis by using Person product moment and calculating which collected through the test, it can be concluded that

The mean score of motivation students value showed 46,50 by using main formula, it was categorized lower than the students KKM (75) of English. Therefore the motivation students in learning English at tge eleventh grade at SMK Negeri 1 Parepare had completed in English learning based on three indicators of motivation student Extrinsic and Instrinsic motivation

The correlation of teachers performance and students motivation in learning English is very strong correlation The value of correlation between teachers performance and students motivation in learning English at SMK Negeri 1 Parepare, its shows that average score sutdents of motivation valued showed that 46,50 it was categorized lower than the students KKM of English 75. Therefore, the students' motivation in learning English at the eleventh grade of SMK Negeri 1 Parepare had complete in English learning and the value of correlation between teachers performance and students motivation in learning English at the eleventh grade SMK Negeri 1 Parepare 0,99, it was categorized as strong correlation. The testing, Based above calculation, obtainedIfr_{xy}= 0.99 $\geq r_{tabel}$= 0,396at a significant level of 5%, so it is concluded thatH_o rejected, and H_a accepted Thus, it can be drawn a conclusion that, there is correlation

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between teachers' performance and students motivation in learning English at SMK Negeri 1 Parepare.

5.1 Suggestion

In connection with the conclusion above, the researcher further proposed some suggestions as follow:

5.1.1 For the English Teachers

5.1.1.1 The teacher generally should be able to apply some strategies in teaching English which is suitable with students, condition and materials used so that the students are not bored in the classroom following the materials.

5.1.1.2 Based on the results of the study, the discussion, and the conclusion that the use of teachers performance and Students Motivation in learning English eleventh grade at SMK Negeri 1Parepare got high response from students and can improve students and give motivation. So, the researcher suggested that teachers in the school implemented teaching English to make learning more effective.

5.1.2 For the students

Students does not less motivation in learning english, always got motivation in the school for her friends and students able to develop posotive thinking to other students so that the students respect each other in learning process and also got motivation for the next researcher.

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APPENDICES

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LEMBAR OBSERVASI SEKOLAH

SMK NEGERI 1 PAREPARE

Jl. Bau Massepe No. 34, Kecamatan Bacukiki Barat Kota Parepare, Propinsi Sulawesi Selatan, Kode Pos 91123

A. Identitas Sekolah

1	NAMA SEKOLAH	SMK NEGERI 1 PAREPARE	
2	N S S	341196103001	
3	STATUS AKREDITASI	A	
4	ALAMAT SEKOLAH	Jl. Bau Massepe No. 34, Kecamatan Bacukiki Barat Kota Parepare, Propinsi Sulawesi Selatan, Kode Pos 91123	
		Telp. Dan Fax. Sekolah	0421 0421-3310382
		HP Kepala Sekolah	+6282188112012
		e-mail	smk1_pare@yahoo.com
5	SK PENDIRIAN		
	Nomor	475/B.3/Kedj	
	Tanggal	8 Oktober 1964	
6	BIDANG/KOMPETENSI KEAHLIAN	Bidang Keahlian	Bisnis dan Manajemen
		Paket Keahlian	1. Administrasi Perkantoran
			2. Akuntansi
			3. Perbankan
			4. Pemasaran
		Bidang Keahlian	Teknologi Informasi dan Komunikasi
		Paket Keahlian	Multi Media
7	KEPALA SEKOLAH		
	Nama	ANWAR NUR, M.Si.	
	NIP.	19730428 199903 1 003	
	SK Yang Mengangkat	GUBERNUR SULAWESI SELATAN	
	Nomor	821.29-21-2017	
	Tanggal	18 Juni 2017	
	TMT	18 Juni 2017	
8	KOMITE SEKOLAH		
	Nama	Hj.Sri Mariani,SH.,MH.	
	Nomor SK / Tanggal	421.5/181/ SMK.1/2015, 26 September 2015	

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B. Visi, Misi, dan Kebijakan Sekolah

VISI	MISI	KEBIJAKAN MUTU
Mewujudkan SMK Negeri 1 Parepare menjadi Sekolah Unggul dan Lulusan yang Kompetitif	1. Menyelenggarakan pendidikan yang beriorentasi pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan (PAIKEM) dengan dilandasi karakter bangsa.	1. Memberikan Layanan Pendidikan yang kreatif dan inovatif
	2. Menyelenggarakan pendidikan yang menghasilkan kualitas tamatan yang kompetitif, berkarakter, dan kompeten sesuai dengan bidangnya.	2. Menyelenggarakan pendidikan yang beriorentasi dengan dunia kerja
	3. Menerapkan manajemen partisipatif dalam setiap pengembangan dan pengelolaan sekolah	3. Menyelenggarakan pendidikan yang berbasis kompetensi, berkarakter berdasarkan nilai-nilai luhur Bangsa dan Agama
		4. Menyelenggarakan layanan manajemen dengan melibatkan semua warga sekolah
	4. Pengelolaan keuangan sesuai mekanisme yang akuntabel dan transparan	5. Warga sekolah memiliki komitmen kuat untuk menjaga konsisten pelaksanaan sistem Manajemen Mutu ISO 9001:2008 dan persiapan menuju RSBI

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		6. Menanamkan nilai dan sikap profesionalisme yang melandasi Imtaq dan Iptek

