CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Findings

Some of research had observed and found result concern with the influence og teacher performance.

The first is the thesis of Joni Ari Sandi, a student of Universitas Negeri Yogyakarta, entitled "Pengaruh Kinerja Guru dan Motivasi Belajar Terhadap Prestasi Belajar Statika Siswa". Based on the results of the study, it was found that the teacher's performance had a significant influence on the learning achievement of Statics, the maximum performance of the teacher in teaching would also have an impact on the achievement of learning objectives for students, so that their learning achievement would also increase. Many factors can affect student achievement, but one of them comes from teacher performance.[1]

The second is the thesis of Tuti Aulia Tahir, a student of UIN Alauddin Makassar, entitled "Peranan Kinerja Guru Dalam Meningkatkan Prestasi belajar Siswa Kelas IV di MI Yaspi Sambung Jawa Makassar". Based on the research results, it was found that the role of teacher performance in improving the learning achievement of fourth grade students at MI Yaspi Sambung Jawa Makassar is classified as very good, where teachers can attract the attention of their students so that students feel comfortable being taught by their teachers, thus it can be concluded

[1] Juno Ari Sandi, *Pengaruh Kinerja Guru dan Motivasi Belajar Terhadap Prestasi Belajar Statika Siswa*, (Repository: Universitas Negeri Yogyakarta, 2016)

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The role of teacher performance in improving student achievement at MI Yaspi Connect Java Makassar plays a good role.[2]

B. Pertinent Ideas

1. Concept of Teachers' Performance

a. Definition of Teacher

There are two perception about the way to gain knowledge; learning from a book and learning from experience. Learning from experience usually does not need any guidance to lead us. On the opposite, learning from books usually needs a person to guide us. Expecially in school, we need a person called "teacher" when we study from the book to help us understand the of books. There are many definitions of teachers, as follows:

1) The teachers are a profession / position or work that as a teacher requires special skills.[3] Teachers are the adults responsible for directing or supporting the students in their physical and spiritual development in order to achieve maturity, to be able to fulfill their roles and socially as people who can stand alone. Teacher is an individual, especially in school, whose job is teaches.
2) Teacher is a person who causes a person to learn something or be able to do something or provide a person with knowledge or abilities.[4]

In the process of learning in the classroom, a teacher is required to have a

---

[2] Tuti Aulia Tahir, *Peranan Kinerja Guru Dalam Meningkatkan Prestasi belajar Siswa Kelas IV di MI Yaspi Sambung Jawa Makassar,* (Repository: UIN Alauddin Makassar, 2014)

[3] Uzer Usman, *Menjadi Guru Professional* (PT Remaja Rosdakarya.2008), p.06

[4] Syafruddin Nurdin, *Guru Professional & Implementasi Kurikulum* (Jakarta: Quantum Teaching, 2005), p. 6.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

minimum standard of teachers' training in the form of a set of ability in teachers' performance. With teacher performance, then the teacher in the future is no longer expected to appear only as a teacher but as a coach, mentor and manager of learning. The teacher is a dominant factor and the most important in education in general. Therefore, the teacher should have an adequate behavior and intact abilities to carry out its duties properly in accordance with its professioan. Teachers need to master many things as its competence.

So, teachers are adults who consciously responsible for educating, teaching, and guiding learners. People who called a teacher or a person who has the ability to design learning programs and be able to organize and manage the classroom so that students can learn and eventually may reach the level of maturity as the final goal of the educational process.

b. The Role of Teacher

Teachers have a very big role to the success of learning and help students to realize development objectives. The role and competence of teachers in the teaching-learning process involves many things, they are:

1) Corrector

As a proofreader, a teacher must be able to distinguish where the value is good or bad. Both of these different values must be understood in the life of society. Both of these possible values might have influence before students enter school entrance.

2) Motivator

Teachers should be able to encourage their students' passionately and actively learning process. In an effort to provide motivation, teachers can analyze the motives

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

of the background for a lazy students in learning so that students have the ability to improve their achievement.

3) Facilitator

Teacher should be able to provide a facility that allows ease of learning activities of students. That will create a pleasant environment of students.

4) Supervising

The role is no less important role due to the presence of all the teachers in the school is to guide students into competent adult human decency.

