

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the findings of the research and discussion of the findings.

A. Finding

After running the research to the second grade students of Madrasah Aliyah Negeri 1 Parepare, the researcher found the result of teachers' performance questionnaire and the test of speaking English as follows:

1. The result of teachers' performance questionnaire

Table 4.1: The classification, frequency and percentage of teachers' performance questionnaire

Number	Classification	Frequency	Percentage
1	Strongly Agree	12	31%
2	Agree	20	53%
3	Neutral	3	8%
4	Disagree	3	8%
5	Strongly Disagree	0	0%
Total		38	100%

Based on the table above, there was 12 student (31%) agreed that the level of teachers' performance in MAN 1 Parepare is strongly agree, 20 students (53%) agreed that their level of teachers' performance agree, 3 students (8%) agreed that their level of professionalism is neutral, 3 student (8%) agreed is disagree, 0 students (0%) agreed their level of performance is strongly disagree.

Table 4.2 : The classification, score, frequency and percentage of students' speaking English skills (Y).

Number	Classification	Score	Frequency	Percentage
1	Excellent	91-100	0	0%
2	Very Good	81-90	29	76%
3	Good	71-80	6	16%
4	Fair	61-70	3	8%
5	Poor	51-60	0	0%
6	Very Poor	41-50	0	0%
7	Failed	0-40	0	%
Total			38	100%

Based on the data above can be conclude that from the evolution that have given by the influence teachers' can improve speaking English skills students of the second grade. This case can we see from the data there are in category of excellent (0%), very good (76%), good (16%), fair (8%), poor (0%), very poor (0%) and failed (0%) in speaking English test.

From the explanatory description above, the writer can conclude that the influence of teacher performance toward students speaking english skills at the second grade of MAN 1 Parepare is currently good. Judging from the answers given by the respondents. From the above it proves that the teacher performance helps students and students of MAN 1 Parepare in increase speaking english skills.

After knowing the results of the questionnaire about the influence of teacher performance that has been distributed, it is analyzed and interpreted in the form of items. Then the process of calculating the correlation index between the teacher

performance (Variable X) and students' speaking english skills (Variable Y) was carried out.

The data were collected to by giving questionnaire to the sample which consists of 24 questions and result can be seen at the table presented below:

Table 4.3: The result of Distribution table of students' cognitive ability questionnaire (x) and result of fluency in speaking English (y)

The continuation of table 4.3

Resp. Number	X	Y	X.Y	X ²	Y ²
1	75	83	6225	5625	6889
2	76	89	6764	5776	7921
3	60	78	4680	3600	6084
4	68	83	5644	4624	6889
5	81	83	6723	6561	6889
6	93	89	8277	8649	7921
7	88	89	7832	7744	7921
8	78	89	6942	6084	7921
9	61	78	4758	3721	6084
10	75	83	6225	5625	6889
11	84	89	7476	7056	7921
12	76	89	6764	5776	7921
13	83	83	6889	6889	6889
14	86	83	7138	7396	6889
15	57	78	4446	3249	6084

Continued.....

The continuation of table 4.3

Resp.Number	X	Y	X.Y	X ²	Y ²
16	63	78	4914	3969	6084
17	79	83	6557	6241	6889
18	76	83	6308	5776	6889
19	81	89	7209	6561	7921
20	79	89	7031	6241	7921
21	63	67	4221	3969	4489
22	98	89	8722	9604	7921
23	76	67	5092	5776	4489
24	82	83	6806	6724	6889
25	82	83	6806	6724	6889
26	83	89	7387	6889	7921
27	68	67	4556	4624	4489
28	79	83	6557	6241	6889
29	86	89	7654	7396	7921
30	92	89	8188	8464	7921
31	82	83	6806	6724	6889
32	60	72	4320	3600	5184
33	90	72	6480	8100	5184
34	82	89	7298	6724	7921
35	81	83	6723	6561	6889
36	79	89	7031	6241	7921

Continued.....

The continuation of table 4.3

Resp. Number	X	Y	X.Y	X ²	Y ²
37	78	89	6942	6084	7921
38	82	89	7298	6724	7921
Σ	2962	3160	247689	234332	264464

2. Correlation Analysis (Pearson Product Moment)

Finding the correlation index “r” product moment questionnaire based on the calculation table is known: N=38, x = 2962, y = 3160, x² = 234332, y² = 264464, xy = 247689 so that the correlation value “r” product moment can be searched with the following formula :

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

$$r_{xy} = \frac{38(247689) - (2962)(3160)}{\sqrt{[38(234332) - (2962)^2][38(264464) - (3160)^2]}}$$

$$r_{xy} = \frac{9412182 - 9359920}{\sqrt{\{8904616 - 8773444\} \{10049632 - 9985600\}}}$$

$$r_{xy} = \frac{52262}{\sqrt{\{131172\} \{64032\}}}$$

$$r_{xy} = \frac{52262}{\sqrt{8399205504}}$$

$$r_{xy} = \frac{52262}{91647,17}$$

$$r_{xy} = 0.57$$

The following is the result of calculating the *Pearson Product Moment* correlation using *SPSS 20* for windows.

Table 4.4**Correlation**

		Teacher Performance	Speaking English Skills
Teacher Performance	Pearson Correlation	1	.570**
	Sig. (2-tailed)		.000
	N	38	38
Speaking English Skills	Pearson Correlation	.570**	1
	Sig. (2-tailed)	.000	
	N	38	38

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

Based on the calculations obtained the correlation coefficient of variable X and variable Y of 0.570, then the coefficient value of 0.570 was consulted in r_{table} with $N = 38$ and a significance level of 5%. The price of r_{table} is obtained at 0.320, so the value of r_{count} is greater than r_{table} , which is $0.570 > 0.320$.