C. Keadaan Pendidik

NO	NAMA	JK		JABATAN	BIDANG STUDI YANG DIAJARKAN
		L	P		
1	Drs. ABDUL AZIS	✓		Wakasek Sarpras	Pengantar ekonomi dan bisnis
2	ABDUL MAJID, S. Pd	✓			

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3	Drs. ABDUL RAZAK DAWI	✓			Teknik Pengolahan Vidio, Teknik Pengambilan Gambar Bergerak, Perakitan Komputer, Desain Multimedia Interaktif
4	ABDUL WARIS, S. Pd	✓			Akuntansi Perusahaan Dagang, Akuntansi Perusahaan Jasa
5	AHMAD HUSNI YUNUS, S. Si	✓			Matematika (umum)
6	AINUL MUFTIYAH, S. Pd		✓		Pengantar Administrasi Perkantoran
7	Drs. ALI BABA S	✓			Prakarya dan Kewirausahaan, Perencanaan Pemasaran, Penataan Barang Dagangan
8	Drs. AMIR AHMAD PASAID	✓			
9	Dra. ANDI ARYANI		✓		Pengantar Administrasi Perkantoran, Korespondensi, Administrasi sarana dan prasarana
10	ANDI FATMA SYARIF, S.E		✓		
11	ANDI FEBRY PAULENGI MANSYUR, S. Kom	✓			

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12	Drs. ANDI MUHAMMAD PAESAL	✓			Administrasi Keuangan, Akuntansi Perusahaan Manufaktur
13	Dra. ANDI RAHMAWATI		✓		Administrasi Humas dan Keprotokolan, Pendidikan Pancasila dan Kewarganegaraan
14	Dra. ANDI SYAMSIDAR		✓		Bahasa Indonesia
15	Drs. ANDI TASRIK	✓			Pendidikan Pancasila dan Kewarganegaraan
16	ANDI TENRI PADA, S. Pd		✓		Pelayanan Penjualan, Pengelolaan Usaha Pemasaran, Pemasaran On_Line, Strategi Pemasaran, Prakarya dan Kewirausahaan, Administrasi Barang
17	ASNUR, S. Pd	✓		Kepala Laboratorium	Bahasa Inggris
18	Drs. BADULLAHI	✓		Kepala Unit Produksi	Prakarya dan Kewirausahaan
19	BURHAN, S.Pd	✓			Matematika (umum)
20	Drs. BUSRAN	✓		Kepala Paket Keahlian	Ekonomi, Administrasi Pajak
21	ERNAWATI DOLLAH, S. Pd		✓		Matematika (umum)

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22	ERNY KARIM, S.E	✓			Komputer Akuntansi , Administrasi Pajak
23	FADLAN BASRI, S. Pd	✓			Pendidikan Jasmani, Olahraga, dan Kesehatan
24	Dra. HADIJAH		✓	Kepala Paket Keahlian	Administrasi Kepegawaian, Administrasi Sarana dan Prasarana
25	HAERANI, S. Kom		✓		Pemrograman WEB, Komposisi Foto Digital, Teknik Pengambilan Gambar Bergerak, Sistem Komputer
26	HAJRIANI FATTA, S. KM		✓		
27	Drs. HAKIM L	✓		PLT Kepala Sekolah	Bahasa Inggris
28	Dra. HALIONG		✓		Pendidikan Jasmani, Olahraga, dan Kesehatan
29	HARIAMAN, S. Pd	✓			Seni Budaya
30	Dra. HARWIYANI		✓		Pendidikan Agama Islam dan Budi Pekerti
31	Dra. HERIANTI		✓		Administrasi Kepegawaian
32	Drs. HISBULLAH	✓		Wakasek Kesiswaan	Administrasi Humas dan Keprotokolan
33	ICE INDRAWATI DJABIR, S. Kom		✓		Teknik Animasi 2 Dimensi, Desain Multimedia,

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					Simulasi Digital, Pengolahan Citra Digital, Pemrograman Dasar
34	Dra. INDRAJAYATI		✓		Pendidikan Pancasila dan Kewarganegaraan
35	IRWAN HIK JAL, S. Kom	✓			Pemrograman Dasar, Jaringan Dasar, Teknik Animasi 3 Dimensi, Teknik Pengolahan Audio
36	ISUTI, S. Pd		✓		Administrasi sarana dan prasarana
37	JUMARDIAH, S. Pd		✓	Kepala Laboratorium	Bahasa Inggris
38	Dra. KASMAH		✓	Kepala Laboratorium	Bahasa Inggris
39	KHAERUDDIN, S. Sos	✓			
40	Drs. LUBIS	✓		Kepala Paket Keahlian	Bahasa Inggris
41	Dra. MAEMUNA		✓		Pengantar Ekonomi dan Bisnis, Penataan Barang Dagangan
42	Dra. MASTURA		✓	Kepala Laboratorium	Pengetahuan Produk, Komunikasi Bisnis, Analisa dan Riset Pasar, Administrasi Transaksi, Prinsip-Prinsip Bisnis
43	MUH. ARIF RIYADI,	✓			