5) Supervisor

Teachers should be able to assist, improve and assess critical of the teaching process. Engineering supervision should teachers know well in order to make improvements to the teaching and learning situation.[5]

c. Definition of Teacher Performance

Whitmore simply argues that performance is the implementation of the functions that are required of a person. The definition according to Whitmore is an understanding that demands the least need to be successful. Therefore, Whitmore suggests the notion of performance which is considered representative, so it illustrates the great responsibility of one's work.[6]

Based on the above understanding, real performance far beyond what is expected is performance that sets the highest standards of the person himself, always standards that go beyond what others ask or expect.3 Thus, according to Whitmore, performance is an act, a achievement, or what someone shows through real skills.

---

[5] Syaiful Bahri, *Guru Dan Siswa Dalam Interaksi Edukatif, Suatu Pendekatan Teoritis Psikologis* (Cet; 2. Jakarta: PT Rineka Cipta. 2005), p. 43.

[6] Hamzah B. Uno & Nina Lamatenggo, *Teori Kinerja dan Pengukurannya*, (Jakarta: Bumi Aksara, 2014),p. 60

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Another view was put forward by Kings as quoted by Hamzah & Lina, which explains that performance is someone's activity in carrying out the main task assigned to him. Referring to this viewpoint, it can be interpreted that a person's performance is related to the routine tasks he does. For example as a teacher, his routine task is to carry out the teaching and learning process at school. The results achieved optimally from the teaching assignment are the performance of a teacher. In contrast to King, other experts Galton and Simon, see that performance is the result of the interaction or functioning of the elements of motivation, abilities, and perceptions in a person.

Indeed, there are many limitations given by experts regarding the term performance. All of them have somewhat different visions, but in principle they agree that performance leads to an effort in order to achieve better work performance.

Teacher performance is behavior or response that gives results that refer to what they do when they face a task. The performance of the teaching staff or teachers concerns all activities or behaviors experienced by the teaching staff, the answers they make, to produce results or goals.[7] Teacher performance is a display of competence possessed by teachers, namely the ability as a teacher to carry out their duties and obligations properly and responsibly.

According to Nana Sudjana, teacher performance can be seen from their success in improving learning processes and outcomes, which include:[8]

1) Planning a teaching and learning program.

---

[7] Martinis Yamin & Maisah, *standarisasi Kinerja Guru*, (Jakarta : Persada Press, 2010), p.31.

[8] Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung : Sinar Baru Algesindo, 1987), p. 19.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Ability to plan teaching and learning programs for a teacher can be interpreted as an architect who designs a building. A an architect can not only make and assess the drawings he has made but can know the meaning and purpose of the designs he has made. It is the same as a teacher who designs learning for the benefit of the teaching and learning process so that students can understand and interpret it the lesson that the teacher has conveyed. Planning a teaching and learning program is nothing but the teacher's estimate of the activities that students must do in the learning process. These activities must be detailed about the learning objectives, the content of the learning materials / what students should learn, how students learn them (methods and techniques) and how the teacher knows that students have achieved them (assessment).

Objectives, content, methods and techniques as well as minimum assessments must be present in every learning process. Now, it is called the Learning Implementation Plan (RPP) which consists of various elements such as: (1) learning objectives, (2) teaching materials, (3) learning methods, (4) instructional media, (5) steps learning, (6) learning resources, and (7) assessment design.

The purpose of this lesson planning is as follows teacher guidelines in carrying out teaching practices. In fact, the implementation in the field is not always as planned because the conditions / atmosphere during the learning process are very dynamic or can change. But at least with this planning a teacher is better prepared when going to teach because there are already guidelines that are held during the learning process.

2) Implement and manage the teaching and learning process.

Implementing / managing the teaching and learning process is the after stage

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

learning program planning is made. So this stage is the execution of the Learning Implementation Plan (RPP) that has been made. The success of the implementation of learning also depends on the lesson plans that have been made by the teacher. When in the implementation of learning, the skills required are teacher activeness to create student activity during the learning process.

In addition, teachers must understand the conditions and abilities of students in capturing lessons. For example, whether the teacher will repeat the material presented, change the teaching method, or stop teaching and learning activities so that learning objectives can be achieved. Besides that too teacher techniques are needed in teaching such as teaching principles, use of teaching aids, use of teaching methods, skills in assessing student learning outcomes, skills in selecting and using teaching strategies or approaches. But of all that, the most important thing in the implementation of the teaching and learning process is intensive teaching experience so that the teacher will begin to memorize and understand in handling student behavior during the learning process. This is where the importance of PPL for prospective teachers because the ability to manage the teaching and learning process cannot be obtained without experiencing it firsthand.

3) Assess the progress of the teaching and learning process.