So it can be concluded that the H_0 which reads: "teacher performance does not have an effect on Speaking English Skills at MAN 1 Parepare" is rejected. On the other hand, H_1 "teacher performance has an effect on Speaking English Skills at MAN 1 Parepare" is accepted.

To find out whether the influence is high or low, guidelines can be used in interpreting the correlation coefficient in Sugiyono's book contained in table 3.6 page 40.

Based on the calculation results obtained $r_{xy} = 0.570$, it means that the teacher's performance has an effect on Speaking English Skills at MAN 1 Parepare is a moderate or sufficient correlation.

3. Simple Linear Regression

Hypothesis testing using Simple Regression Analysis. Test Simple regression aims to determine the effect of each variable, namely the effect of teacher performance (Variable X) on speaking English skills (Variable Y) by using the regression equation. To test the magnitude of the effect of teacher performance on speaking english skills, simple regression analysis was used using statistical analysis techniques contained in the SPSS 20 for Windows program. Answering the reseach question, “Is there any influence of Teacher's Performance toward Students' Speaking English Skills of MAN 1 Parepare ?”

Table 4.5 Hasil Uji Regresi

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	547.958	1	547.958	17.348	.000 ^b
	Residual	1137.095	36	31.586		
	Total	1685.053	37			

Based on the results above, the value of $F_{\text{count}} = 17.348$ is obtained. while $F_{\text{table}} = 4.11$ with a significance value = $0.000 < 0.05$. As for the criteria H_0 is rejected if $F_{\text{count}} > F_{\text{table}}$ with = 0.05 (5%) with a value of $17.348 > 4.11$.

So, the results of this simple regression test can be interpreted that H_a which states that teacher performance has an effect on Speaking English Skills is accepted, and the consequence of H_0 is rejected.

Table 4.6 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.102	7.512		6.936	.000
	Teacher Performance	.398	.096	.570	4.165	.000

a. Dependent Variable: Speaking English Skills

Based on the results above, the X coefficient of 0.398 and a constant of 52.102 are obtained. Then, it can be described in the form of the relationship between Teacher Performance and Speaking English Skills in the form of the Regression equation = $52.102 + 0,398X$.

This shows that the teacher's performance increased by 1 point. So, speaking English skills will increase by 0.398 at a constant of 52.102. In other words, the better the teacher's performance, the speaking English skills will increase.

B. Discuccion

Data analysis in this study is the influence of teacher performance on students' speaking English skills at the second grade of man 1 Parepare. speaking english skills are the results that have been achieved by the teacher based on the standards and criteria that have been set. Teacher performance is one of the factors that influence the improvement of speaking English skills.

1. Teacher Performance at MAN 1 Parepare

Based on the data analysis that has been done, where the number of samples studied were 38 people representing each class with a total of 24 questions. Obtained from statistical processing data, the researcher can conclude that the teacher's performance at MAN 1 Parepare is in the sufficient category based on the average

value obtained. The factors that cause the teacher's performance at MAN 1 Parepare to be in the sufficient category, namely in the data collection instrument, a questionnaire with a total of 24 items, there is one item in which the average respondent chooses to strongly agree (SS) on the item so that it has a sufficient category.

2. Students' Speaking English Skills

Based on the data analysis that has been done, where the number of samples studied were 38 people representing each class with a total of 24 questions. Obtained from statistical processing data, the researcher can conclude that the students' English speaking skills at MAN 1 Parepare are in the sufficient category based on the average value obtained. The factors that cause the students' speaking English skills at MAN 1 Parepare to be in the sufficient category, namely the results of the average value of data collection from the students' speaking English skills questions that have been distributed by the researcher so that it has a sufficient category.

3. The Influence of Teacher Performance toward Students Speaking English Skills

Based on the results of data analysis that has been carried out by researchers through statistical regression analysis calculations show that, the performance of MAN 1 Parepare teachers can be said to be sufficient correlation. This is supported by the computational result (r_{xy}) which is higher than the table.

There was 12 student agreed that the level of teachers' performance in MAN 1 Parepare is strongly agree, 20 students agreed that their level of teachers' performance agree, 3 students agreed that their level of performance is neutral, 3 student agreed is disagree, 0 students agreed their level of performance is strongly disagree.

Meanwhile, the score of students' speaking English skills was excellent (0%), very good (76%), good (16%), fair (8%), poor (0%), very poor (0%) and failed (0%) in speaking English test. This proves that the teacher's performance has a significant correlation with students' speaking skills, which can be seen from the scores obtained by students who are able to achieve good grades.

To discuss whether there was influence of the teachers' performance toward the students' speaking English skills of the second grade students of MAN 1 Parepare or not, it is necessary to present the research hypothesis. The research hypotheses of this research were:

1. Null Hypothesis: there is no any significant influence of the teachers' performance toward the students' speaking English skills at the second grade students of MAN 1 parepare.
2. Alternative Hypothesis: there is significant influence of the teachers' performance toward students' speaking English skills at the second grade students of MAN 1 parepare.

The analysis of the results of the research that has been carried out shows that there is an influence between teacher performance on speaking English skills in MAN 1 Parepare. This result is indicated by the coefficient value of 0.570, which is greater than the r_{table} of 0.320. In addition, the value of $F_{count} = 17.348$, while $F_{table} = 4.11$ with a significance value = 0.000 < 0.05. As for the criteria H_0 is rejected if $F_{count} > F_{table}$ with = 0.05 (5%) with a value of $17.348 > 4.11$. In conclusion, Null hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted. So there is significance influence of the teachers' performance toward the students' speaking English skills of the second grade students of Madrasah Aliyah Negeri 1 parepare.