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	S.E				
44	MUHAMMAD IMRAN, S. Pd, M.M	✓		Kepala Perpustakaan	Sejarah Indonesia
45	MUHAMMAD JUFRI, S. Ag	✓			Pendidikan Agama Islam dan Budi Pekerti
46	MUHAMMAD JUMRI, S. Sos	✓		Wakasek HUMAS	Prakarya dan Kewirausahaan, Administrasi Transaksi
47	MUHAMMAD SAID, S. Pd	✓			Pendidikan Jasmani, Olahraga, dan Kesehatan
48	MUHAMMAD YUNUS, S. Pd	✓		Kepala Laboratorium	Mengoperasikan paket program pengolah angka/spreadsheet, Akuntansi Perusahaan Jasa
49	Drs. NUMANG	✓			Matematika (umum)
50	NUR AMRI NUR	✓		Kepala Laboratorium	Kerja Proyek Multimedia, Desain Multimedia Interaktif, Otomatisasi Perkantoran
51	NUR ASMA, S.E		✓		Etika Profesi, Akuntansi Keuangan, Komputer Akuntansi
52	NUR AZIZA FATMI, S. Pd		✓		
53	NURAENI KASIM, S. Pd		✓	Tenaga Perpustakaan	Kearsipan, Pengantar Administrasi Perkantoran

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54	NURLIAH, S. Pd		✓	Tenaga Perpustakaan	
55	Dra. NURLINA		✓		Matematika (umum)
56	PATMAWATI, S. Pd		✓		
57	RAHMAT M. TAHIR	✓			
58	RAHMATIAH		✓		
59	RAHMAWATI, S. Pd		✓	Kepala Laboratorium	Administrasi Humas dan Keprotokolan
60	RAKHMAT.R, S. Pd	✓			Seni Budaya
61	RAMGINA, S. Pd		✓		
62	Drs. RAMLI	✓		Kepala Paket Keahlian	Sejarah Indonesia
63	RISWAN SAWEDI, S. Pd	✓			Seni Budaya
64	Drs. SAHLAM	✓			Sejarah Indonesia
65	SALMA S, S. Pd		✓		Matematika (umum)
66	SENIAWAN, S. Pd	✓			Bahasa Indonesia
67	SITTI AMINAH, S. Pd		✓		Administrasi Keuangan, Pengantar Akuntansi
68	SITTI MARDIA, M. Pd		✓		Akuntansi Perusahaan Dagang, Etika Profesi, Administrasi Pajak
69	SOFYAN, M. Pd	✓			Bahas Indonesia

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	70	Dra. SUBAEDAH R		✓		Bahasa Indonesia
	71	SUKMAWATI, S. Pd		✓		Pendidikan Jasmani, Olahraga, dan Kesehatan
	72	Dra. SUMENO		✓	Wakil Kepala Sekolah	Akuntansi Keuangan
	73	Drs. SUTIARDIN	✓		Kepala Paket Keahlian	Pengantar Akuntansi
	74	Drs. USMAN SANGKALA, S. Pd	✓			Akuntansi Keuangan, Komputer Akuntansi , Administrasi Keuangan
	75	YASIN, S. Pd, M. Pd	✓		Kepala Sekolah	Matematika (umum)
	76	YENNY RACHMAN, S. Kom		✓		Simulasi Digital
	77	ZAINAL, S. Ag	✓			Pendidikan Agama Islam dan Budi Pekerti

D. Keadaan Pesert a Didik

Jumlah Peserta Didik		
L	**P**	**Total**
294	503	797

Usia	Jumlah
<16 Tahun	214
16 - 18 Tahun	573
>18 Tahun	10

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Total	797

Table.1 peserta didik menurut usia

Agama	Jumlah
Islam	788
Kristen	7
Katholik	2
Hindu	0
Budha	0
Konghucu	0
Lainnya	0
Total	**797**

E. Sarana dan Prasarana Sekolah

No	Jenis Sarana dan Prasarana	Jumlah	Ket.
1	Ruang Kelas	34	
2	Lab. Ipa	1	
3	Lab. Bahasa	1	
4	Lab. Komputer	1	
5	Lab. Akuntansi	1	
6	Lab. Multimedia	1	
7	Lab. Adm. Perkantoran	1	
8	Lab. Pemasaran	1	
9	Aula / Ruang Serba Guna	1	
10	Ruang BP/BK	1	
11	Ruang Guru	1	
12	Ruang Ibadah	1	
13	Ruang Kepala Sekolah	1	
14	Ruang Keterampilan	1	
15	Ruang OSIS	1	

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16	Ruang TU	1	
17	Ruang UKS	1	
18	Unit Produksi	1	

F. Kegiatan Ekstrakurikuler Sekolah

NO.	NAMA KEGIATAN	KET.
1.	Paskibra	AKTIF
2.	Pramuka	AKTIF
3.	Paleng Merah Remaja (PMR)	AKTIF
4.	OSIS	AKTIF
5.	SPM (Siswa Pecinta Mushallah)	AKTIF

G. Prestasi Sekolah yang Sudah Dicapai

No	Prestasi yang di capai	Tahun	Tempat	Yang Mengadakan
1	Juara I Putra Lomba Penyuluhan program KB Bagi Generasi Muda SeKota Parepare	2005	Parepare	Dinas Pendidikan
2	Juara I Sepak Takraw Putri Pekan Olahraga Pelajar	2012	Parepare	Haodnas
3	Juara II Bola Volly Putri	2012	Parepare	UMPAR

H. Tata Tertib Sekolah

1. Tata Tertib Kehadiran Di Sekolah

PASAL 1	JENIS PELANGGARAN	POIN
1	Terlambat tiba di sekolah :	
	A. 5-20 menit	1
	B. 21-1 jam	3
2	Masuk melalui pagar sekolah	15
3	Keluar melewati pagar sekolah setelah pulang sekolah	15