The teacher's ability to assess the progress of the student's teaching and learning process is very important because by knowing the progress of the student's learning process, he can find out the level of understanding of each student he is teaching. Every teacher must be able to make an assessment of the progress of this learning process both observatively and structurally. Observative assessment of the learning process is carried out by the teacher by observing each progress in understanding the

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

lessons given to students during the learning process. While the assessment of the learning process is structurally related to the provision of scores, numbers or grades that are usually carried out in the context of assessing student learning outcomes, which has been commonly done by teachers.

4) Mastering the learning material.

The teacher's ability to master the subject matter is an absolute must-have for professional teachers. The existence of textbooks as a guide for students in learning does not mean that teachers do not need to master the subject matter. It is very embarrassing when a teacher does not understand what is being taught to his students. The teacher's ability to master learning materials also affects student learning outcomes because even though each student already has his own textbook, they will not always understand it at all when reading it.

Therefore, the role of the teacher in delivering teaching materials is very much needed and it needs understanding teaching materials that the teacher will convey. Peters stated in Nana Sudjana that "the process and results of student learning depend on the mastery of teacher subjects and teaching skills".[9] This opinion is reinforced by Hilda Taba in Nana Sudjana which states that "teaching effectiveness is influenced by (a) teacher and student characteristics, (b) learning materials, and (c) other aspects relating to the learning situation". So there is a positive influence between the mastery of teaching materials and the learning outcomes achieved by students. In other words, the higher the mastery of teaching materials by the teacher, the higher the students'

[9] Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru Algensindo 2013).p. 22

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

understanding of the lessons given so that it will have a good impact on learning outcomes.

According to Suharsimi Arikunto, teacher performance can be seen from teaching activities carried out through appropriate procedures, namely by:[10]

1) Making teaching preparations, in the form of preparing written preparations, studying the knowledge to be given or skills that will be practiced in class, preparing media, and other teaching tools, compiling evaluation tools.
2) Carrying out classroom teaching, in the form of opening and closing, giving explanations, giving demonstrations, operating learning tools and other aids, asking questions, giving answers to doing remedial programs.
3) Measuring learning outcomes, in the form of conducting quizzes (short questions), carrying out written tests, correcting, giving scores, determining the final score.

d. Factors Affecting Teacher Performance

According to Anwar Prabu Mangkunegara, the factors that influence teacher performance are the ability factor and motivation factor (motivision), which are explained as follows:[11]

1) Ability factor (ability)

Psychologically, the teacher's ability consists of potential abilities (IQ) and reality abilities (knowledge + skills), which means that a teacher who has a high educational background and is in accordance with their field and is skilled in doing daily work, will find it easier to achieve performance. Which are expected.

---

[10] Suharsimi Arikunto, *Manajemen Pengajaran*, (Jakarta : Rineka Cipta, 1993), p. 243.

[11] A.A Anwar Prabu Mangkunegara, *Manajemen Sumber Data Perusahaan*, (Bandung: PT. Refieka Aditema, 2004), p. 67.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Therefore, employees need to be assigned to jobs that are in accordance with their expertise. By placing teachers in accordance with their fields, it will help in the effectiveness of learning.

2) The motivational factor (motivation)

Motivation is formed from the attitude of a teacher in dealing with work situations. Motivation is a condition that moves someone who is directed to achieve educational goals. Meclelland said in his book Anwar Prabu argued that "there is a positive relationship between achievement motives and performance achievement.

Teachers as educators have heavy duties and responsibilities. The teacher must realize that he must do his job seriously, responsibly, sincerely and not carelessly, so that students can easily accept whatever the teacher says. If this is achieved, the teacher will have a high level of performance.

Furthermore, MeClelland suggested six characteristics of teachers who have high achievement motives translated by Anwar Prabu, namely:

a) Have high personal responsibility.
b) Dare to take risks.
c) Have realistic goals.
d) Make use of a thorough work plan and strive to realize its goals.
e) Meaning take advantage of concrete feedback in all work activities he does.
f) Looking for opportunities to realize the plans that have been programmed.