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4	Bolos lewat pagar atau pintu	20

2. Tata Tertib Kehadiran Selama PBM

PASAL 2	JENIS PELANGGARAN	POIN
1	Terlambat masuk pada setiap pergantian pelajaran setelah guru	
	Berada di kelas:	
	A. 0-15 menit	1
	B. 16-20 menit	2
	C. 21- satu jam pelajaran	3
2	Meninggalkan kelas tanpa izin dari guru yang mengajar di kelas:	
	A. 0-15 menit	2
	B. 16- satu jam pelajaran	3
3	Meninggalkan kelas tanpa izin dari guru kemudian tidak kembali,	
	Kecuali dalam keadan sakit:	
	A. 0-15 menit	1
	B. 26-35 menit	2
	C. 36- satu jam pelajaran	3
4	Ribut di dalam/diluar sekolah pada saat PBM berlangsung di kelas lain	4
	(Untuk setiap orang siswa)	
5	Membawa radio atau alat musik yang dapat menggangu PBM kelas lain	4
6	Absen karena urusan pribadi/ keluarga tanpa keterangan dari orang	3
	Tua/ wali (untuk setiap hari)	
7	Absen karena sakit selama tiga hari tanpa keterangan orang tua/ wali	2
	Atau dokter	
8	Absen karena sakit selama tiga hari tanpa keterangan orang tua/	3
	Wali atau dokter maka setiap hari berikutnya memperoleh poin	
9	Izin karena urusan pribadi/ keluarga dengan menyampaikan orang tua/	3

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	Wali lebih dari dua hari, maka setiap hari berikutnya memperoleh poin	
10	Terbukti membuat surat izin atau surat sakit palsu	10

3. Tata Tertib Upacara Bendera

PASAL 3	JENIS PELANGGARAN	POIN
1	Tidak menggunakan topi dalam upacara	2
2	Topi tidak beridentitas SMKN 1 Parepare	2
3	Hadir dalam lingkungan sekolah, tetapi tidak ikut upacara kecuali Dalam keadaan sakit	3
4	Tidak tertib dalam upacara	2

4. Tata Tertib Kerapian

PASAL 4	JENIS PELANGGARAN	POIN
1	Baju diluar	3
2	Kancing atau jahitan kaki celana/rok terbuka	2
3	Tidak menggunakan atribut	2
4	Atribut dimodifikasi	2
5	Menggulung lengan baju	2
6	Menggunakan tatto permanen	25
7	Menggunakan tatto sementara	10
8	Menggunakan topi selain topi SMKN 1 PAREPARE	3
9	Pakaian ditulis atau distempel denagn kain/ gambar	2

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10	Tidak menggunakan rim atau menggunakan rim selain warna hitam	2
11	Sepatu tidak dominan hitam	3
12	Tidak menggunakan sepatu	10
13	Ikat sepatu bukan hitam	2
14	Menginjak bagian belakang sepatu(kaki tidak masuk sempurna)	3
15	Kaos kaki berwarna (selain putih)	3
16	Ujung rok diatas lutut	5
17	Menggunakan baju kaos pada hari jum'at selain yang dikeluarkan oleh sekolah	3
18	Rambut laki-laki panjang(maksimal 3 cm dan bagian belakang tidak menyentuh kera baju)	2
19	Rambut wanita minimak 20 cm	2
20	Rambut diwarnai dengan sengaja	10
21	Pria memakai anting, gelang, atau kalung	10
22	Wanita memakai kalung emas atau gelang emas dan memakai anting lebih dari satu pasang	5

5. Tata Tertib Kelakuan

PASAL 5	JENIS PELANGGARAN	POIN
1	Melawan guru dengan fisik	100
2	Bersikap tidak sopan terhadap guru dan pegawai	25
3	Berkelahi dan terbukti bersalah	50
4	Berkelahi dan terbukti benar	25
5	Memukul rekan siswa di dalam/di luar sekolah	50
6	Manggangu teman	10
7	Mensponsori perkelahian di dalam / di luar sekolah	50

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8	Menggangu lawan jenis dan melanggar norma agama di dalam / di luar sekolah	100
9	Melakukan perbuatan asusila di dalam / di luar sekolah	125
10	Main kartu atau sejenisnya di dalam lingkungan sekolah	5
11	Main judi atau permainan lain dengan menggunakan uang, barang sebagai taruhan	50
12	Mencuri barang milik siswa, pegawai, guru, atau sekolah maka barang tersebut harus dikembalikan	75
13	Menggangu atau merusak barang milik siswa, pegawai, guru, atau sekolah maka yang bersangkutan harus Menanggulangi kerusakan barang tersebut tetap yang dinyatakan dalam point	25
14	Mencoret-coret atau mengotori dinding, kursi, meja atau barang lainnya	25
15	Membawa korek atau rokok dalam lingkungan sekolah	10
16	Pacaran di lingkungan sekolah	25
17	Pacaran serta merokok di dalam / di luar sekolah	50
18	Tidak melaksanakan tugas yang didelegasi oeh sekolah	10
19	Membawa atau mengkomsumsi minuman keras di dalam atau di luar sekolah	100
20	Merokok di dalam lingkungan sekolah	30
21	Membawa atau mengkomsumsi bahan narkoba di dalam atau di luar sekolah	150
22	Membawa senjata tajam, senpi, dan barang tersebut akan ditahan	75
23	Mencuri barang milik orang lain (selain warga sekolah)di dalam dan diluar sekolah	100
24	Menonton atau membawa gambar, kaset CD atau film porno, didalam atau diluar sekolah	75
25	Tidak melaksanakan shalat duhur tanpa udzur, maka siswa yang bersangkutan mendapat snagsi dari dari duru pai	25
26	Membunyikan motor dengan suara yang keras di dalam atau disekitar lingkungan sekolah	15
27	Menggunakan seragam sekolah diluar pukul 16.00wita, kecuali yang mengikuti kegiatan sekolah	10

6. Akomodasi Poin Pelanggaran

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1. **PASAL 1**

   Akumulasi poin pelanggaran diperhitungkan dalam jangka 1 tahun dan dipergunakan sebagai konvensi nilai pada hasil belajar semester ganjil pada tingkat yang bersangkutan.

2. **PASAL 2**

   Poin pelanggaran yang telah dikonvensi nilai tidak diperhitungkan lagi pada tahun selanjutnya.

3. **PASAL 3**

   Pelanggaran sejenis yang berulang pada BAB V tentang kelakuan akan diberikan tambahan point sebesar 50% dari poin sebelumnya dan ini berlaku selama yang bersangkutan terdaftar sebagai siswa SMKN 1 Parepare.

4. **PASAL 4**

   Setiap siswa yang melanggar pasal-pasal tersebut diatas akan dikenakan poin sekalipun pelanggaran dilakukan oleh beberapa siswa atau kelompok.

5. **PASAL 5**

   Setiap pelanggaran yang tidak diatur dalam tata tertib ini akan dikenakan sangsi atau poin berdasarkan hasil keputusan dewan guru.

7. Tindakan Terhadap Pelanggaran

Setiap tindakan pelanggaran dilakukan berdasarkan akumulasi poin dari pasal-pasal yang dilanggar oleh setiap siswa, bila akumulasi poin telah mencapai jumlah tertentu, maka terhadap siswa tersebut dilakukan langkah-langkah sbb:

PASAL	AKUMULASI	JENIS TINDAKAN
1	25-40	Peringatan dari wali kelas berdasarkan laporan dari guru BP
2	41- 56	Peringatan dari guru BP
3	57-72	Membuat surat perjanjian yang ditembus pada orang

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		tua/ wali siswa
4	73-83	Dilakukan panggilan I pada orang tua siswa oleh guru BP
5	84-104	Dilakukan panggilan II pada orang tua siswa oleh guru BP bersama wali kelas
6	105-120	Dilakukan panggilan III pada orang tua siswa oleh guru BP, Wali kelas dan kepala sekolah
7	121-125	Siswa yang bersangkutan diistrahatkan I selama 3 hari
8	126-150	Siswa yang bersangkutan diistrahatkan II selama 6 hari
9	151 keatas	Siswa tersebut dikeluarkan dari sekolah

8. Tata Tertib Perpustakaan

1. Sebelum masuk ruangan perpustakaan (ruang baca), pengunjung diharapkan:
   a. Mengisi daftar hadir pengunjung yang telah disediakan oleh petugas pengelolah perpustakaan.
   b. Tidak boleh membawa barang bawaannya masuk ke dalam perpustakaan berupa tas, buku, dan lain-lain pada tempat penyimpangan kecuali barang berharga.
2. Pengunjung yang memasuki ruang perpustakaan diharuskan berpakaian rapi dan sopan serta berpakaian seragam sekolah bagi siswa.
3. Siswa tidak diperkenankan masuk ke dalam perpustakaan selama proses jam mengajar di kelas, kecuali ada persetujuan dari guru yang mengajar.
4. Tata tertib pengunjung di ruang baca sebagai berikut:
   a. Pengunjung berkewajiban memelihara kebersihan, ketenangan, ketertiban, dan kesopanan.
   b. Dilanag berbicara, berdiskusi, dan berbuat gaduh dalam ruangan perpustakaan yang mengakibatkan orang lain tergangu.
   c. Tidak dibenarkan makan / merokok dalam ruang perpustakaan.
   d. Pengunjung tidak dapat memilih dan mengambil sendiri buku di rak dan di simpan di atas meja baca untuk disimpan ke tempat rak yang semula diambil setelah digunakan.

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e. Pengunjung tidak dibenarkan meminjam untuk dibawa pulang, memindahkan ke tempat lain, dan mengcopy koleksi referensi, majalah kecuali hanya untuk dibaca ditempat ruang perpustakaan.

f. Terhadap bahan pustaka atau bahan bacaan, maka setiap pengunjung berkewajiban menjaga keutuhan, kebersihan, dan keamanan serta menjaga keutuhan urutan atau susunan bahan pustaka pada rak buku.

9. Tata Tertib Laboratorium Multimedia

a. Siswa masuk dengan tertib

b. Siswa dilarang menggunakan peralatan di lab komputer tanpa seizin dari dari pengelola lab komputer

c. Siswa dilarang membawa keluar peralatan dari lab komputer tanpa seizin dari dari pengelola lab komputer.

d. Siswa dilarang memindahkan/ mengganti peralatan tanpa seizin dari dari pengelola lab komputer.

e. Setiap penggunaan perangkat perangkat tambahan (*flash disk*) maka siswa wajib melakukan scanning terhadap kemungkinan infeksi virus komputer.

f. Dilarang keras mengubah setting komputer serta menginstal program aplikasi ke dalam komputer tanpa seizin dari dari pengelola lab komputer.

g. Semua data yang dimiliki siswa , hanya bisa dititip di partisi “d”, segala kehilangan data di luar tanggang jawab dari pengelola lab. Komputer.

h. Siswa dilarang membawa teman dari luar ke dalam lab. Komputer

i. Wajib menjaga kebersihan dan keindahan ruangan lab. Komputer.

j. Wajib menghindari segala hal yang bersifat merugikan / merusak kondisi ruangan.

Sangsi-sangsi terhadap pelanggaran tata tertib:

a. Teguran lisan

b. Skorsing 1 bulan (*tidak di ijinkan masuk kedalam lab. Komputer)

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c. Di coret dari daftar pengguna lab. Komputer

10. Tata Tertib Guru

a. Berpakaian seragam /rapi sesuai ketentuan yang ditetapkan.

b. Bersikap dan berprilaku sebagai pendidik.

c. Berkewajiban mempersiapkan bahan pelajaran administrasi pengajaran alat-alat dan mengadakan ulangan secara teratur.

d. Diwajibkan masuk di sekolah 10 menit sebelum mengajar.

e. Diwajibkan mengikuti upacara bendera (setiap hari senin) bagi guru yang mengajar jam pertama, guru tetap / tidak tetap dan pegawai.

f. Wajib mengikuti rapat-rapat yang diselenggarakan sekolah.

g. Wajib melapor pada guru piket bila terlambat.

h. Memberitahukan kepada kepala sekolah atau guru piket bila berhalangan hadir dan memberi tugas atau bahan pelajaran untuk siswa.

i. Diwajibkan menanda tangani daftar hadir dan mengisi agenda kelas.

j. Mengkondisikan /menertibkan siswa saat akan mengajar.

k. Diwajibkan melapor kepada kepala sekolah atau guru piket jika akan melaksanakan kegiatan di luar sekolah.

l. Selesai mengajar, juga memperhatikan situasi kelas mengenai 10K dan membantu menegakkan tata tertib siswa.

m. Tidak diperbolehkan menyuruh siswa menulis daftar nilai.

n. Tidak diperbolehkan mengurangi jam mata pelajaran sehingga siswa istrahat, ganti pelajaran atau pulang belum waktunya.

o. Tidak diperbolehkan memulangkan siswa tanpa seizin guru piket atau kepala sekolah.

p. Tidak diperbolehkan menggunakan waktu istrahat untuk ulangan atau kegiatan lain di dalam kelas.

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q. Memberi sangsi kepada siswa yang melanggar tata tertib yang bersifat mendidik dan hindari hukuman secara fisik yang berlebihan.

r. Tidak diperbolehkan merokok di dalam kelas/ tatap muka.

s. Guru agar menggunakan waktu tatap muka (minimal 5 menit) untuk pembinaan akhlak terhadap para siswa.

t. Menjaga kerahasiaan jabatan.

u. Wajib menjaga citra guru, sekolah, citra pendidik pada umumnya.

11. Tata Tertib Pegawai

a. Pegawai Tata Usaha harus hadir di kantor 15 menit sebelum jam pelajaran dimulai,

b. Pegawai Tata Usaha harus berpakaian seragam seperti ketentuan Pegawai Dinas Guru dan bagi pesuruh (Pegawai Tidak Tetap) memakai pakaian kerja sesuai dengan tugasnya,

c. Apabila Pegawai Tata Usaha berhalangan hadir/masuk kantor, harus ada pemberitahuan/izin kepada Kepala Tata Usaha/Kepala Sekolah,

d. Selama jam dinas, Pegawai Tata Usaha dilarang meninggalkan kantor tanpa izin dari Kepala Tata Usaha/Kepala Sekolah,

e. Pegawai Tata Usaha bertanggung jawab terhadap tugas yang diberikan dan diatur oleh Kepala Tata Usaha/Kepala Sekolah,

f. Pagawai Tata Usaha dilarang mengerjakan pekerjaan kantor lain di dalam sekolah tanpa seizin kepala Tata Usaha/Kepala Sekolah,

g. Pegawai Tata Usaha dilarang meminjamkan alat-alat kantor kepada orang tanpa sepengatahuan Kepala Tata Usaha/Kepala Sekolah,

h. Pegawai Tata Usaha dilarang membawa pulang alat-alat kantor tanpa seizin Kepala Tata Usaha/Kepala Sekolah,

i. Pegawai Tata Usaha dalam melayani kepentingan siswa/tamu harus ramah dan penuh rasa tanggung jawab,

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j. Pegawai Tata Usaha harus dapat memelihara dan menjaga kebersihan dan keamanan alat-alat.

I. Fasilitas Belajar / Media Pembelajaran

No	FASIITAS BELAJAR	ADA	TDK ADA
1	Learning Management System (Pembelajaran Melalui Internet)	✓	
2	Jaringan Internet (Hot Spot)	✓	

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APPENDICE NILAI SISWA

NO	RESPONDENTS	ITEMS										JML
		1	2	3	4	5	6	7	8	9	10	
1	ADR	4	4	4	2	4	4	3	3	3	3	34
2	FIR. P	4	4	4	2	4	4	2	3	3	3	33
3	FIK. R	2	2	4	2	4	2	4	3	3	4	30
4	EDI	2	1	4	4	4	4	3	4	2	3	31
5	A. ARL	2	2	4	2	4	2	3	3	3	4	29
6	GH	3	2	3	2	3	3	2	2	4	2	26
7	A.DILLA	3	4	2	3	4	4	3	4	4	4	35
8	DW	4	4	2	2	4	1	2	3	4	3	29
9	ADIS	2	4	4	4	3	4	3	4	4	4	36
10	HSTI	4	4	4	4	4	4	4	4	4	4	40
11	GUS	3	4	2	3	2	3	2	2	4	3	28
12	A. HER	4	2	4	4	3	4	4	3	3	3	34
13	A F	3	2	4	4	4	3	2	3	3	3	31
14	ADRI SR	3	2	4	4	4	3	4	3	3	3	33
15	FERI	3	2	4	2	4	3	2	3	3	3	29
16	DIKA	3	2	3	4	4	4	3	2	3	3	31
17	ANG	4	3	4	3	4	4	3	4	3	4	36
18	BESSE	4	3	4	4	4	3	4	3	4	4	37
19	HARY	2	3	3	4	4	2	3	2	4	4	31
20	F S	2	2	2	3	4	3	4	2	4	3	29
21	BUR	2	2	2	3	4	3	2	4	3	2	27
22	A. M. RAY	3	3	3	2	2	4	4	2	4	2	29
23	ANIS	4	4	4	2	4	4	3	3	4	1	33
24	YUSUF	3	3	2	3	3	4	4	2	2	4	30
25	ISMA	4	3	2	2	3	4	4	2	3	4	31
TOTALLY		77	71	82	74	91	83	77	73	84	80	792

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OBSERVATION CHECKLIST

The Students' Observation Checklist in First Meeting

No	Nama	Activities									
		1	2	3	4	5	6	7	8	9	10
1	ADR	√		√	√						√
2	FIR. P	√		√		√			√		√
3	FIK. R	√		√	√	√	√		√		√
4	EDI	√		√	√	√	√		√		√
5	A. ARL	√	√	√		√	√		√		√
6	GH	√	√			√			√		√
7	A.DILLA	√	√			√		√	√		√
8	DW	√	√			√					√
9	ADIS		√			√					√
10	HSTI	√	√			√					√
11	GUS	√				√					
12	A. HER	√							√		√
13	A F	√							√		√
14	ADRI SR	√				√			√		√
15	FERI	√			√	√			√		√
16	DIKA	√	√		√	√			√		√
17	ANG	√	√			√			√		√
18	BESSE	√	√	√		√			√		√
19	HARY	√	√			√			√		√
20	F S					√			√		√
21	BUR	√	√		√	√			√		√
22	A. M. RAY	√	√			√			√		
23	ANIS	√	√			√			√		
24	YUSUF	√	√						√		
25	ISMA	√	√						√		

Notes :

1 Attending in Learning Process

2 Giving attention during teaching and learning process

3 Asking question about the lesson material

4 Answeing the question given by teacher

5 Doing the given Assigment

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6	Playing during teaching and learning
7	going out from class without permission
8	Students take advantage of the time available for discuss lessons with friends and teachers
9	Students are not shy when experiencing failure and being able to rise again to better
10	Students are confident in doing something in class during lessons

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The Students' Observation Checklist in Second Meeting

No	Nama	Activities									
		1	2	3	4	5	6	7	8	9	10
1	ADR		√			√			√		
2	FIR. P		√	√	√				√		
3	FIK. R	√	√	√	√				√		√
4	EDI	√	√	√	√				√		√
5	A. ARL	√	√	√	√	√					√
6	GH	√	√	√	√	√			√		√
7	A.DILLA	√	√	√	√	√			√		√
8	DW	√	√			√			√		√
9	ADIS	√	√			√			√		√
10	HSTI	√	√			√			√		√
11	GUS	√	√			√			√		√
12	A. HER	√	√			√			√		√
13	A F		√			√			√		
14	ADRI SR		√			√	√		√		
15	FERI					√			√		
16	DIKA	√				√					
17	ANG	√				√					√
18	BESSE	√									√
19	HARY	√									√
20	F S	√				√			√		√
21	BUR	√				√			√		√
22	A. M. RAY	√				√			√		√
23	ANIS	√				√			√		√
24	YUSUF	√	√			√			√		√
25	ISMA	√									√

Notes :

1. Attending in Learning Process
2. Giving attention during teaching and learning process
3. Asking question about the lesson material
4. Answeing the question given by teacher
5. Doing the given Assigment
6. Playing during teaching and learning

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7	going out from class without permission
8	Students take advantage of the time available for discuss lessons with friends and teachers
9	Students are not shy when experiencing failure and being able to rise again to better
10	Students are confident in doing something in class during lessons

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The Students' Observation Checklist in Third Meeting