Talking about teacher teaching performance, it is inseparable from the supporting factors and problem solvers that cause obstruction of learning properly and correctly in order to achieve the goals expected by the teacher in teaching.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The factors that support teacher performance can be classified into two types, namely:

1) Factors from within yourself (internal)

a) Intelligence

Intelligence plays an important role in the successful execution of tasks. The more complex and prosperous the tasks are carried, the higher the intelligence required. A person who is smart if given a simple and monotonous task may feel bored and will result in a decrease in performance.

b) Skills and proficiency

The skills and abilities of people vary. This is due to the differences between experiences and practices.

c) Talent

The adjustment between talents and job choices can make a person work with his choices and expertise.

d) Abilities and interests

Requirements to get peace of work for someone are duties and positions in accordance with their abilities. The ability that is accompanied by high interest can support the work that is already occupied

e) Motive

The motives that are owned can encourage someone to increase their work.

f) Health

Health can help a person's work process to completion. If your health is disturbed, your work will be disturbed too.

g) Personality

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

A person who has a strong personality and high integrity is likely to have less difficulty and adjusts to the work environment and interactions with colleagues which will improve his work.

h) The ideals and goals at work

If the work carried out by a person is in accordance with the ideals, the goals to be achieved can be accomplished because he works sincerely, is diligent, and works wholeheartedly.

2) Factors from outside oneself (external)

a) Family environment

Family circumstances can affect a person's performance. Tensions in family life can reduce work desire.

b) Work environment

A pleasant work situation can encourage someone to work optimally. It is not uncommon for someone to experience disappointment and failure at the place where he works. The work environment referred to here is a work situation, a sense of security, adequate wages, opportunities for career development, and cologial co-workers.

c) Communication with the principal

Good communication in school is effective communication. The absence of effective communication can result in misunderstanding.

d) Facilities and infrastructure

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

The existence of adequate facilities and infrastructure helps teachers in improving their performance, especially performance in the teaching and teaching process.[12]

e) Activities of teachers in class

Increasing and improving education must be carried out gradually. The dynamics of teachers in the development of learning programs will not be meaningful for the improvement of the process and student learning outcomes, if the school management does not provide opportunities for the growth and development of teacher creativity.

2. Concept of Speaking

a. Definition of Speaking Skills

Understanding skills according to Yudha and Rudhyanto "Skills are the ability of children to carry out various activities such as motor, language, socio-emotional, cognitive, and affective (moral values)". Skills that are learned well will develop into habit.

In the Big Indonesian Dictionary, skill is the ability to complete a task. So, it can be concluded that skills are the ability of children to carry out various activities in their efforts to complete tasks.

Speaking is not only a matter of the saying something correctly according to the grammar, vocabulary, and pronunciation, but is also a matter of producing language appropriately according to the functional and the social convention in the foreign language.[13]

---

[12]Kartono Kartini, *Menyiapkan dan memadukan Karir*, (Jakarta: CV Rajawali, 1985), p. 22.

[13] Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching* (Yogyakarta: Trustmedia, 2013), p. 15.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

In line with this, Hariydi and Zamzami say that speaking is essentially a communication process, because in it a message occurs from one source to another. From the understanding that has been mentioned, it can be concluded that speaking is a process to express, state, and convey ideas, thoughts, ideas, or the contents of the heart to others by using spoken language that can be understood by others.

Based on the understanding of speaking skills and understanding above, it can be concluded that speaking skills are the ability to express, state, and convey ideas, thoughts, ideas, or the contents of the heart to others by using spoken language that can be understood by others.

Speaking skills is an activity to produce utterance in oral communication. This activity involves two or more people in which the participants are both listeners and speakers have two react, what they hear and make their contribution in high speech. So that, each participation has an attention or a set intention that he wants.

b. Functions of Speaking

According to Richard, in human's daily lives, people use speaking to employs three majors of speaking i.e. speaking as interaction, speaking as transaction and speaking as performance.

1) Speaking as interaction

Speaking as interaction is commonly found in our real social lives in term of interpersonal dialogues or conversation. Since speaking displays interactional function that this kind of speaking is also recognized as interactional speaking.

It is called interactional for some reasons i.e. it primarily established social interactions, it focuses in satisfying the participants' social needs, and it is interactive

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

and require two way-participation. Interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greeting, engage in small talk, recount recent experience and so forth. The participants involve in the interactional discourse because they want to get along familiarly and to establish a comfortable atmosphere of interaction among them.

2) Speaking as transaction

As regard to speaking types, besides recognizing interactional speaking as a medium for maintaining social relationship between the participants, we also need to recognize transactional speaking as a medium for transacting message being spoken. The message meaning and making oneself understood clearly and accurately are the central focus.

3) Speaking as performance

Speaking as performance is recognized as the third type of speaking which refers to public speaking that is, a speaking type that transmits information in front of audience, such as classroom presentation, public announcements, lecturing. Performance speaking is commonly delivered in the form of monolog rather than dialogue.[14]

So the researchers concludes the speaking as an action of communicating idea to the other people which involves two people or more in spoken way.

c. Types of Speaking

Brown states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and

[14] Kaharuddin Bahar, *Interactional Speaking : A Guidance to Enchance Natural Communication Skill In English*, p.2-9.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.[15] Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

Brown further states that there are some basic types of speaking as in the following taxonomy :[16]

1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible a sentence.