No	Nama	Activities									
		1	2	3	4	5	6	7	8	9	10
1	ADR	√	√			√			√		
2	FIR. P	√	√			√			√		√
3	FIK. R	√	√		√	√			√		√
4	EDI	√	√			√			√		√
5	A. ARL	√	√			√			√		√
6	GH	√	√			√			√		
7	A.DILLA	√	√			√			√		√
8	DW	√	√		√	√			√		√
9	ADIS	√	√			√	√		√		√
10	HSTI	√				√			√		√
11	GUS	√			√	√			√		√
12	A. HER	√		√		√			√		√
13	A F	√	√	√		√			√		√
14	ADRI SR	√	√	√		√			√		√
15	FERI	√	√	√		√			√		√
16	DIKA	√	√	√	√	√			√		√
17	ANG	√	√		√	√			√		√
18	BESSE	√	√			√			√		√
19	HARY	√	√			√					√
20	F S	√	√			√			√		√
21	BUR	√	√		√	√			√		√
22	A. M. RAY	√	√			√			√		√
23	ANIS	√			√	√			√		√
24	YUSUF	√			√	√			√		√
25	ISMA	√				√	√		√		

Notes :

1 Attending in Learning Process

2 Giving attention during teaching and learning process

3 Asking question about the lesson material

4 Answeing the question given by teacher

5 Doing the given Assigment

6 Playing during teaching and learning

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7	going out from class without permission
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DOKUMENTASI

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PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 PAREPARE
Jl. Bau Massepe No. 34 ((0421) 3310382 - Fax. (0421) 3310382 Parepare (91123)
Email : smk1_pare@yahoo.com Website : www.smkn1pare.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.5/250-UPT SMK.1/PRP/DISDIK

Yang bertanda tangan di bawah ini :

Nama	:	ANWAR NUR S.Pd., M.Si
N I P	:	19730428 199903 1 003
Pangkat/Golongan	:	Pembina Tk.I, IV/b
Jabatan	:	Kepala UPT SMK Negeri 1 Parepare

Dengan ini memberikan keterangan kepada :

Nama	:	PUTRI IMAM PIRAMMIN ABDUL GANI
Tempat/tanggal lahir	:	Parepare, 12 Februari 1997
Jenis kelamin	:	Perempuan
Pekerjaan	:	Mahasiswi
Alamat	:	Jl. Reformasi, Parepare

Benar telah melakukan penelitian di UPT SMK Negeri 1 Parepare mulai bulan Juli s/d Agustus 2018 dengan judul :
" THE CORRELATION THEACHER'S PERFORMANCE AND STUDENTS MOTIVATION LEARNING ENGLISH AT SMK NEGERI 1 PAREPARE "

Demikian surat keterangan ini kami buat dengan sesungguhnya dan sebenar-benarnya untuk dipergunakan sebagai mana mestinya.

Parepare, 16 Agustus 2018
Kepala UPT SMKN 1 Parepare

ANWAR NUR, S.Pd, M.Si
Pangkat : Pembina Tingkat.I
NIP. 19730428 199903 1 003

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 (0421) 24404
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 775 /In.39/PP.00.9/07/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: PUTRI IMAM PIRAMMIN ABDUL GANI
Tempat/Tgl. Lahir	: PAREPARE, 12 Pebruari 1997
NIM	: 14.1300.001
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: JL.REFORMASI NO.7, KAMPUNG BARU, KEC.BACUKIKI BARAT, KOTA.PAREPARE

Bermaksud akan mengadakan penelitian di wilayah ***KOTA PAREPARE*** dalam rangka penyusunan skripsi yang berjudul :

" *THE CORRELATION THEACHER'S PERFORMANCE AND STUDENTS MOTIVATION LEARNING ENGLISH AT SMK NEGERI 1 PAREPARE*"

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

11 Juli 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

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PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP
Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
Telpon. 081342561901/08114111132 email: cabdiswil8@gmail.com

REKOMENDASI

Nomor : 867 / 182 -CD.WIL.VIII/DISDIK

Tentang

"The Correlation Theacher's Performance and Students Motivation Learning English At SMK Negeri 1 Parepare."

Yang bertanda tangan dibawah ini, atas nama KASI SMA & FASILITASI PAUD, DIKMAS & PT, menerangkan bahwa :

- Nama : PUTRI IMAM PIRAMMIM ABDUL GANI
- Perguruan Tinggi : IAIN Parepare
- Lembaga : S1
- Fakultas/Program Study : Tarbiyah/Pendidikan Bahasa Inggris

Pada dasarnya kami menyetujui untuk melaksanakan penelitian pada SMK Negeri 1 Parepare, mulai Bulan 16 Juli s.d 30 Agustus 2018 dengan mendahului laporan ke sekolah dan hasil (penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII).

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 16 Juli 2018
Kasi SMA &Fasilitasi PAUD,Dikmas&PT
Cabang Dinas Pendidikan Wilayah VIII

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
DINAS PENDIDIKAN

AMIRUDDIN,S.Sos
Pangkat : Penata
NIP : 19690802 198903 1 018

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CURRICULUM VITAE

Putri Imampirammin Gani, the researcher of this skripsi, was born on February 12th 1997 in Parepare. She is the last child of two children from the marriage of her parents, Abd. Gani Menne and Hj. Herianti.

She began her study 2002 in SDN 5 Parepare, Kecamatan Ujung in Parepare and graduated on 2008 at the same year she registred in SMPN 2 Parepare on 2011, and she registred in SMK Negeri 1 Parepare, and on 2014 she registred on State Islamic College of Parepare (STAIN) and now change into State Islamic Institute (IAIN) Parepare and finished her study with the entittle of skripsin "The Correlation Between Teachers' Performance and Students' Motivation In Learning English at SMK Negeri 1 Parepare"

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