While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2) Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3) Responsive.

---

[15] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice.*(San Fransisco State University). p.140.

[16] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice.*(San Fransisco State University). p. 141-142.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Responsive include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small, talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Interactive

The difference the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

d. Kind of Speaking

1) Interactive

Interactive is a speaking activity that is carried out by interacting between speakers and listeners, either directly or indirectly.

2) Partially Interactive

Partially interactive is one of the dominant speaking activities carried out by some people or only one person in the interaction.

3) Non-Interactive

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

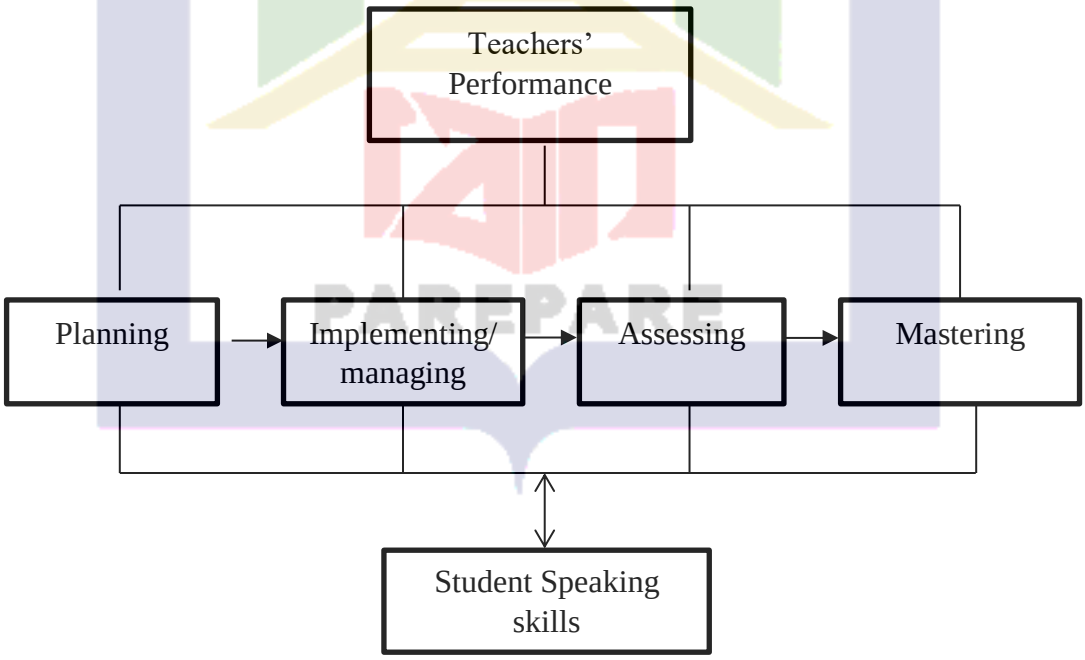
Non-interactive is a speaking activity that has no interaction, the speaker only needs to practice the fluency and accuracy of the words that are issued.

C. Conceptual Framework

A framework or outline of the contents of the draft that was developed from a predetermined topic. Ideas or ideas contained in the framework are basically the explanation or the idea of subordinate topic. Thus the framework of the topic or containing details points with the topic.[17]

Based on the description that has been stated in the above, it describes the theoretical framework that serve as the foundation of writing and thinking in carrying out this study. This needs to be raised because the function directs the authors to obtain data and information necessary to solve the problem of scientific research.

Framework typically made in the form of schemes. The frame of the scheme is:



[17] Mansur Muslich, *Bagaimana Menulis Skripsi?* (Jakarta: PT. Bumi Aksara.2009), p.24.

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

D. Operational Definition of Variable

An operational is a result of the process of Operational and is used to define something (e.g. a variable, term, or object) in terms of a process (or set of validation tests) needed to determine its existence, duration, and quality.

To avoid errors of interpretation understanding the title of this proposal, it is first expressed some sense of the worlds that are considered important, among which:

1. Teacher performance is the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which includes planning learning, implementing learning, asses learning and mastering learning with students.
2. Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.. Speaking of English skills is emphasized in several types such as imitative, intensive, responsive, interactive, and extensive.

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

PAREPARE
CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE