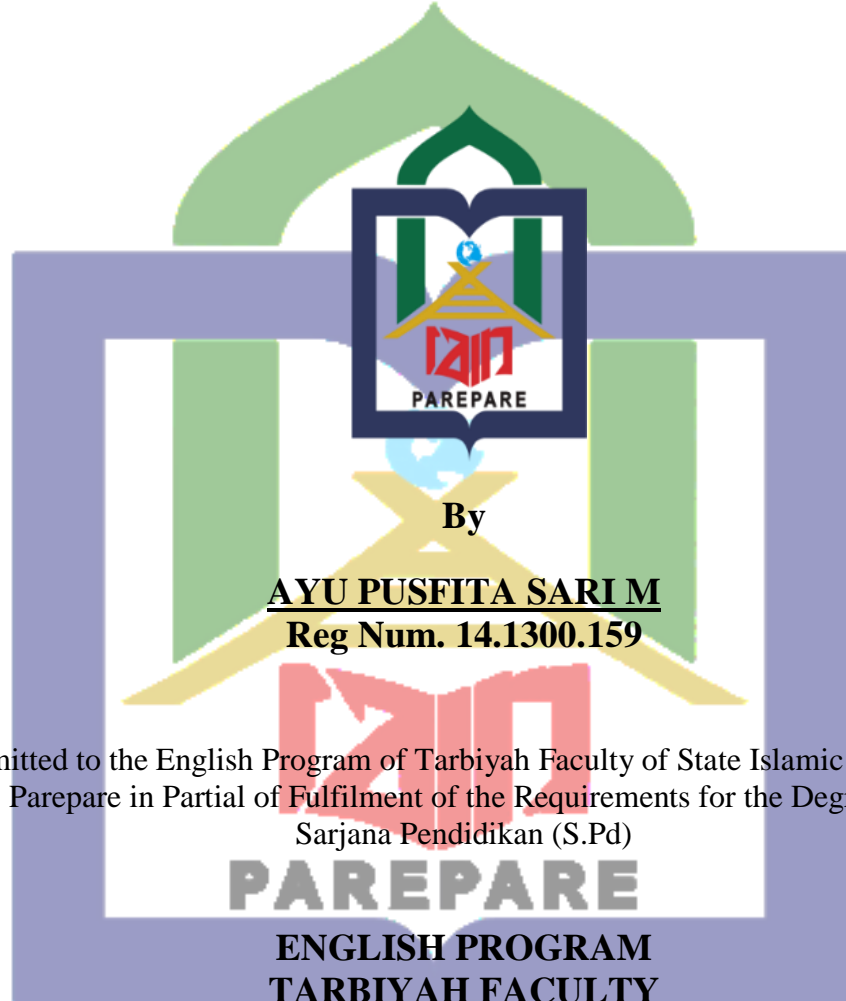


**THE CORRELATION BETWEEN STUDENTS' PERCEPTION
ABOUT THE ABILITY OF TEACHER AS A COURSE
DEVELOPER AND STUDENTS' ACHIEVEMENT IN
ENGLISH AT THE SCIENCE CLASS IN
SECOND GRADE STUDENTS OF
SMA NEGERI 2 SIDRAP**



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SECOND GRADE STUDENTS OF
SMA NEGERI 2 SIDRAP**



By

AYU PUSFITA SARI M

Reg Num. 14.1300.159

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

PAREPARE
ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Skripsi

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of Sarjana Pendidikan (S.Pd)**

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AYU PUSFITA SARI M

Reg Num 14.1300.159

to

PAREPARE

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

ENDORSEMENT OF CONSULTANT COMMISIONS

Name of the Student : AYU PUSFITA SARI M
The Tittle of Skripsi : The Correlation between Students' Perception about The Ability of Teacher as A Course Developer and Students' Achievement in English at The Science Class in Second Grade Students of SMA Negeri 2 Sidrap
Student Reg. Number : 14.1300.159
Faculty : Tarbiyah
Study Program : English
By Virtue of Consultant Degree :SK Ketua Jurusan Tarbiyah dan Adab No./Sti.08/PP.00.9/2678/2017



Has been legalized by

Consultants

Consultant : Dr. Abd. Haris Sunubi, S.S., M.Pd.
Nip : 19750308 200604 1 001
Co- Consultant : Mujahidah, M.Pd.
Nip : 19790412 200801 2 020

(.....)
(.....)

Approved by:
Tarbiyah Faculty


Dr. H.  Saepudin, S.Ag., M.Pd.
21216 199903 1 001

SKRIPSI

**THE CORRELATION BETWEEN STUDENTS PERCEPTION ABOUT
THE ABILITY OF TEACHER AS A COURSE DEVELOPER AND
STUDENTS ACHIEVEMENT IN ENGLISH AT THE SCIENCE
CLASS IN SECOND GRADE STUDENTS OF
SMA NEGERI 2 SIDRAP**

Submitted by

**Ayu Pusfita Sari M
Reg Num. 14.1300.159**

Had been examined of February 13th, 2019 and had been declared
that it fulfilled the requirements

Approved by

Consultant Commissions

Consultant : Dr. Abdul Haris Sunubi, S.S, M.Pd.

Nip : 19750308 200604 1 001

Co-Consultant : Mujahidah, M.Pd.

Nip : 19790412 200801 2 020

(.....)

(.....)

State Islamic Institute Parepare

Rectorem Agama



Dr. Ahmad Sultra Rustan, M. Si.
NIP. 19640425 198703 1 002

Tarbiyah Faculty



Dr. H. Saipudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

Name of the Student : AYU PUSFITA SARI M
 The Title of Skripsi : The Correlation between Students' Perception about The Ability of Teacher as A Course Developer and Students' Achievement in English at The Science Class in Second Grade Students of SMA Negeri 2 Sidrap

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Faculty : Tarbiyah

Study Program : English

By Virtue of Consultant Degree : SK Ketua Jurusan Tarbiyah dan Adab
 No. Sti.08/PP.00.9/2678/2017

Date of Graduation : February 13th, 2019

Approved by Examiner Commissions

Dr. Abdul Haris Sunubi, S.S, M.Pd. (Chairman) (.....)

Mujahidah, M.Pd. (Secretary) (.....)

Drs. Abd. Rauf Ibrahim, M.Si. (Member) (.....)

Dr. H. Saepudin. S.Ag., M.Pd. (Member) (.....)

Cognizant of:
 State Islamic Institute Parepare
 Rector



Dr. Ahmad Sultra Rustan, M. Si.
 NIDN 0640427 198703 1 002

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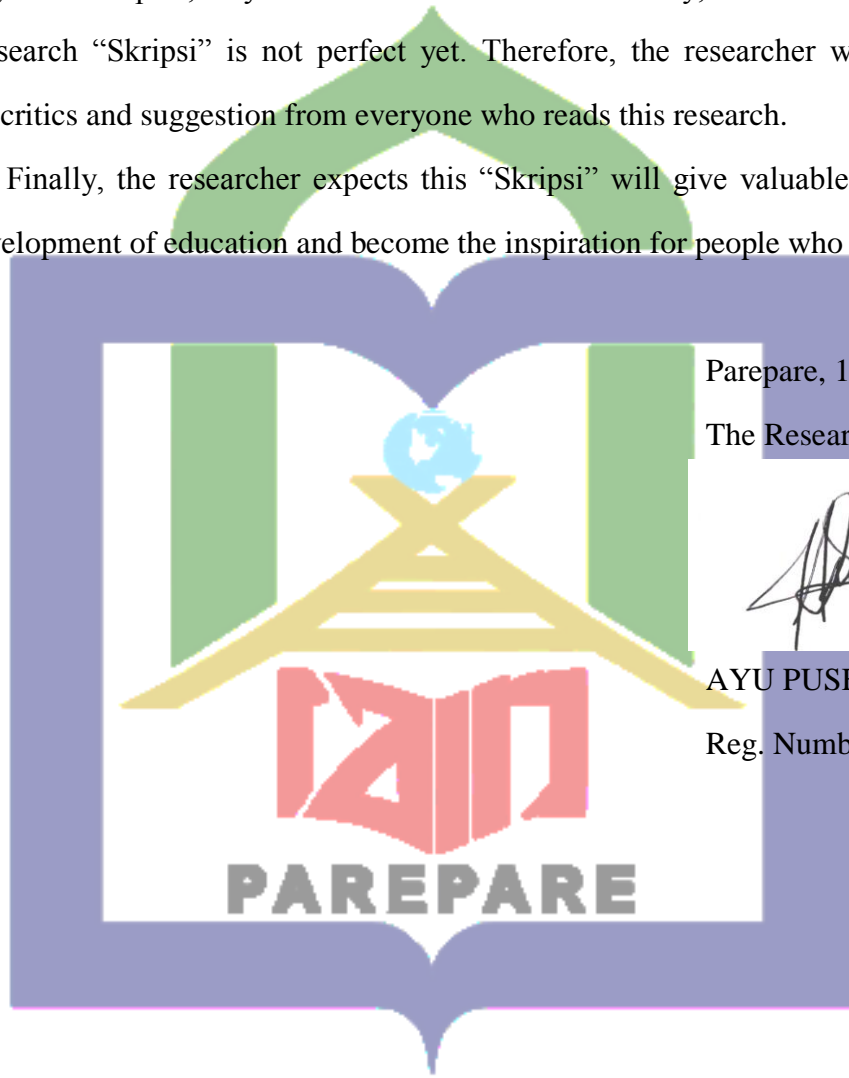
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Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.



Parepare, 14th February 2019

The Researcher

AYU PUSPITA SARI M

Reg. Numb. 14.1300.159

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : AYU PUSFITA SARI M
Student Reg. Number : 14.1300.159
Department : English
Faculty : Tarbiyah
Tittle of Skripsi : The Correlation between Students' Perception about

The Ability of Teacher as Course Developer and
Students' Achievement in English at The Science
Class in Second Grade Students' of SMA Negeri 2
Sidrap

State that this *skripsi* was her 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, 14th February 2019

The Researcher



AYU PUSFITA SARI M
14.1300.159

ABSTRACT

Ayu Pusfita Sari M. *The Correlation Between Students' Perception About The Ability of Teacher As Course Developer and Students Achievement in English at The Science Class in Second Grade Students of SMA Negeri 2 Sidrap.* (Supervised by Abdul Haris Sunubi and Mujahidah.

The objective of the study are to know students' perception about the ability of teacher as a course developer and it percentage, to know students' achievement in English, and also to find out whether or not there is a correlation between students' perception about the ability of teacher as course developer and students' achievement in English at the science class in secong-grade of SMA Negeri 2 Sidrap.

The design of this study was descriptive quantitative, and the population of this study is the science class in second-grade of SMA Negeri 2 Sidrap and the sampling process was administered by applying a cluster random sampling technique. There were 141 students of the the science class in second-grade and the researcher took 58 students as the sample. The instruments used for measuring the students' perception about the ability of teacher as course developer is questionnaire and to measure students' achievement in English by using test.

The result of this research showed that students' perception about teacher as a course developer is in medium category and it is found from calculate tendency of data, where the students just accept the teacher way, strategy and method in teaching. The percentage of students perception about the teacher as course developer is 57,8 %. Students' Achievement in English in Science class from calculating the data was found that majority of students in English is very good based on their testing score. 80-100 is very good category and 45 students from 58 students as a sample in that category. The result of this research after measure and calculated all of the data showed that there is a weak correlation between Students' Perception About The Ability of Teacher As Course Developer and Students Achievement in English. This result obtained from the computation of the correlation between Students' Perception About The Ability of Teacher As Course Developer and Students Achievement in English is 0,022. The critical value of the pearson r with the 5% significance level is 0,258. It means that the result of the computation is lower than the critical value. So, the researcher concluded that the correlation between students perception about the ability of teacher and students achievement is very week correlation. The alternative hypothesis (H_a) is refused.

Keywords: Students' perception, the ability of the teacher as a course developer, students Achievement

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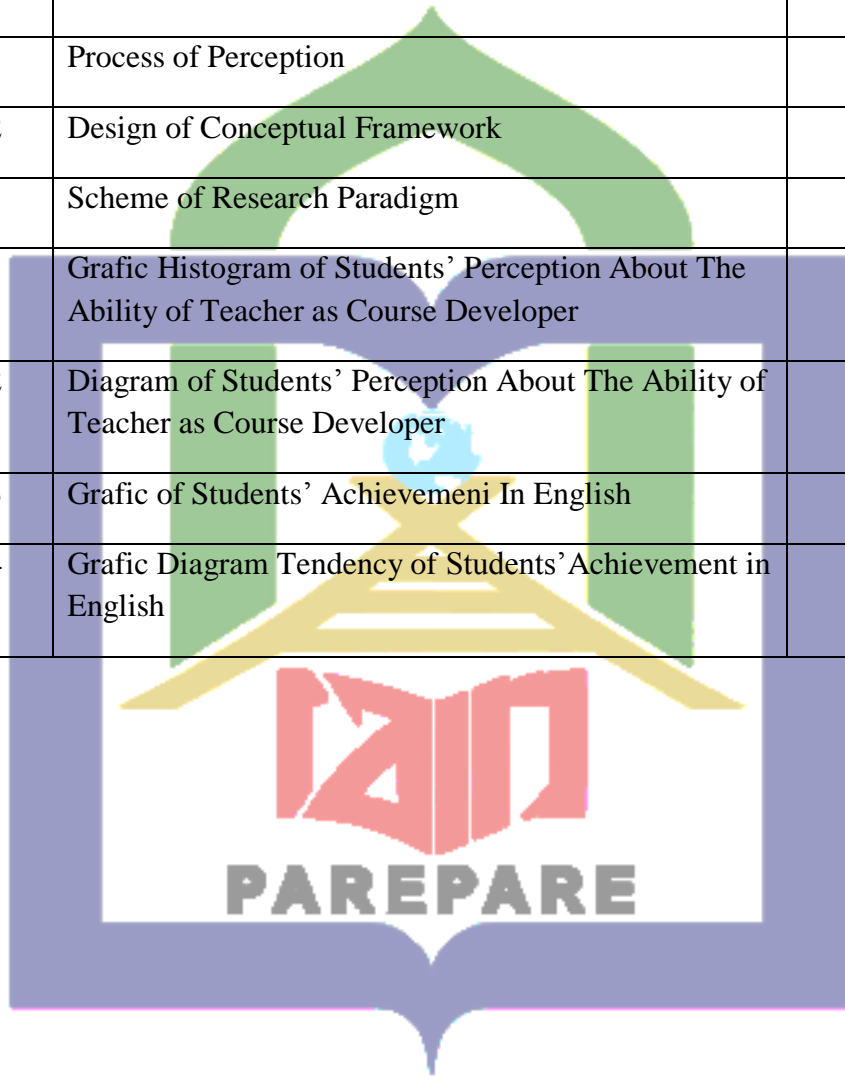
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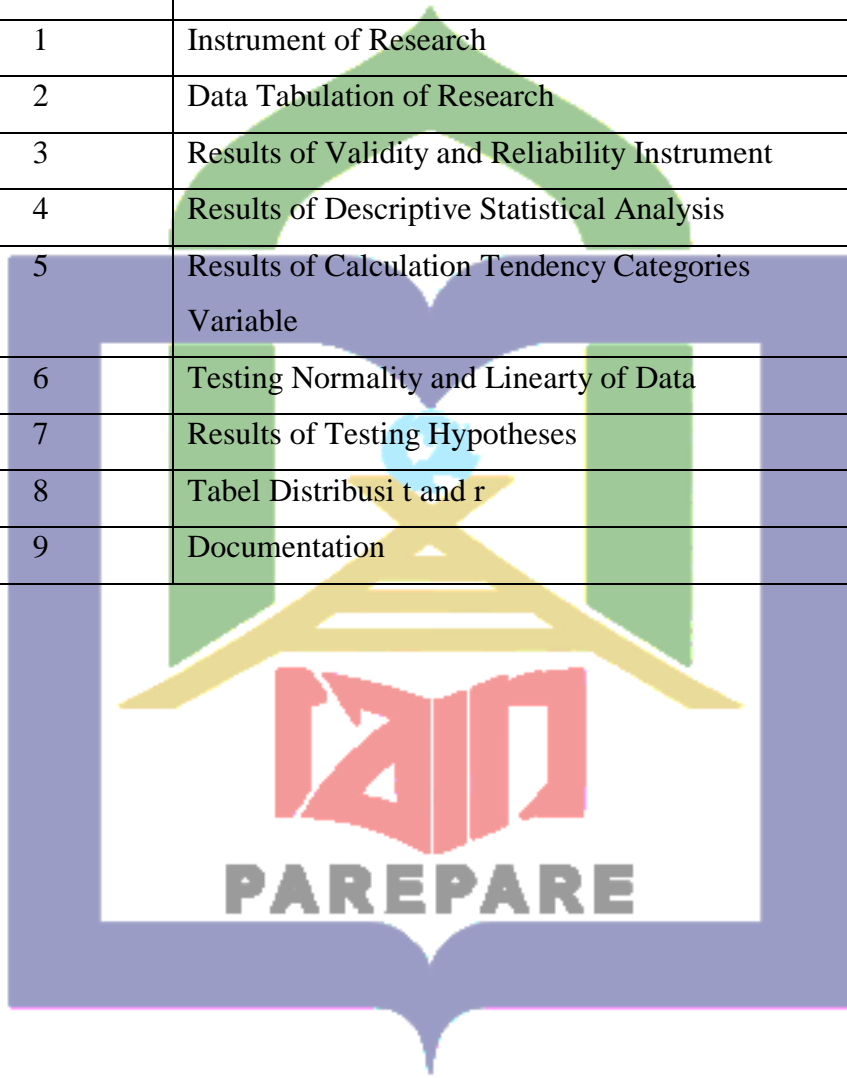
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CHAPTER I INTRODUCTION

1.1 Background

Language is the most important thing in the world as we know language make us can understand each other. Language is a system of communication in speaking and writing used by people of a particular country, the way of expressing ideas and feelings using movements, symbols, and sounds.¹ And the general language that makes people from the different country can communicate in English, we know that English is the International language. If we do not master the language, we cannot understand or cannot communicate with other people from the different language.

English is an international language, it makes English important to develop science and technologies, because many countries in the world use English as a medium of communication among people in the different countries, and also by writing many kinds of book in which those are spread in different countries, so far we have been considering English as a second language. But in the rest of the world, English is the foreign language. So, it is taught in school.

Same as the others countries, in Indonesia English is not the first language but as the foreign language, Indonesian students have to learn English as one of the target languages, in the process of learning this foreign language English there are four kinds of skills namely listening, reading, speaking, and writing. These skills are required to master in communication both in spoken and written discourses.

¹ Oxford University Press, *Oxford Learner's Pocket Dictionary*, Third Edition (Printed in China, 2003), p. 247.

Comprehending English is a difficult matter for students, if students do not own basic knowledge of a language, many students are confusing to understand other languages when they do not familiar with the language. Clearly, we need learn English to increase our knowledge because as we know that English is international language so it can be used by all of the people, it really good if we said that English is a window of knowledge. The major areas of school syllabus are the instruments by which the individual grow into a more secure, more contributory, more total member of society.

Indonesia students are taught English starting from junior high school to the senior high school, one is taught in elementary but today just a several elementary schools taught English. In a process of teaching English teacher will have a big point and responsible to teach well, so the students could be able to understand English and 4 skills in English, also the teacher have to make students be able to speak or understand what people say in English.

Students as human beings or individual creations have some differences and similarities that cannot be avoided even them are twin natural factors by teachers. These similarities and differences can be derived both as genesis factors and habits. They can be in form of age, motivation, interest, attitude, learning style, and learning strategy.

Students as human and also is the object of education in every process of learning, include in English whereas students is an aim in a learning process. As the human, students must have their own perception about something in their life like a perception about situation, or person. Students' perception about the teacher is a really important thing in during the learning process, based on perception about teaching students may interest, motivated or maybe did not care about learning.

Based on the reason, the teachers may possibly consider the reference to present the materials to the students in the classroom activity, to create the students' knowledge, skill and attitudes accepted well. From that process be a teacher is not an easy way, be a teacher need many skills in one way and need a good personality to be it.

Basically, the teacher has a big point to the students, the teacher has the responsibility to improve students and help them in learning, as we know the teacher is the second parents for students because from teacher students learning and understand about the world and get a knowledge. The student may get education or knowledge from their parents at home but as we know is a different knowledge that transfer to student or child between parents and teachers. Many parents teach their child more about attitude but the teacher teaches them all, not just attitude but also a general knowledge that can help child or students face and survive in the world.

Be a good teacher means that have to be loved by the students, many teachers have a great knowledge but they can transfer that knowledge by a good way, students sometimes did not care to the teacher in the class because they are bored. Is because the teacher did not have a good way to deliver the material. Sometimes the teacher just explain the material and told the students to answer the question based on the explanation, actually is not a wrong way but the student does not interest if always used that method.

We can imagine if 6 days a week we go to school and always give the same method of learning. The material may different but the method still the same, it can make students get bored and did not interest to study and several students may fall asleep in the class. And this situation could affect their achievement in the study.

In learning English also, students may confuse because they are unfamiliar with this language. Here the teacher has a big point to teach students well, students' achievement is based on students understand the material, and they can understand the material if they pay attention to teachers' explanation. Students may interest if the teacher has a method and ability to develop the material in a fun way.

The ability of the teacher as a course developer is needed in the process of learning, the teacher must have this skill to support the learning in class. The situation in the class could be so bored or could be fun is depending on the teacher ability, not just teacher way to manage the class but how they developed the material that will they teach can be influenced to students' achievement even is low or high. Teacher ability as course developer especially in developed material really useful for students. Ability important for a teacher and influence the students, important for a teacher as one of considering factor to be a professional teacher and influence students because based on teachers ability students can be understanding the learning specialist in material developed, students understand if teacher deliver it easy or students easy to understand if teacher has ability in covering the difficult material to be easy to understand. If a teacher did not have ability as a course developer student will have negative perception about teacher and make the students will not interest in learning.

Based on all of the explanation above, the researcher is interested to conduct research to see the correlation between the students' perception about the ability of teacher as course developers and students' achievement in English at the second grade of SMA Negeri 2 Sidrap.

1.2 Problem Statement

In relation to the background above, the problem of the research can be stated as follow:

- 1.2.1 How is the Students' Perception about the ability of teacher as course developers at the second-grade students of SMA Negeri 2 Sidrap?
- 1.2.2 How is the Students' Achievement at the second-grade students of SMA Negeri 2 Sidrap?
- 1.2.3 Is there any correlation between The Students' Perception about the ability of teacher as course developers and Students Achievement at the second-grade students' of SMA Negeri 2 Sidrap?

1.3 The objective of The Research

- 1.3.1 To know the students' perception about the ability of teacher as course developers at the second-grade students of SMA Negeri 2 Sidrap
- 1.3.2 To know the students' achievement who taught by the teacher who has the ability in course developers as a fun way and not
- 1.3.3 To find out the correlation between the students' perception about the ability of teacher as course developers and students' achievement

1.4 The Significance of the Research

This research is expected to give useful information about the students' perception of teacher ability as course developers at second-grade students of SMA Negeri 2 Sidrap, especially in students English Achievement in relation with their achievement. From the information, the teachers of SMA Negeri 2 Sidrap can evaluate their self whether teacher ability as course developers have any correlation with the

students' English achievement. So teachers' can know their ability and responsibility in students achieve.

In addition, the result of this research can be used as a reference for the further researcher who is interested in conducting the similar case study.



CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

2.1.1 The Students' Perception about The Ability of Teacher as Course Developer

2.1.1.1 Definition of Perception

Every human in the world has their own perception, perception about someone, something or anything around them. Perception is the process that takes place within the individual that begins with the receipt of excitatory until it is realized and understood by the individual so that the individual can recognize himself and his surroundings.² This statement clearly saying that perception is a process of someone about the environment.

Many experts are trying to make a definition of perception, consist of:

- 2.1.1.1.1 Bimo Walgito; Perception is a process that occurs within the individual that begins with the receipt of excitatory until the stimulus is realized and understood by the individual so that the individual can recognize himself and the circumstances around him.
- 2.1.1.1.2 Davidoff; Perception is the process of organizing and interpreting the stimulus by organisms or individuals to obtain something meaningful and an integrated activity within the individual

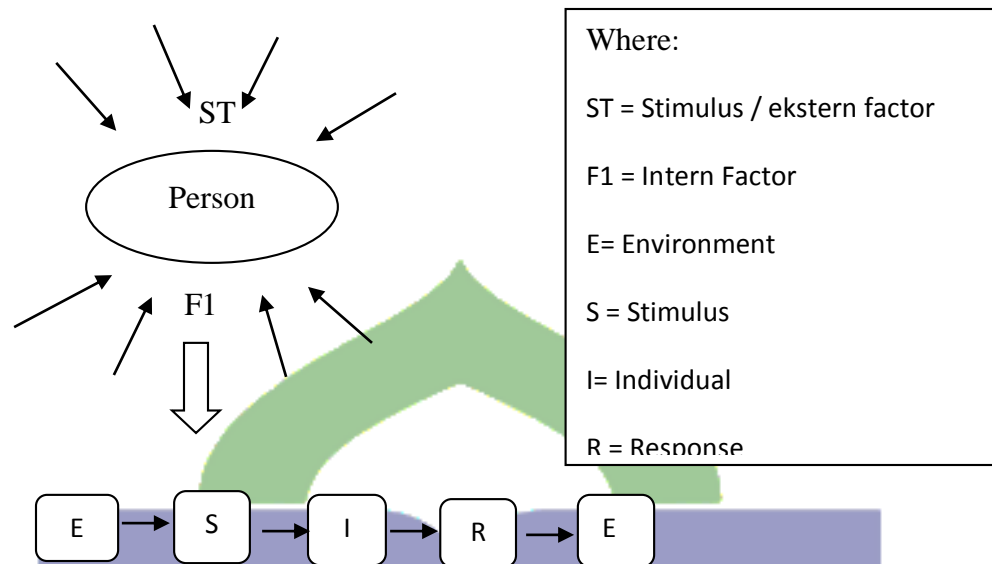
² Bimo Walgito, *Pengantar Psikologi Umum*. (Yogyakarta: Andi Offset, 2002),p.69

- 2.1.1.1.3 Robbins describes perceptions in relation to the environment, i.e. as a process in which individuals organize and interpret their sense impressions to give meaning to their environment.
- 2.1.1.1.4 Leavitt distinguishes perception into two views, namely the view narrowly and broadly. A narrow view defines perception as vision, how one sees something. While the broad view interpreted it as how someone views or means something. From the above definition, it can be concluded that perception is a process of how one selects, organizes and interprets the information inputs and experience that exist and then interprets them to create.³

From the discussion of perceptions that have been expressed by some experts, it can be concluded that perception greatly affects in daily behavior. There are so many choices make in this life, depending the view of the object of choice. Perception could make people. In other words, the perception is the way to change our physical energy of the environment into a meaningful experience.

Everything in this world needs a process, same as someone perception. Perception not just appear in spontaneity but it has processed this is the scheme of perception based on Walgito.

³<http://bukunq.wordpress.com/2011/04/23/persepsi> (1 April 2018)



Picture 2.1 process of perception (source: Walgito. *Psikologi Umum*)

From the scheme of the process of perception above can be explained as follows, the object generates a stimulus, then the stimulus is received by the senses or receptors of the individual. Individuals are not only subject to a single stimulus but there are many stimuli that hit. However, not all stimuli get an individual response to perception. Which stimulus will be perceived by the individual depends on his attention. Then the next scheme is a continuation of the first process. As a result of the stimulus chosen and accepted by the individual, then he will realize and respond.⁴

2.1.1.2 Teacher Concept

It is not easy to be a teacher these days; demands and expectations for schools and teachers have become more and more complex while social recognition at least according to teachers themselves are lagging behind. Teachers are required not only to understand the curriculum contents and student competencies or performance standards

⁴Walgito. *Psikologi Umum*. (Yogyakarta: ANDI. 1981), p.90.

but also to match the tasks to the knowledge and skills of individual students. They are continuously required to take decisions, some with far-reaching consequences for their students.

The difference between the teaching profession and other professional lies in the duty and responsibility. The teacher is a position or profession that require special skills as the teacher. one such requirement is the teacher must mentally and psychological health and have a diploma teacher training issue by educational institutions teacher.

In practice, the basis for which teachers establish such decisions is not always clear. The move towards personalized learning and a shift away from a “direct transmission” to a “constructivist” view of teaching increases not only the importance of teachers attitudes towards children but also their ability to adequately assess achievement and behavior as the basis for planning education and then for teaching and providing learning opportunities.⁵

Planning education important for the teacher. Planning also vital to teaching. One measure of planning is illustrated when you consider the amount of time the teacher spend on this activity. Clark and Yinger reported that teachers estimate they spend between 10 and 20 percent of their working time each week on planning activities.⁶

In the teacher concept more like what is the teacher actually, teacher concept explains about the teacher itself and how teacher planning, not easy to be a teacher. In

⁵Judith Hallenweger, *Teachers Ability to Asses Students For Teaching and Supporting Learning*, (Unesco IBE,2011),p. 446 Journal online 28-february2018

⁶Richards I. Arends. *Learning to Teach* (McGraw-Hill.an imprint of McGraw-Hill Companies 2009),p.94

the old time just several people want to be a teacher, but now many students make teacher as their future profession. Be a teacher means that have a big responsibility not just for our self but also for our students, so be a teacher should always be developing based on the globalization, as will explain above:

2.1.1.2.1 Teacher Development

Development generally refers to general growth not focused on a specific job, it serves a longer term and seeks to facilitate the growth of teacher understanding of teaching and of themselves as teachers. It often involved examining different dimensions of a teacher practice as a basis for reflective review and can hence be seen as “bottom-up”.

The following are examples of goals from a development perspective:

1. Understanding how the process of second language development occur
2. Understanding how our roles change according to the kind of learner we are teaching
3. Understanding the kinds of decision making that occur during lessons
4. Reviewing our own theories and principles of language teaching
5. Developing an understanding of different styles of teaching
6. Determining learner’s perceptions of classroom activities

Strategies for teacher development often involve documenting different kinds of teaching practice; reflective analysis of teaching practices, examining beliefs, values, and principles; conversation with peers on classroom projects. However, although many things can be learned about teaching through self-observation and critical reflection, many cannot, such as subject-matter knowledge, pedagogical expertise, and understanding of curriculum and materials. Professional development,

therefore, should go beyond personal and individual reflection. For example, it can include exploration of new trends and theories in language teaching familiar with development in subject-matter knowledge such as pedagogical grammar, composition theory or genre theory and critical examination of the way schools and language programs are organized and managed.⁷

We can conclude teacher development here is as a teacher we have to always growth and a walk with globalization, we cannot just monotone in our process, the teacher has to develop improve their selves more and more. Teacher development means as a teacher explore the abilities and potential that exists in the self not only always racing on the old method but also must make changes to improve.

2.1.1.3 The Ability of Teachers

The teacher is one of the components that involves making education in a country increase. Be a teacher is not simply that every people taught, the teacher must have an ability like the good attitude and a great knowledge. Because the teacher has a responsibility in students learning the process. The ability of the teacher has the same meaning if saying teachers competence, many people saying teachers' competence and there also saying teachers ability but if have the same meaning.

From that above means teacher need to increase their personal ability, be a teacher not just transfer knowledge but also make students realize how important they are as a human and also in society, the teacher is a profession that needs a special ability. Teacher as the profession means teacher have to professional and professional teacher must have an ability in doing learning programs.

⁷Jack C Richard, *Profesional Development For Language Teachers: strategies for teacher learning*. (Cambridge Language Education 2005),p.4

Teacher ability is one of the factors that influenced the aim of education. According to UU No.14, 2005 article 10 paragraph 1 teacher ability includes pedagogic, personality, social and professional gained through professional education⁸. Other definition saying that teaching ability or teacher competence is eligibility to perform the task, ability as an important factor for a teacher, therefore quality and work productivity of teachers should be able to show professional deeds quality. Based on that statement we can be said that to be a teacher must mastery this four ability if want to be some professional educators.

Standards of teacher competence or ability are developed intact from the four main ability namely pedagogic, personality, social and professional ability. This four ability are integrated within the performance of teachers:

2.1.1.3.1 Pedagogic

Teacher pedagogic is the ability of teacher in the management of learning which includes an understanding of the insight or grounding scholarly knowledge. So students have expertise academically and intellectually. Refers to the based learning management system subject. The teacher should have capability between scientific backgrounds with the subject being fostered. In addition, the teacher has knowledge and experience within the within the organization of learning in the classroom.⁹

Pedagogic competence has been poured in the regulation of the minister of national education number 16 of 2007 on competency standard teacher that include:

1. Mastering the characteristic learning from the physical, moral, spiritual, social, cultural, emotional, and intellectual

⁸ No.14

⁹ Ferali Novauli M, *Kompetenso Guru Dalam Peningkatan Prestasi Belajar Pada SMP Negeri Dalam Kota Banda Aceh*.2015,p.49 (journal administrasi Pendidikan pascasarjana Universitas Kuala)

2. Mastering learning theories and principles of learning educated.
3. Develop a curriculum that is related to the subject being taught.
4. Organizing the learning of education.
5. Utilizing information technology and communication for learning purposes.
6. Facilitate the potential development of learning to actualize various potential.
7. Communicate effectively, empathically, and courteous with learning.
8. Organizing assessment and evaluation processes and outcomes learning.
9. Utilizing assessment result and evaluation for the benefit of learning.
10. Reflection action

The pedagogic ability for the teacher is mean how the teacher manages students in the class.

2.1.1.3.2 Personality

Personal ability is reflecting steady, stable, mature, wise and authoritative. The teacher should be models for learners and be noble. Where in every word, actions, and positive behavior will improve the person's self-image and personality teachers. Each teacher has their own individual according to their personal characteristics. Personality actually is an abstract problem, which can only be seen through the appearance, action, speech, dress code, and deep face every issue. Personality is whole of an individual consisting of psychic and physical elements. In that sense, the attitude and action of someone are the pictures of their personality.

According to Kunandar state that personality competencies are the ability of individuals within manifesting himself as an independent person to conduct self-transformation, self-identity, and self-understanding.

Personality if one of a factor to be a teacher, be a good teacher means we must have a good personality to make our students comfort, and relax with us. Today's, not much teacher is having good or kind to the students several of them also so cruel and students give a nickname to the teacher have a bad personality as "killer teacher".

2.1.1.3.3 Social

Ability teacher as social beings in interacting with other people. This ability is related of the teacher as members' society and social beings including:

1. Ability to interact and communicate with peers to improve professional ability.
2. The ability of teachers in establishing communication with leadership.
3. Teachers ability to communicate with students' parents
4. The ability of teachers to communicate with the community.
5. The ability recognizes and understands the functions of the institution community.
6. The ability to moral education.

The essence of social ability lies in communication; communication can have interpreted as a process of mutual influence between people. Communication is also the whole of feelings, attitudes and hopes delivered either directly or indirectly in the social ability, the teacher has to know to communicate with the environment.

2.1.1.3.4 Professional

Professional is the ability of the teacher in the mastery of the material the lessons are broad and deep. Learning process and learners learning outcomes are not only determined by the school, the pattern and content of the curriculum, but largely determined by the competence of the teacher who teaches and guide them.

The professional competence is concerned with the field of study described by Slamet that is:¹⁰ professional ability consisting of sub competence:

1. Understanding which subject has been prepared for teaching
2. Understand standard of competence and standard of the subject matter which is contained in the ministerial regulation as well as materials teach in Kurikulum Tingkat Satuan Pendidikan (KTSP)
3. Understanding the structure, concepts, and scientific methods that overshadow teaching materials
4. Understanding the conceptual relationship between related subject;
5. Apply the concept of science in daily

Professional competence has been poured in the regulation of the minister national education no.16 of 2007 on the competency of teacher namely: mastering materials, structure, concept and scientific mindsets that support the subject being taught, mastering competency and competency standards basic subject, developing learning materials that support creatively, develop professionalism on a going basis by taking action-reflection, and utilizing information technology and communication to develop themselves.

2.1.1.4 Course Developers

Course developers here more refers to the material that been taught by the teacher. Course developer is way too developed material in learning so students more interest and motivated to learn in the class. The student does not think about who

¹⁰ Sagala S. *Kemampuan Profesional Guru dan Tenaga Kependidikan* (Bandung: Alfabeta2009),p. 39

difficult the material that they will learn because the teacher has the ability to develop it and make it easy. There is some criteria about the material:¹¹

2.1.1.4.1 Material Should Achieve Impact

The impact is achieved when materials have a noticeable effect on learners that is when the learner's curiosity, interest, and attention are attracted. If this is achieved there is a better chance that some of the languages in the materials will be taken for processing. Materials can achieve impact through:

1. Novelty (e.g. Unusual topics, illustrations, and activities):
2. Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity: using many different text types taken from many different types of sources: using a number of different instructor voices on a cassette);
3. Attractive presentation (e.g. Use of attractive colors; lots of white space; use photographs).
4. Appealing content (e.g. Topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references).

2.1.1.4.2 Material Should Help to Feel at Ease

One of the big points in teaching is to make students understand what teacher explain, and to go on that way is make the material to help learners feel easy in the study. Some materials developers argue that it is the responsibility of the teacher to help the learners to feel at ease and that the materials themselves can do very little help. The material can help learners to feel at ease in a number of ways for example:

¹¹ Brian Tomlinson, *Materials Development in Language Teaching*. (Cambridge University Press,1998),p.7

1. Feel more comfortable with the material with lots of white space than they do with the material in which lots of different activities are crammed together on the same page;
2. Are more ease with text and illustrations that they can relate to their own culture that they are with those which are culturally exotic
3. Are more relaxed with materials which are obviously trying to help them to learn that they are with materials which are testing them.
4. The active rather than the passive voices
5. Concreteness (e.g. Examples, anecdote)
6. Inclusiveness (e.g. not signaling intellectual, linguistic or cultural, superiority over the learners).

2.1.1.4.3 Material Should Help Learners to Develop Confidence

Most material developers recognize the need to help learners to develop confidence but many of them attempt to do so through a process of simply. They try to help learners to fell successfully by asking them to use simple language to accomplish the easy task. This approached is welcome by many teacher and learners. But often they become aware that the process is being simplified for them and that what they are doing bears little resemblance to actual language use they also aware that they are not really using their brains and that their apparent success is an illusion, and this awareness can even lead to a reduction in confidence.¹²

The material in course developer is not a simple thing to be ignored, there is a lot of criteria that teacher should be aware of the process to give material. Because what

¹² Brian Tomlinson, *Materials Development in Language Teaching*. (Cambridge University Press,1998),p.9

teacher gives in the class will be influenced students in life. In course developer which is material developing need the ability of the teacher. Teacher ability is important to cover material, it is difficulty to several teachers deliver material in the class if teacher does not have the ability to cover up the material that they will teach, and that difficult will support if students also do not have motivated in study because they did not interest with material and also the teacher. So being teacher is need an ability as a course developer how teachers develop material will have an impact with the students' achievement.

2.1.2 Students' Achievement in English

Students' achievement is a result obtained after the student through learning activities that illustrate the student mastery of subject matter that can be seen from English report cards, grade studies, numbers and predicate success.¹³ Students' achievement may see in the last of semester, low and high students achievement depend on the students' knowledge how far they understand the material at the last. There is some definition of achievement as follows:

According to Longman active study dictionary, achievement is when you succeed in doing or getting what you have worked for.¹⁴

¹³ Kiky Kumalasari, "The Correlation Between Students Interest on Reading English Book and Their English Learning Achievement At The Eleventh Grade Student Of SMAN 7Pinrang ". (Research: Tarbiyah Departement: Parepare,2017), p.21

¹⁴Longman, *Active Study Dictionary, New Edition* (Printed in Spain: Cayfosa Quebecor Barcelona,1998).p.6

Hornby state that "Achievement is a thing done successfully, especially with hard work, ability or heroism."¹⁵ In the other word, it is something that will get after accomplished it.

According Norman E Gronlund stated that "achievement is what a pupil has learned".¹⁶ Achievement is considered as the drive and energy students bring to school work in the desire to make progress in their learning and achievement.¹⁷ The meaning of achievement is a result of learning that medicated by a changing of students' behavior in their knowledge, skill, and attitude. Here are theories of achievement:

- 2.1.2.1 The self-efficacy theory of achievement emphasized students' judgments of how well or not so well they will perform a task given the skills they have and the circumstance the face. Students become highly motivated to achieve when they believe they can perform a task or an activity successfully.
- 2.1.2.2 The attribution theory of achievement emphasized students' interpretations of their success or failure. Students become highly motivated to achieve when they attribute success mainly to ability and failures mainly to lack of effort. The attribution theory of motivation suggests that the explanation people give for behavior, particularly their own success and failure, have strong influences on future plans and performance.¹⁸

¹⁵A.s Hornby, *Oxford Advanced Learner Dictionary* (Oxford: Oxford University Press,1995),p.10

¹⁶Norman E Gronlund, *Measurement and Evaluating in Evaluation* (New York: MacMillan Publishing Co.Inc.,1981),p.331

¹⁷Kevin Barry and Len King. *Beginning teaching and Beyond 3rd edition*. Sydney: Thomson Social Science Press,1998),p.498

¹⁸Anita E Woolfolk. *Educational Psychology 4nd Edition*. (New Jersey: Prentice-Hall, 1990),p.323

For knowing the result after student study about English, teacher make measure Students' Achievement. Evaluation is to determine the result of the learning activity of students' in the learning process. Evaluation emphasizes the acquisition of information about the acquisition of teaching students' in achieving the goals set. There are assessed based on the objectives education, namely cognitive associated with memory, effects associated with attention, attitude, respect, values, feelings and emotion and psychomotor associated with motor skills, manipulation of object or activities that require coordination of nerves and body coordination. Measure and evaluate the success rate of students' in learning can be done through learning achievement test.¹⁹

The learning achievement that has been achieved by a student is the result of interaction between the various factors that influence each other. The arrival of these factors may be from outside the individual. By knowing the various factors that the affect academic achievement, it will be easier or help students achieve adequate academic performance and optimal. Usually, the learning achievement can be expressed with numbers, letters or words. According to Piet A. Sahertian learning success usually represented in the form of concrete achievement, the success of the study can be known thereafter achievement test or evaluation. In general, learning outcomes in schools is expressed in the form of numbers. The figure is usually included in the row of values in the form of report cards or ijazah. The learning outcomes are measured and recorded initially at book value, then the book value of the group or class records. In school learning outcomes that are usually recorded in a students' learning progress report, commonly called report cards. Piet also found "a student said to be

¹⁹Saiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Pt Rineka Cipta,1996),p.120

successful in the evaluation of learning when the student reaches mastery level, e.g. 75% and above.”²⁰ Here are some factors that may affect a students’ academic achievement:

1. The support and availability of the parents, their financial situation, and standard of living
2. The geographical location of the educational institution.
3. The percentage of students in school whose mother tongue is not the language instruction.
4. The diversity of student profiles in the same class
5. The grouping together, in certain schools, of students with severe learning difficulties or with problems associated with psychosocial integration in special education classes.
6. The various practices pertaining to the student admission requirements. Some educational institutions admit students indiscriminately, whereas other select them on the basis of previous academic achievement or their result on aptitude test.²¹

There are many factors that influence students’ achievement, such as, students’ behavior in learning, teacher, teaching and learning process in the classroom, environment, etc.

The students will be a success in learning if they have the achievement, achievement is important because it can determine students success if the students have

²⁰Piet A.Sahertian, *Dimensi Administrasi Pendidikan*, (Surabaya: Usaha Nasional, 1994), Cet Ke-I p.98

²¹[Htt://www.education.gouv.qc.ca/en/parents-and-guardians/examens-etepreuves/processing-of-result/factors-that-may-affect-students-academic-achievement/\(28-02-2018\)](http://www.education.gouv.qc.ca/en/parents-and-guardians/examens-etepreuves/processing-of-result/factors-that-may-affect-students-academic-achievement/(28-02-2018))

high achievement at the last of semester it means students have a great value and great knowledge.

2.2 Some Previous Finding

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher proposal. Those research are as follows:

Yuliani in her research about the correlation between teacher professionalism and the students' achievement in learning English in the eighth grade of SMP Negeri Binuang Kab. Polman based on her research she found that the correlation is strong because the value is 0,753, it was categorized as a strong correlation. The testing of significant correlation showed the t-value 3,614 > the t-table 0,688. Therefore there was the significant correlation.²²

Nurasni stated her research that the correlation between learning style of visual and auditory to students' English achievement is very week correlation. The testing of significance showed that visual, auditory and kinesthetic learning style t-value (0,305, 0,582, 0,151) was lower than t-table (2,131 3,182 2,447). Therefore, there was no significant between the three categories of learning style used by the students at the second year Of SMA Negeri 1 Baraka and their English achievement²³

Hamsi in her research about "the role of reading English reference book to improve the third students English achievement at MTs Pesantren kelautan perak pulau sabutung Pangkep" based on the data analysis of her research, she concludes reading

²²Yuliani, "The Correlation Of Teacher Professionalism and The Students Achievement in Learning English At The Eight Grade Of SMP Negeri Binuang Kab.Polman".(Unpublished Skripsi STAIN Parepare: 2016),p.42

²³Nurasni, The Correlation Between Students Learning Style and Their Achievement in English at The Second Year Student of SMAN Baraka, (Unpublished Thesis, Parepare:STAIN,2015),p.57

English references books has not important role in improving the students' English achievement, it means that more and more the students' read English reference book is not able to improve their English achievement.²⁴

Lisda in her research about "the correlation between students' achievement and parents motivation in studying English of the second year students of Madrasah Aliyah BPII Pamboang". The researcher concludes that calculating on analysis data found that X^2 count $>$ X^2 table or $24,093 > 15,507$. That means the data was significant or H_0 rejected. Concluding of the analysis data found that there is a correlation between students' achievement and parent motivation in studying English of the second year student of Madrasah Aliyah PBB I Pamboang.²⁵

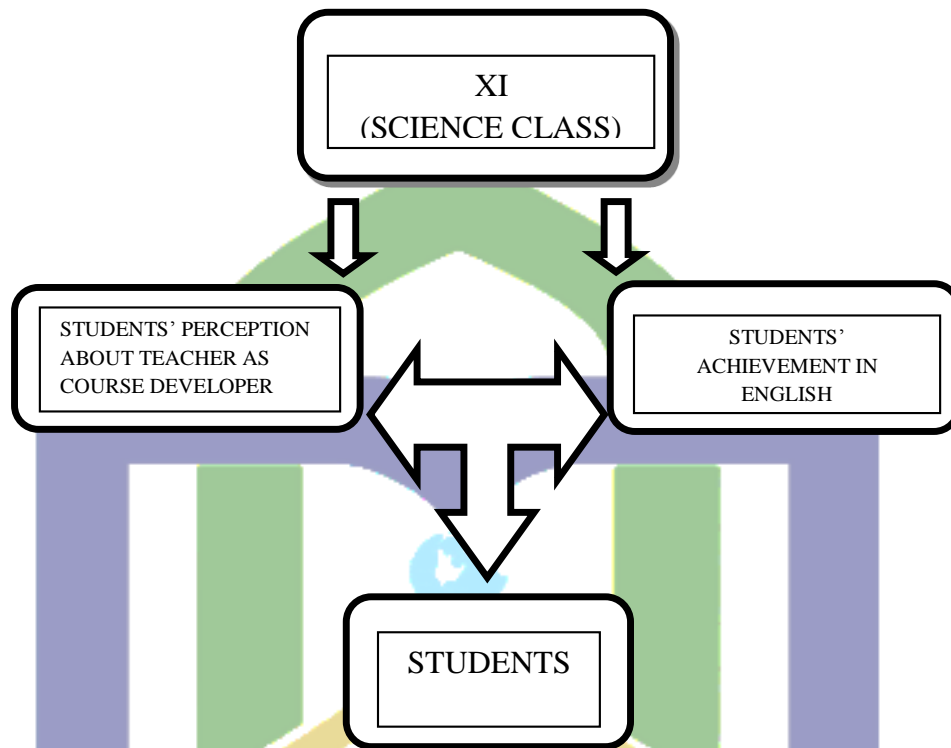
Sitti Rohma in her research about "Students' perception of the English teaching and Learning Process in the tenth grade of MA NU Mu'Allimat Kudus" the researcher conclude that students perception really important in English because it determines the student motivation in the learning process.²⁶

²⁴Hasmi, "The Role of Reading English Reference Book to Improve The Third Students English Achievement At the Mts Pesantren Kelautan Perak Sabutung Pangkep" (Unpublished: skripsi of tarbiyah Faculty of STAIN Parepare,2009),p.35

²⁵Lisda, "The Correlation Between Students' Achievement and Parent' Motivation in Studying English of The Second Students of MadrasahAliyah PBB I Pamboang" unpublished Thesis, Parepare: STAIN 2011),p.41

²⁶ Sitti Rohma "Students perception of the English teaching and Learning Process in the tenth grade of MA NU Mu'Allimat Kudus" unpublished skripsi,(Muria Kudus University),p. 57

2.3 Conceptual Framework



(Picture. 2.2 Design of conceptual framework)

Based on the conceptual framework design above, give a point of the diagram which research looking for correlation the students' perception about the ability of teacher as course developers and students English achievement in the second grade of students SMA Negeri 2 Sidrap. The result will be showing whether the students' perception about the ability of teacher as course developers and students' English achievement have the correlation.

2.4 Hypothesis

Originally the term hypothesis comes from the Greek language which has two words “*hypo*” (temporary) and “*thesis*” (statement or theory). So it can be interpreted that the hypothesis is a temporary state. Based on the previous related literature and the problem statement the researcher put forward the hypothesis as follow:

- 2.4.1 Students’ perception about the ability of teacher as course developer (x) highest 50% from the expected criteria
- 2.4.2 Students’ achievement in English (y) highest 75 from the expected criteria
- 2.4.3 There is a positive and significant correlation between students’ perception about the ability of teacher as the course developer and students’ achievement in English.

Problem statement number 1 and 2 is using hypothesis descriptive and number 3 is using assosiatif hypothesis.

The hypothesis statistic for problem statement number 1 is:

$$H_0: \mu \leq 50\%$$

$$H_a : \mu > 50\%$$

Whereas in a sentence, H_0 = students perception about the ability of teacher as course developer highest 50% from expected criteria, and H_a = students perception about the ability teacher as course developer more than 50% from expected criteria.

The hypothesis statistic for problem statement number 2 is:

$$H_0 : \mu \leq 75$$

$$H_a : \mu > 75$$

Whereas in the sentence, H_0 = students' achievement in English highest 75 from expected criteria, and H_a = students' achievement in English more than 75 from expected criteria.

The hypothesis statistic for problem statement number 3 is:

$$H_0: \rho = 0$$

$$H_a: \rho \neq 0$$

Whereas in the sentence, H_0 = there is no positive and significant correlation between students' perception about the ability of teacher as the course developer and H_a = there is the positive and significant correlation between students' perception about the ability of teacher as the course developer

2.5 Variable and Operational Definition

2.5.1 Variable

There is two variable involve in this research, dependent variable and independent variable, the students' perception about the ability of teacher as course developer (X) and students' achievement in English (Y). In this research independent variable is the students' perception about the ability of teacher as course developers and the dependent variable is students' achievement in English.

2.5.2 Operational Definition of Variable

2.5.2.1 The students' perception about the ability of teacher as course developers is the students thought or view about the teacher skill or ability in making the materials to be interesting to the students so the student may have a motivation and intend in learning English. Actually, teacher as course developers could

be mean as how the teacher is arranging or develop the material of learning in class, or the teacher way to make the learning about material more fun and excited so student did not fall asleep in the class.

2.5.2.2 The students' achievement in English is the result and the successfulness as well as the progress of students' at the end in learning English at Sma Negeri 2 Sidrap.



CHAPTER III

RESEARCH METHOD

In this part was describe the description of the research design, setting of the research, subjective of research, research variable and the operational definition, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The design of this research is quantitative descriptive. There are two variables of this research, namely the dependent and independent variable. The researcher symbolizes the independent variable as "X" and the dependent variable as "Y". Independent variable of this research is the Students' Perception ability of teacher as course developers while the dependent variable is students' achievement in English.



(Picture 3.1 Scheme of research paradigm)

Where:

X: Students' perception about the ability of teacher as course developers

Y: students' achievement in English

3.2 Location and Duration of Research

The location of the research took a place at SMA Negeri 2 Sidrap. The research used the quantitative research that has several times to collect and analyze data. The researcher will do the research for more than one month for collecting data.

3.3 Population and Sample

3.3.1 Population

The population is the group of interest to the researcher, the group to which he or she would like the result of the study to be generally able.²⁷ Meanwhile, according to the Nana Sujana population is the total of all value about certain achievement concerning the horde of the object which is complete and clear that was learned and identifying the feature. From several definitions, it can be concluded that population is the whole or totally research object that makes the researcher can collect data.

The population of the research is the second year students of SMA Negeri 2 Sidrap academic year 2018/2019. There are 6 science classes in that school, which are XI. Mia 1, XI.Mia 2, XI.Mia 3, XI.Mia 4, XI.Mia 5, XI.Mia 6. The total of the population is 169 students

Tabel 3.1 The total students of science class in the second year at SMA Negeri 2 Sidrap

No	Class	Number of Students
1	XI.Mia 1	25
2	XI.Mia 2	25

²⁷L.R.Gay, *Educational Research: Competencies for Analysis and Application* (Ohio: Bell and Howell Company, 1981), p.86

3	XI.Mia 3	23
4	XI.Mia 4	23
5	XI.Mia 5	24
6	XI.Mia 6	21
Total of Students		141 Students

3.3.2 Sample

The Sample was taken by using Cluster Random sampling, Cluster random sampling is also called the sampling area. This cluster sampling is used when elements of the population are geographically dispersed so that it is difficult to construct frame sampling. The researcher used technique slovin to find the number of samples, and after it, the researcher takes the sample at random.

The samples of this research are 58 samples, and the researcher took 10 students of XI. Mia 1, 10 students of XI.Mia 2, 10 students of XI.Mia 3, 10 students of XI.Mia 4, 10 students of XI.Mia 5, 8 students of XI.Mia 6 as the sample in this research. All of the samples chose in random in each class.

3.4 Technique and Instruments Of Collecting Data

3.4.1 Technique of Collecting Data

To collecting data in this research the researcher use 3 instruments consist of Observation, Questionnaire, and Test

3.4.1.1 Observation

The researcher used this method to find out the data about teacher ability for course developers, the researcher observes the situation in the class when the teacher

is teaching and deliver the material. Whereas the researcher takes an observation to see and collect data in beginning to making another move in the questionnaire.

3.4.1.2 Questionnaire

The questionnaire is a list of questions provided to others who are willing to respond (respondent) as requested by the researcher.²⁸ The researcher takes a questionnaire way to collect data because it is simpler and many research used a questionnaire. The questionnaire is a good way of collecting certain types of information quickly and relatively cheaply as long as the subject is sufficiently literate and as long as the researcher is sufficiently disciplined to abandon questions that are superfluous to the main task.²⁹

The researcher was given questions to the students to obtain information about the ability of teacher as course developers and the researcher asked the students to give a checklist in one statement. Students answer analyzed by using a Likert scale. Likert scale is a scale can be used for measure attitude, opinion, or perception of the person about certain object or phenomenon.³⁰

In the questionnaire students was checklist the statement based on their opinion or their perception about teacher as a course developer. The percentage of the students answer by using the formula of the Likert scale as followed:

²⁸Riduwan, *Skala Pengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2009), p. 25

²⁹Judith Bell, *Doing Your Research Project: a Guide for First Time Researcher in Education and Social Science* (USA: Open University Press, 1989), p.58.

³⁰Syofian Siregar, *Statistika Deskriptif Untuk Penelitian* (Jakarta: Rajawali Pers 2010), p. 138

Table 3.2 The Likert scale rating

Classification	Scale (+)	Scale (-)
Always	5	1
Often	4	2
In doubt	3	3
Sometimes	2	4
Never	1	5

(Source of Data: Sugiono *Metode Penelitian Pendidikan*, 2014)

3.4.1.3 Test

The test is a method of psychological to obtain information about various aspects of the behavior and inner life of a person, using measurements that produce a quantitative description of the aspects studied. The researcher used the test to collect data about Y variable in this case Y variable is the students' achievement in English.

The test will be given by the researcher to the students after the teacher explains the material. The researcher using the test to collect data, the researcher thought that if using test it will represent to measure the students' achievement in English. The test will answer by students and researcher will measure students' achievement from that data.

3.4.2 The Instrument of Collecting Data

To know the correlation between students' perception about the teacher as a course developer and students achievement in English the researcher will using questionnaire and test as the representative instrument to collect the data.

The kind of questionnaire that uses in this research is the Likert scale consists of 39 statements, 20 positive statements, and 19 negative statements. And English test consists of 12 items, 4 items with multiple choice and 8 items is an essay.

3.5 The Procedure of Collecting Data

The data of this research was collected by using the following procedure:

- 3.5.1 The researcher introduced to the teacher and the students about the purpose of this research.
- 3.5.2 The researcher observes the situation in the class when the teacher was teaching and looked at the students attention or attitude
- 3.5.3 The researcher gives the questionnaire to students and asks them to answer the questionnaire.
- 3.5.4 The researcher was given the students test after the teacher teaching the certain material

3.6 The Technique of Data Analysis

Muhajir stated that: Data analysis is a process to find out and set result data from observation, interview, and other activity to increase the researcher information about the study and make easy to understand each other.³¹

After all of the data is collect researcher was analyze data to answer the problem statement in this research. And the technique that will use by researcher consist by testing validity and reliability instrument, analysis statistic descriptive, testing linearity and normality of data and the last is testing the hypothesis in research.

³¹ Neong Muhajir. *Metodologi Penelitian Kuantitatif* (Yogyakarta: Rake Sarasin, 1996), p. 148

In this research the researcher was use program used *IBM SPSS 21 For Windows* to help the researcher calculated data, this program is used to calculate the statistically part of the research. But to make sure the accuracy of data the research also calculated in the manual by using formulas as follow:

Calculating the percentage of the students' score:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = frequency

N = total number of sample³²

And to calculate the students' test by using the following formula:

$$X = \frac{\sum x}{N}$$

Where:

X = Mean Score

$\sum X$ = Total of raw score

N = the Number of students³³

For know the students classification or mayority students result, suharsimi arikunto state and make 5 category in clasify students score consist by very good, good, fair, poor, and the last is very poor.

³²<http://www.RumusAnalisisStatistik.net/category/pola>) akses tgl 25 February 2018

³³Gay L.R., *Educational Research: Competencies for Current English*, (Second Edition: Florida International University, 1981),p.331

Table 3.3 Classification of Students Score into Five Level³⁴

No	Classification	Score
1	Very Good	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very Poor	≤ 39

In this steps, the researcher used the correlation technique. The researcher compares the students' perception about the ability of teacher as course developers and students' achievement in English. This technique will be proving statically whether there is any significant correlation between the two variables.

To find the correlation between the students' perception about the ability of teacher as course developers and students' achievement in English, the researcher used the product moment correlation coefficient formula.

The formula is³⁵ :

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

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

³⁴Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254

³⁵Syofian Siregar, *Metode Penelitian Kualitatif: Dilengkapi Dengan Perbandingan Perhitungan Manual dan SPSS*, (Jakarta: Kencana. 2013), p. 252

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

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

n = the number of paired X and Y score.³⁶

Table 3.4 The quality of correlation based on the value of r product moment³⁷

No.	The value of r product moment	Interpretation 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 correlation
5	0,80 – 1,000	Very strong correlation

(Source of Data: Sugiono *Metode Penelitian Pendidikan*, 2014)

The t-value formula used to know the significance of the correlation between the students' perception about the ability of teacher as course developers and students' achievement in English, the researcher analyzed uses formula as follow:

$$t = \frac{r \times \sqrt{n - 2}}{\sqrt{1 - r^2}}$$

Where:

t = Significant value

r = Correlation Coefficient

n = Number of students

r^2 = The square of correlation score³⁸

³⁶Suharsimi Arikunto, *Prosedur Penelitian*, / (Cet. XI: Jakarta: pt rineka Cipta 1998p. 256

³⁷Sugiyono, *Metode Penelitian Pendidikan*, (pendekatan kuantitatif, kulaitatif, dan R&D),cet:2, p.257

³⁸Urdan, *statistic in Plain English (Second edition)*. journal online. 18-03-10-2018

The conclusion of the formula above, if $t \geq t_{\text{table}}$, then H_0 will refuse at significance rate α 5 %.



CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through the test that can be discussed in the part below.

The descriptive of data in this part include variable (x) The students' perception about the ability of teacher as a course developer and variable (y) The students' achievement in English.

4.1 Results of Test Validity and Reliability Instrument

4.1.1 Results of Test validity instrument

The instrument validity test in this research used IBM SPSS 21 For Windows program. Validity test is done to know who valid the instrument that used in collecting data. In validity test used criteria of testing, which is the value of correlation coefficient or r_{value} obtained from the instrument test analysis, then compared with the value of r_{table} to find out which items are valid and which items are invalid. Criteria of testing is If value of $r_{\text{value}} > r_{\text{table}}$ it means the items is valid, but $r_{\text{value}} < r_{\text{table}}$ it means the items is invalid. The numbers of samples (n) in this research = 58, and degrees of freedom (df) = $n-2 = 56$, then r_{table} is obtained at the significance level 0,05 is 0,2181. The value of r_{tabel} compares with the value of r_{value} that calculated by using Spss programs. With the result as follows:

Valid : if $r_{\text{value}} > r_{\text{table}}$

Invalid : if $r_{\text{value}} < r_{\text{table}}$

Where r_{table} significance 0,05 and $df = 56$ is 0,218

Table 4.1 Testing validity Students perception about the ability of teacher as course developer (X)

Correlations			
Item	Pearson correlation	Sig. (2-tailed)	N
X1	0,438	0,001	58
X2	0,340	0,009	58
X3	0,226	0,088	58
X4	0,481	0,000	58
X5	0,292	0,026	58
X6	0,329	0,012	58
X7	0,323	0,014	58
X8	0,524	0,000	58
X9	0,462	0,000	58
X10	0,580	0,000	58
X11	0,479	0,000	58
X12	0,459	0,000	58
X13	0,318	0,015	58
X14	0,545	0,000	58
X15	0,451	0,000	58

X16	0,448	0,000	58
X17	0,458	0,000	58
X18	0,348	0,007	58
X19	0,507	0,000	58
X20	0,504	0,000	58
X21	0,543	0,000	58
X22	0,420	0,001	58
X23	0,393	0,002	58
X24	0,557	0,000	58
X25	0,204	0,124	58
X26	0,470	0,000	58
X27	0,522	0,000	58
X28	0,526	0,000	58
X29	0,450	0,000	58
X30	0,406	0,002	58
X31	0,356	0,006	58
X32	0,322	0,014	58
X33	0,251	0,057	58
X34	0,255	0,053	58
X35	0,354	0,006	58

X36	0,536	0,000	58
X37	0,413	0,001	58
X38	0,388	0,003	58
X39	0,445	0,000	58
X40	0,344	0,008	58
**Correlation is significant at the 0.01 level (2-tailed)			
*Correlation is significant at the 0.05 level (2-tailed)			

Table 4.2 Testing validity Students' achievement in English (Y)

Correlations			
Item	Pearson correlation	Sig. (2-tailed)	N
Y1	0,098	0,466	58
Y2	0,568	0,000	58
Y3	0,035	0,798	58
Y4	0,273	0,038	58
Y5	0,255	0,054	58
Y6	0,050	0,710	58
Y7	0,210	0,114	58
Y8	0,056	0,675	58
Y9	0,066	0,633	58

Y10	0,491	0,000	58
Y11	0,617	0,000	58
Y12	0,497	0,000	58
Y13	0,605	0,000	58
Y14	0,442	0,001	58
Y15	0,540	0,000	58
Y16	0,564	0,000	58
Y17	0,754	0,000	58
**Correlation is significant at the 0.01 level (2-tailed)			
*Correlation is significant at the 0.05 level (2-tailed)			

Table 4.3 Results of test validity instrument

Variable	The numbers of originally items	The numbers of invalid items	Number invalid items	Total of valid items
Students' perception about the ability of teacher as course developer	40	1	25	39
Students' achievement in English	17	5	1,3,6,8,9	12

Invalid items in students' perception about the ability of teacher as course developer found 1 items in number 25 .Invalid items in students' achievement in English found 5 items in number 1,3,6,8,and 9. (see appendix 3.1). the items is Invalid because $r_{value} < r_{table}$, $r_{table} =$ is 0,218.

4.1.2 Results of Test Reliability Instrument.

Test reliability is used to find out how consistent or reliability instruments that use in the research. In the instruments, the reliability of testing the researcher used program IBM SPSS Statistics 21 for Windows, the result of calculated (coefficient reliability) may see in the table of Reliability Statistics Colom Cronbach's Alpha (see appendix 3.2)

To know the reliability instruments is, if the value of the coefficient of reliability $\geq 0,6$. The value of the reliability coefficient obtained consulted in the classification table of reliability coefficients to determine the level of interpretability of the instrument reliability of this research.

Tabel 4.4 Level of interpretability of the instrument reliability

Coefficient of Reliabilitas	Interpretation
0,00 – 0,20	Lower
0,20 – 0,40	Low
0,40 – 0,60	Medium /enough
0,60 – 0,80	Strong
0,80 – 1,00	Very Strong

Based on the calculation of reliability in SPSS Programs, it is found:

Students' perception about the ability of teacher as course developer

Reliability Statistics

Cronbach's Alpha	N of Items
,877	39

Students' achievement in English

Reliability Statistics

Cronbach's Alpha	N of Items
,708	13

Then the results of instrument reliability test can be seen in table 4.5 as follows:

Tabel 4.5 Result of reliability variable

Variable	Coefficient Alfa	Interpretation
Students' perception about the ability of teacher as the course developer	0.877	Very strong
Students' achievement in English	0.708	Strong

Based on the table it found that students' perception about the ability of teacher as course developer with coefficient alfa is 0.877 and it is very strong, means the instrument that used to collect data about students perception is reliable. Same as students' perception, students' achievement also found that coefficient alfa is 0,708 and it strong. Based on criteria of testing if the value of a coefficient of reliability $\geq 0,6$ and both of the instruments is more than 0,6 so it is reliable.

Table 4.6 The Score Of Students' Perception About The Ability Of Teacher As A Course Developer And Students' Achievement In English.

Name	X	Y
Darman	43	84
Riska	114	41,2
Nurfitri Nurdin	125	81,7
Dian Anugrah	103	90,5
Fitriani Asri	117	84
Annisya Nasruddin	128	94,5
Milda	120	80
Nurul Hikmah	115	96
Jumina	155	85
Din Amalia kartika	98	96
Pati Reskyanti	108	92
Alfrina Marsela A.M	113	85
Muh. Yusuf S	99	90,5
Fajar Darmawan	113	80,4
Siti Rukiana Hafid	115	98,2
Iin Septiani	96	82,2
Farhan Try Saputra	101	80,4
Sutrisno	103	70,3
Indah Sari	104	72,9
Zahratul Aini	104	77,4
Misbahuddin	109	66,3

Surya Resky Wahyudi	83	69,9
Muh. Rafli Rendra	119	86,5
Syahratul Wilda	126	86,2
Muhammad Alfian	98	60,9
Muhammad Syukur	151	83,9
Muh. Yusri Fagih	79	92
Muh. Aryandi A	107	80
Muh. Resky Zulkarnain	155	80
M. Wais Alqurni	131	88
Muh. Ikhla Sandy Ilyas	127	84
Akmal hidayah	119	90,2
Wahyuningtyas Adiningrum	108	88,4
Sri Erna Sugita	182	90,4
Yenny Sagita	116	88
A. Nurul Ilham Marissa	120	96
Astrio Putri	114	77
Dahlia	110	92
Kasi	113	94,5
A. Yuniar Rahmayunita	111	81
Nahdatul Aulia Arifin	113	74,5
Ainun Larasati M	113	88
Ade Paradita	120	76,9
Winda Husniyah Muor	127	81,8
Destiana Sari	117	78,6
Ashifa Qalbi	120	70,7
Wafiq Azrah putri	120	88
Sri Yulianda Hasmir	83	87
Muh. Fadli Mappanganro	106	90,5
Reza	94	67,3
Sakinah Anwar	129	88
Shafira Resky Febriyanti	90	84,4
Nurhiidayah Aziz	91	88
Luwi Hastia	107	86,5
Nida Yusweni Aziz	126	88
Andi Muhammad Raiz	107	88

Muliyani	111	98
Sri Ulfa	144	92
Total	6570	4854

4.2 The Results of Descriptive Statistical Analysis

In this part, analysis data consist by obtaining the average (mean), mode (Mo), Median (Me), standard deviation, table and diagram tendency variable students' perception about the ability of teacher as course developer (independent variable) and students' achievement in English (dependent variable). Data that collect by using questionnaire and test after testing validity and reliability then, the data analysis in tabulation (see appendix 2).

4.2.1 Variable of students' perception about the ability of teacher as a course developer

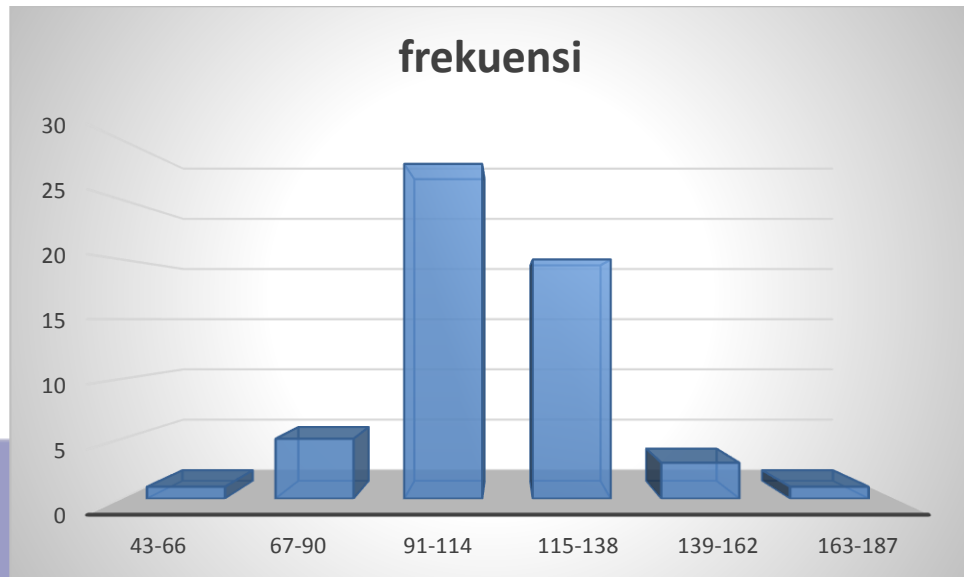
Statistics		
Students Perception About Teacher As Course Developer		
N	Valid	58
	Missing	0
Mean		112,72
Std. Error of Mean		2,707
Median		113,00
Mode		113
Std. Deviation		20,615
Variance		424,975
Skewness		,219
Std. Error of Skewness		,314
Kurtosis		3,384
Std. Error of Kurtosis		,618
Range		139
Minimum		43
Maximum		182
Sum		6538

The questionnaire is used to collect data in variable x , the questionnaire has consisted of 40 items and after testing. The questionnaire has 5 answers to choice and the highest value is 5 and lower is 1. Based on the result of descriptive statistical analysis of students perception about the ability of teacher as course developer, obtained the average value (Mean) of 112,72, mode (Mo) 113, median (Me) 113,00, standard deviation (SD) of 20,615 with a maximum value of 182 and a minimum value of 43.

Tabel 4.7 Tabel Distribution of frequency

No.	Class Interval	Frequency Absolut	Frequency Comulative	Frequency Relative
1	43-66	1	1	1.72%
2	67-90	5	6	8.62%
3	91-114	28	34	48.2%
4	115-138	20	54	34.4%
5	139-162	3	57	5.17%
6	163-187	1	58	1.72%
	Total	58	210	100%

And the histograms from the table as follow:



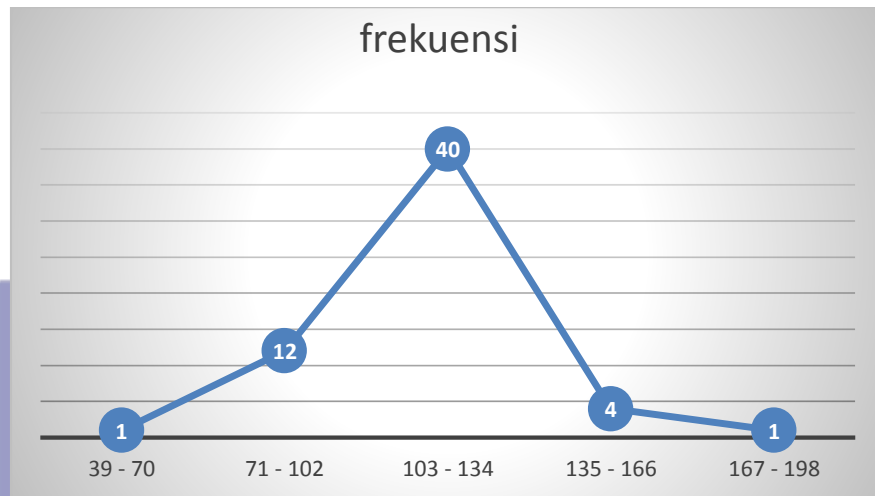
Picture 4.1 graphic histograms of students' perception about the ability of teacher as a course developer

Then, we calculated the data to know tendency categories of variable students' perception about the ability of teacher as course developer. This category consists of very good, good, medium, bad and very bad. (see appendix 5.1) and the result from calculating the data as follow:

Tabel 4.8 Tendency category students' perception about the ability of teacher as a course developer

No	Score	Categories	F	Percentage
1	39 - 70	Very bad	1	1.724%
2	71 - 102	Bad	12	20.68%
3	103 - 134	Medium	40	68.96%
4	135 - 166	Good	4	6.89%
5	167 - 198	Very good	1	1.724%
Total			58	100%

The result of calculating tendency category of students' perception about the ability of teacher as course developer also describes in the diagram as follows:



Picture 4.2 diagram tendency of variable students' perception about the ability of teacher as course developer.

Based on data in table 4.4 and picture 4.2 students' perception about the ability of teacher as course developer in 40 (68,96%) students in category medium and others students' in category bad until very good.

4.2.2 Variable Students' Achievement in English

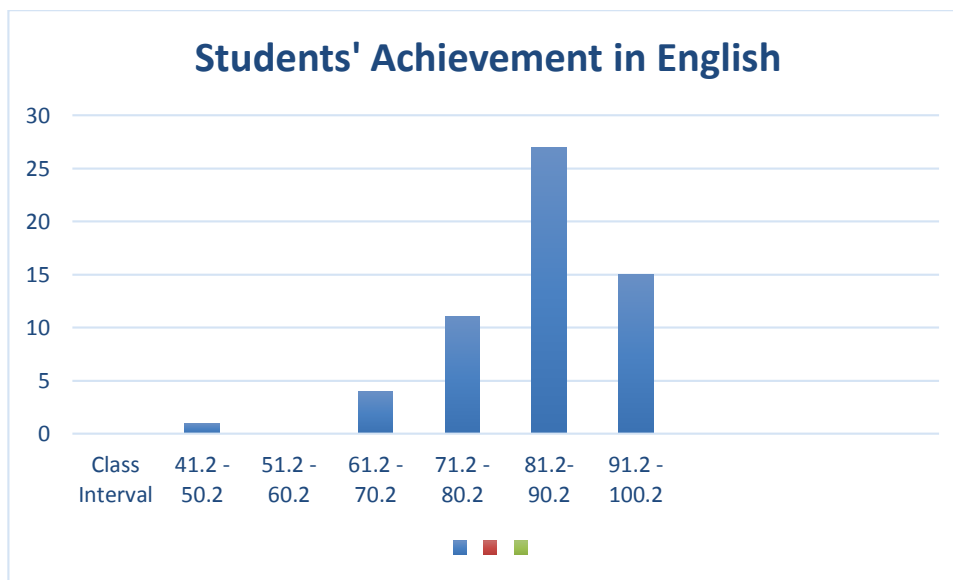
N	Valid	58
	Missing	0
Mean		83,68
Std. Error of Mean		1,311
Median		85,60
Mode		88
Std. Deviation		9,987

Variance	99,741
Skewness	-1,638
Std. Error of Skewness	,314
Range	57
Minimum	41
Maximum	98
Sum	4854

In this variable to collect the data is using the test to measure the students' achievement in English. The test consists of 17 test. The result of descriptive statistical analysis of students achievement in English obtained the average value (Mean) of 83,68, mode (Mo) 88, median (Me) 85,60, standard deviation (SD) of 9,987 with a maximum value of 98 and a minimum value of 41.(see appendix 4.2)

Table 4.9 Distribution frequency students' achievement in English

No.	Class Interval	Frequency Absolute	Frequency Cumulative	Frequency Relative
1	41.2 - 50.2	1	1	1.72%
2	51.2 - 60.2	-	-	0%
3	61.2 - 70.2	4	5	6.89%
4	71.2 - 80.2	11	15	18.96%
5	81.2- 90.2	27	38	46.55%
6	91.2 - 100.2	15	42	25.86%
Total		58	102	100%



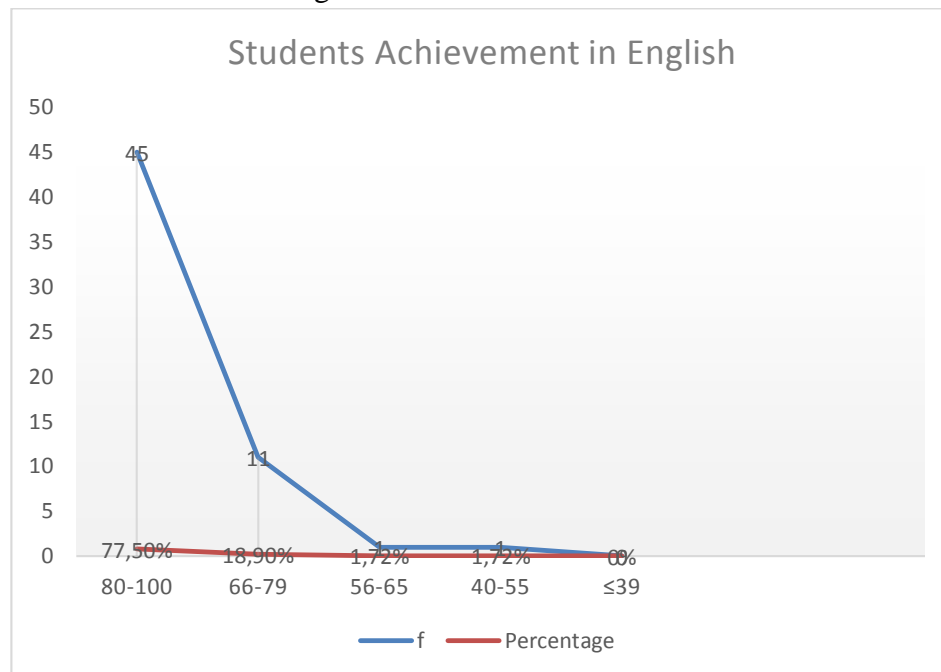
Picture 4.3 Graphic Diagram students' achievement in English

Then, we calculated the data to know tendency categories of variable students' Achievement in English. This category consists of very good, good, medium, bad and very bad. (see appendix 5.2) and the result from calculating the data as follow:

Table 4.10 Tendency category Students Achievement in English

No	Score	Categories	f	Percentage
1	80-100	Very Good	45	77,5%
2	66-79	Good	11	18,9%
3	56-65	Fair	1	1,72%
4	40-55	Poor	1	1,72%
5	≤ 39	Very Poor	-	0%
Total			58	100%

The result of calculating tendency category of students' Achievement in English also describe in the diagram as follows:



Picture 4.4 Graphic Diagram Students' achievement in English

4.3 Testing Data Analysis Requirements

4.3.1 Testing Normality of Data

Testing normality data of variables to measure is every variable used in the research include in category normal distribution or not. If data include in normal distribution we continue to testing hypotheses in analysis parametric. Criteria in testing normality of data is, if significance value $> 0,05$.

Testing normality in this research using normality *Kolmogorov-Smirnov* in program *IBM SPSS Statistics 21 for Windows*. The result of this testing (see appendix 6.1).the result as follows on the table:

Criteria of testing as follow:

Normal distribution : if value of significance $> 0,05$

Unnormal distribution : if value of significance $< 0,05$

One-Sample Kolmogorov-Smirnov Test

		students_percepti on	students_achieve men
N		58	58
Normal Parameters ^{a,b}	Mean	112,7241	83,6828
	Std. Deviation	20,61493	9,98703
	Absolute	,138	,132
Most Extreme Differences	Positive	,138	,082
	Negative	-,094	-,132
Kolmogorov-Smirnov Z		1,050	1,005
Asymp. Sig. (2-tailed)		,220	,264

a. Test distribution is Normal.

b. Calculated from data.

Tabel 4.11 Result of Normality Data

Variable	Value of Probability (Asymp.Sig)	Category
Students' perception about the ability of teacher as a course developer	0,220	Normal
Students' achievement in English	0,264	Normal

From the table 4.8, found the value of significance in variable students' perception about the ability of teacher as course developer is 0,220 and students' achievement in English is 0,264. Based on criteria of testing in the normality of data is if the significance of value $> 0,05$ it means normal, variables students' perception about

the ability of teacher as a course developer and students' achievement in English have value more than 0,05. It means all of this variable is normal.

4.3.2 Testing Linearity of Data

The testing linearity of data is to make sure that is a pole of correlation students' perception about the ability of teacher as a course developer and students achievement in English Linear or not. To measure it using program *IBM SPSS Statistics 21 for Windows*. The criteria for testing are if the significance of value (*deviation from linearity*) $> 0,05$. The result of data after calculated (see appendix in table 4.9 as follow:

Tabel 4.12 Result Of Testing Linearity Of Data

Correlation model	Significance	Category
Students' perception between the ability of teacher as a course developer and students' achievement in English	0.580	Linear

4.4 Testing The Hypotheses

Testing hypotheses to know that the hypotheses in chapter 2 are correct or not because it still hypotheses and is a temporary answer. In this research hypotheses, number 1 and 2 in chapter 2 is analysis by using *one sample t-test* and number 3 is using *Pearson product moment*. This hypothesis is done in program *IBM SPSS Statistics 21 for Windows*. The explanation of the result of hypotheses as follows:

4.4.1 Testing The First Hypotheses

H_0 = students' perception about the ability of teacher as course developer highest 50% from expected criteria.

H_a = students' perception about the ability teacher as course developer more than 50% from expected criteria.

Testing this hypotheses is using *one sample t-test*. Based on data after calculated in variable students' perception about the ability of teacher as course developer (see appendix 4.1) then it is known:

- ✓ Score ideal of variable students' perception about the ability of teacher as course developer

$$\begin{aligned} N &= \text{highest score every item} \times \text{total items of instrument} \times \text{total of respondent} \\ &= 5 \times 39 \times 58 \\ &= 11,310 \end{aligned}$$

$$\text{Average of Score ideal} = 11,310 : 58 = 195$$

$$\text{Hypotheses of value} = 0,50 \times 195 = 97,5$$

The result of this in (see appendix 7.1), based on the result it is found the value of $t_{\text{value}} = -12,385$ and criteria of testing If $t_{\text{value}} \geq t_{\text{table}} = H_0$ accepted and H_a refused. Based in significance 0,05 and degree of freedom (df) = $n-1 = 57$, so the value of t_{table} is 1,672 (see t tabel in appendix)

Conclusion:

t_{value}	$t_{\text{table}} \text{ (df) = } n-1 = 57$
	0,05
-12,385	1,672

$$t_{\text{value}} < t_{\text{table}}$$

$$-12,385 < 1,672 = H_0 \text{ refused and } H_a \text{ accepted.}$$

To know the value of percentage the variable students' perception about the ability of teacher as course developer can be calculated with the pattern:

$$Dp = \frac{n}{N} \times 100\%$$

Where:

Dp = Descriptive percentage

n = total all score

N = highest score every item x total items of instrument x total of respondent

$$\begin{aligned} Dp &= \frac{n}{N} \times 100\% \\ &= \frac{6538}{11,310} \times 100\% \\ &= 57,80\% \end{aligned}$$

So, Students' perception about the ability of teacher as course developer in SMA Negeri 2 Sidrap is 57,80% from expected. This means H_a accepted where it is said that students' perception about the ability teacher as course developer more than 50% from expected criteria.

4.4.2 Testing The Second Hypotheses

H_0 = students' achievement in English highest 75 from expected criteria

H_a = students' achievement in English more than 75 from expected criteria.

Score ideal of variable students' achievement in English is 75, The result of this in (see appendix 7.2), based on the result it is found the value of $t_{value} = -18,829$ and criteria of testing If $t_{value} \geq t_{table} = H_0$ accepted and H_a refused. Based in significance 0,05 and degree of freedom (df) = $n-1 = 57$, so the value of t_{table} is 1,672 (see t table in appendix) Criteria of testing:

If $t_{value} \geq t_{table} = H_0$ accepted and H_a refused

conclusion:

t_{value}	$t_{table} (df) = n-1 = 57$
-18,829	1,672

$$t_{\text{value}} < t_{\text{table}}$$

$$-18,829 < 1,672 = H_0 \text{ refused and } H_a \text{ accepted}$$

It may conclude that students' achievement in English in Sma Negeri 2 Sidrap is more than 75.

4.4.3 Testing The Third Hypotheses

H_0 = there is no positive and significant correlation between students' perception about the ability of teacher as a course developer and

H_a = there is the positive and significant correlation between students' perception about the ability of teacher as course developer.

To know the result of third hypotheses is using *IBM SPSS Statistics 21 for Windows* and using Pearson product moment (see appendix 7.3). and found the value of coefficient correlation Pearson product moment (r) for correlation students perception about the ability of teacher as a course developer and students achievement in English is 0,022. And the criteria of testing is If $r_{\text{value}} > r_{\text{table}}$ or if $\text{Sig.} < 0,05 = H_a$ accepted, and if $r_{\text{value}} < r_{\text{table}}$ or if $\text{Sig.} > 0,05 = H_0$ accepted. The coefficient of correlation is interpretation in the table as follow:

r_{value}	$r_{\text{table}} (df) = n-2 = 56$
	0,05
0,022	0,258

Tabel 4.13 level of relation between students' perception about the ability of teacher as a course developer and students' achievement in English.

No.	The value of r product moment	Interpretation on correlation quality
1	0,00 – 0,199	Very week correlation
2	0,20 – 0,399	Weak correlation
3	0,40 – 0,599	Middle correlation
4	0,60 – 0,799	Strong correlation
5	0,80 – 1,000	Very strong correlation

Because $r_{\text{value}} < r_{\text{table}}$ where $r_{\text{value}} = 0,022$ and $r_{\text{table}} = (\alpha ; df = n - 2) = (0,005 ; 56) = 0,258$. Means, $r_{\text{value}} < r_{\text{table}} = 0,022 < 0,258$ H_0 accepted. So it is concluded that there is a week correlation between students' perception about the ability of teacher as course developer and students' achievement in English at science class of second-grade students' in Sma Negeri 2 Sidrap.

4.5 Discussion

This research is to know the correlation between students' perception about the ability of teacher s course developer and students' achievement in English at science class of second-grade students' in Sma Negeri 2 Sidrap. The discussion of the research as follows:

4.5.1 Students' Perception about The Ability Of Teacher As Course Developer

Based on the result of analysis statistical descriptive, questionnaire score of 58 respondent or sample known that students statements about the ability of teacher as course developer in 5 categories. Very bad category is 1 (1,724%) student, students state in bad category is 12 (20,68%) students, medium 40 (68,96%) students, good is 4 (6,89%) students and very good is 1 (1,724%) students.

Many students in category medium after answer the questionnaire about teacher ability in course developer, it means that students majority in the medium have normal perception about the teacher as course developer. The data about this is from calculated in students' data after the students give statement whether they agree or disagree or even doubt about the statement in the questionnaire.

The result of hypotheses descriptive analysis of students' perception about the ability of teacher as course developer is 57,80 %. And the first hypothesis just 50%. It means that the research hypotheses is more high the first because of 57,80% more high than 50%.

4.5.2 Students' Achievement in English

Based on the result of analysis statistical descriptive, test score of 58 respondent or sample known that students' achievement in English in 5 categories. Very Good category is 45 (77,5%) student, students in Good category is 11 (18,9%) students, Fair 1 (1,72%) students, poor 1 (1,72%) students and vVery poor is 0 (0%) students. (see appendix 5.2)

In the first observation the researcher give hypotheses that students' achievement in English highest 75, but after accumulate the data the researcher found that its more than it, so the researcher hypotheses is wrong and students' achievement

in English at science class of second grade student of Sma Negeri 2 Sidrap more than 75 and 75 is not the highest score.

It means that the students' achievement in English at science class in second-grade students' of Sma Negeri 2 Sidrap is more than 75 from that explanation above.

4.5.3 Correlation between students' perception about the ability of teacher as a course developer and students' achievement in English

After testing the data from students perception about the ability of the teacher as a course developer and students achievement in English. the correlation using program IBM SPSS about Pearson product-moment found that there is a weak correlation between students' perception about the ability of teacher as a course developer and students' achievement in English in the value of the coefficient of correlation (r_{value}) is 0,022 and r_{table} is 0,258. 0,022 is included in weak correlation based on level interpretation correlation table (see appendix 7.3).

Based on the result it means students' perception about the ability of teacher as course developer not really affect the students' achievement in English. Students perception about the teacher as course developer is correctly important but their perception is not included in their factor that will increase or decrease their achievement in English.

Achievement is the result that students get after doing the learning, they will get a great achievement if they study hard, not based on their perception so that way this research is to find out the correlation about students perception about the ability of teacher as course developer and students achievement in English found just a weak correlation, because perception is not a big point in affect students achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is discuss into two items namely conclusion and suggestion based on the result from accumulating of data analysis through quantitative analysis of the research about the correlation between the students' perception about the ability of teacher as a course developer and students' achievement in English at science class of second-grade student in SMA Negeri 2 Sidrap

5.1 Conclusion

Based on the result of the data analysis in the chapter, the research puts forward the following conclusions:

5.1.1 Students' perception about the ability of teacher as course developer at science class of second-grade students in SMA Negeri 2 Sidrap is 57,80% from expected criteria. Is more high from the value that the researchers conclude in the first observation where at first observation the researcher conclude that students' perception about teacher as a course developer highest 50%, the data in this variable is measure by using questionnaire where students statements about their ability of teacher as course developer is affecting the data. From the data it was found that 40 students (68,96%) from 58 students as sample in category medium. This mean that students has a normal perception about teacher as course developer they did not thought or judge to much about their teacher, the just accept the teacher way in teaching. They accept well the teacher way, method and strategy in teaching at the class. The teacher way, method and strategy is the ability that teacher must have as course developer.

5.1.2 Students' achievement in English at science class of second-grade students in SMA Negeri 2 Sidrap is more than 75 score, this result makes the second hypothesis is

refused because in first observation the researcher concludes that the highest score of students is highest 75 but there is much more students got value more than 75. From the data it was found 45 (77,5%) students from 58 students as sample got score in 80-100 and that score is include very good category. and this data is found by using test, the test is for measure students' achievement in English. So, the researcher conclude that majority students in science class at second grade students of SMA Negeri 2 Sidrap is very good in English based on their testing score.

5.1.3 Correlation between students' perception about the ability of teacher as a course developer and students' achievement in English is found the value of coefficient correlation Pearson product moment (r) for correlation students perception about the ability of teacher as a course developer and students achievement in English is 0,022. And the criteria of testing is If $r_{\text{value}} > r_{\text{table}}$ or if $\text{Sig.} < 0,05 = H_a$ accepted, and if $r_{\text{value}} < r_{\text{table}}$ or if $\text{Sig.} > 0,05 = H_0$ accepted. Because $r_{\text{value}} < r_{\text{table}}$ where $r_{\text{value}} = 0,022$ and $r_{\text{table}} = (\alpha ; df = n - 2) = (0,005 ; 56) = 0,258$. Means, $r_{\text{value}} < r_{\text{table}} = 0,022 < 0,258$ H_0 accepted. So it is concluded that there is a weak correlation between students' perception about the ability of teacher as a course developer and students' achievement in English at science class of second-grade student in SMA Negeri 2 Sidrap

5.2 Suggestion

5.2.1 For the teacher to always improve their ability in course developer so students may enjoy and easy to understand because course developers here means improve the material that teaching in the class. Easier the material is covering easier the students understand and to make it easy to cover the teacher must have an ability.

5.2.2 For students to increase their achievement in English or any other subject for their future and also not too stress in English learning just because English is not our language make you stress to learn it, just love it



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APPENDICES



1.1 Instrument of research (variable X)

ANGKET PENELITIAN

The Correlation Between Students' Perception About The Ability of Teacher as Course Developer and Students' Achievement in English at The Science Class in Second Grade Student of SMA NEGERI 2 SIDRAP

NAMA :

NIS :

Angket ini bertujuan mengumpulkan data tentang “ hubungan antara persepsi siswa mengenai kemampuan guru sebagai pengembang materi ajar dan prestasi siswa dalam bahasa inggris”. Hasil angket ini diharapkan dapat menjadi bahan bagi kelengkapan data peneliti, saudara diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terimah kasi.

Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan saksama butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilah tanda (√) pada kolom jawaban.

Keterangan:

Kriteria	Skor
Selalu (SL)	5
Sering (SR)	4
Ragu-ragu (RR)	3

Kadang-kadang (KK)	2
Tidak Pernah (TP)	1

Berikut ini pernyataan terkait dengan kemampuan guru sebagai pengembang materi ajar (X)

NO	PERNYATAAN	SL	SR	RR	KK	TP
1	Guru membawakan materi ajar dengan menggunakan teks yang disertai ilustrasi gambar dengan warna yang berbeda.					
2	Guru mengajarkan materi pelajaran mengenai ilustrasi atau kegiatan aktif untuk siswa					
3	Guru mengajarkan materi baru dengan menggunakan berbagai macam teks yang berbeda-beda					
4	Guru membuat materi yang bervariasi bagi setiap siswa					
5	Guru mengajarkan materi tertentu dengan menperdengarkan suara dari radio atau kaset yang berbahasa inggris					
6	Guru menjelaskan materi ajar menggunakan media seperti papan warna atau kertas bergambar					
7	Guru mengajarkan materi yang sesuai dengan keadaan di sekitar peserta didik					
8	Guru membuat materi yang familiar dengan siswa sehingga siswa mampu memahami materi yang dibawakan dengan mudah					

9	Guru membawakan materi dengan menggunakan bahasa yang mudah dimengerti siswa					
10	Guru memberikan materi yang menarik dengan isi disertai ilustrasi atau gambar					
11	Guru mengajarkan materi yang berkaitan dengan budaya oleh siswa tersebut sehingga siswa dengan mudah memahami materi karena sesuai dengan budaya atau tradisi lingkungan siswa					
12	Guru menyampaikan materi dengan runtut dan mudah dipahami oleh siswa					
13	Guru membuat soal dari materi ajar sesuai dengan yang telah dijelaskan					
14	Guru membawakan materi ajar di dalam kelas dengan atraktif sehingga siswa tertarik dan memberi respon terhadap materi yang diajarkan					
15	Guru dalam membuat materi sesuai dengan fakta yang terjadi di lingkungan siswa					
16	Guru dalam membawakan materi ajar menjelaskan mengenai contoh yang berhubungan dengan keadaan di lingkungan siswa					
17	Guru mampu membuat siswa berpikir luas mengenai materi yang dibawakan					
18	Guru membuat siswa lebih aktif dalam kelas dengan cara mengizinkan siswa leluasa					

	membuat pertanyaan sesuai dengan materi ajar					
19	Guru menyuruh siswa untuk membuat pertanyaan dengan menggunakan pola kalimat sederhana sesuai dengan materi yang telah diajarkan					
20	Siswa menyukai setiap kali guru membawakan materi ajar dan memberikan contoh yang mudah dimengerti					
	.					
21	Guru menyampaikan materi ajar terkadang keluar dari materi inti					
22	Guru hanya menjelaskan materi tanpa memberikan contoh yang nyata					
23	Guru terkadang hanya menyuruh siswa membaca metri yang ada di buku					
24	Siswa merasa bosan dengan cara guru menyampaikan materi					
25	Guru menjelaskan materi ajar dengan menyuruh siswa berimajinasi tanpa ada panduan					
26	Guru terkadang menyampaikan materi ajar dengan menggunakan bahasa yang rumit atau kurang dimengerti siswa					
27	Siswa terkadang disuruh membaca teks tanpa guru menjelaskan mengenai inti dari materi ajar					

28	Guru hanya menyampaikan materi ala kadarnya kemudia siswa diminta mengerjakan tugas					
29	Siswa diminta untuk memahami materi ajar tanpa adanya bimbingan dari guru					
30	Guru membawakan materi ajar tanpa menggunakan alat yang tepat dengan materi					
31	Guru terkadang memberikan gambaran yang luas atau rumit mengenai contoh dari pemaparan materi ajar					
32	Guru menyampaikan materi ajar tanpa menggunakan metode atau bahan yang sesuai dengan materi ajar					
33	Guru terkadang hanya masuk sebentar dalam kelas untuk memberikan siswa arahan mengenai materi					
34	Guru mengajarkan materi terkadang berbeda dengan tingkat pemahaman siswa sehingga siswa sulit memahami materi yang diajarkan					
35	Guru terkadang tidak menggunakan media seperti radia dalam mengajarkan materi yang berhubungan dengan listening					
36	Guru dalam menyampaikan materi ajar hanya menggunakan metode yang sama di setiap pertemuan seperti hanya menjelaskan kemudian menyuruh siswa menjawab pertanyaan					

37	Guru membuat siswa pasif di dalam kelas karena guru membatasi siswa untuk mengajukan pertanyaan					
38	Guru terkadang membuat soal yang rumit sehingga siswa kurang memahami					
39	Guru tidak terlalu aktif dalam proses pembelajaran sehingga murid terkadang kurang memperhatikan					

1.2 Instrument of research (variable Y)

Test

NAMA :

NIS :

Answer the question with correctly:

Hi, guys! Our neighborhood will hold a Fund Raising Activity next month. It is intended to help victims of the landslide which happened yesterday. Everyone who is interested in this activity, please join us. You are also invited to donate your used clothes. If you have any questions, please feel free to contact Ms. Maryam as chief program coordinator at her house from 07.00 a.m. - 03.00 p.m. Monday to Friday.

Committee

1. Where can Ms. Maryam accept her neighbors' questions?

- A. At her house
- B. At her office
- C. At the neighborhood

- D. At the landslide area
- E. At the committee office

tabu

Read the text bellow to answer the question no. 2-4

Smoking in Restaurant

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

2. smoking in the restaurants must be avoided because.....

- a. all answer are correct
- b. it's dangerous to smokers
- c. it is impolite
- d. it can cause hearth and lung disease
- e. it is harmful to others

3. We have many reasons to say that smoking must be avoided. The word reasons mean.....

- a. point of view
- b. argument
- c. reinforcement
- d. statement
- e. conclusion

4. The synonym of the word dangerous in the text is.....

- a. impolite
- b. health risk
- c. disease
- d. rude
- e. harmful

Now, join the sentence below using the sentence connectors such as: **Although, however, nevertheless, anyway.** Find the meaning of those words in your dictionary.

- 1. It's late. We'll stay a little longer.
=> It's late **however** we'll stay a little longer./
Although it's late we'll stay a little longer.
- 5. The English book is very expensive. Ms. Tya buys one for herself.
=>
- 6. The man is poor. He always shares his food with the beggars.
=>
- 7. The girl is smart. She can't work well in a team.
=>
- 8. His voice is wonderful. He wouldn't join the song competition.
=>

Complete the following dialogue using the expressions showing Agreement (+) / Disagreement (-). Number one is done as an example.

- 1.A : Western films on television are interesting.
B (+) : I agree with you, western films in TV are entertaining.
C (-) : I don't think so, western films on TV are not entertaining.
- 9.A : In my opinion, Internet helps us to have better living in the world.
B (+) :
C (-) :
- 10.A : Anyone willing to work can get easily a job in this country.
B (+) :
C (-) :
- 11.A : Television has positive influence for people.
B (+) :
C (-) :
- 12.A : All kind of jobs can be done by any women
B (+) :
C (-) :



The Score Of Students' Perception About The Ability of Teacher as A Course Developer And Students' Achievement In English.

Name	X	Y
Darman	43	84
Riska	114	41,2
Nurfitri Nurdin	125	81,7
Dian Anugrah	103	90,5
Fitriani Asri	117	84
Annisya Nasruddin	128	94,5
Milda	120	80
Nurul Hikmah	115	96
Jumina	155	85
Din Amalia kartika	98	96
Pati Reskyanti	108	92
Alfrina Marsela A.M	113	85
Muh. Yusuf S	99	90,5
Fajar Darmawan	113	80,4
Siti Rukiana Hafid	115	98,2
Iin Septiani	96	82,2
Farhan Try Saputra	101	80,4
Sutrisno	103	70,3
Indah Sari	104	72,9
Zahratul Aini	104	77,4
Misbahuddin	109	66,3
Surya Resky Wahyudi	83	69,9
Muh. Rafli Rendra	119	86,5
Syahratul Wilda	126	86,2
Muhammad Alfian	98	60,9
Muhammad Syukur	151	83,9
Muh. Yusri Fagih	79	92
Muh. Aryandi A	107	80
Muh. Resky Zulkarnain	155	80
M. Wais Alqurni	131	88
Muh. Ikhla Sandy Ilyas	127	84

Akmal hidayah	119	90,2
Wahyuningtyas Adiningrum	108	88,4
Sri Erna Sugita	182	90,4
Yenny Sagita	116	88
A. Nurul Ilham Marissa	120	96
Astrio Putri	114	77
Dahlia	110	92
Kasi	113	94,5
A. Yuniar Rahmayunita	111	81
Nahdatul Aulia Arifin	113	74,5
Ainun Larasati M	113	88
Ade Paradita	120	76,9
Winda Husniyah Muor	127	81,8
Destiana Sari	117	78,6
Ashifa Qalbi	120	70,7
Wafiq Azrah putri	120	88
Sri Yulianda Hasmir	83	87
Muh. Fadli Mappanganro	106	90,5
Reza	94	67,3
Sakinah Anwar	129	88
Shafira Resky Febriyanti	90	84,4
Nurhiidayah Aziz	91	88
Luwi Hastia	107	86,5
Nida Yusweni Aziz	126	88
Andi Muhammad Raiz	107	88
Muliyani	111	98
Sri Ulfa	144	92
Total	6570	4854



3.1 Criteria for testing as follow: **Test Instrument Validity**

Valid : if $r_{\text{value}} > r_{\text{table}}$

Invalid : if $r_{\text{value}} < r_{\text{table}}$

Where r_{table} significance 0,05 and $df = 56$ is 0,218

Students' perception about the ability of teacher ac course developer (X)

Correlations			
Item	Pearson correlation	Sig. (2-tailed)	N
X1	0,438	0,001	58
X2	0,340	0,009	58
X3	0,226	0,088	58
X4	0,481	0,000	58
X5	0,292	0,026	58
X6	0,329	0,012	58
X7	0,323	0,014	58
X8	0,524	0,000	58
X9	0,462	0,000	58
X10	0,580	0,000	58
X11	0,479	0,000	58
0,459		0,000	58

X13	0,318	0,015	58
X14	0,545	0,000	58
X15	0,451	0,000	58
X16	0,448	0,000	58
X17	0,458	0,000	58
X18	0,348	0,007	58
X19	0,507	0,000	58
X20	0,504	0,000	58
X21	0,543	0,000	58
X22	0,420	0,001	58
X23	0,393	0,002	58
X24	0,557	0,000	58
X25	0,204	0,124	58
X26	0,470	0,000	58
X27	0,522	0,000	58
X28	0,526	0,000	58
X29	0,450	0,000	58
X30	0,406	0,002	58
X31	0,356	0,006	58
X32	0,322	0,014	58

X33	0,251	0,057	58
X34	0,255	0,053	58
X35	0,354	0,006	58
X36	0,536	0,000	58
X37	0,413	0,001	58
X38	0,388	0,003	58
X39	0,445	0,000	58
X40	0,344	0,008	58
**Correlation is significant at the 0.01 level (2-tailed)			
*Correlation is significant at the 0.05 level (2-tailed)			

Students' achievement in english (Y)

Correlations			
Item	Pearson correlation	Sig. (2-tailed)	N
Y1	0,098	0,466	58
Y2	0,568	0,000	58
Y3	0,035	0,798	58
Y4	0,273	0,038	58
Y5	0,255	0,054	58

Y6	0,050	0,710	58
Y7	0,210	0,114	58
Y8	0,056	0,675	58
Y9	0,066	0,633	58
Y10	0,491	0,000	58
Y11	0,617	0,000	58
Y12	0,497	0,000	58
Y13	0,605	0,000	58
Y14	0,442	0,001	58
Y15	0,540	0,000	58
Y16	0,564	0,000	58
Y17	0,754	0,000	58
**Correlation is significant at the 0.01 level (2-tailed)			
*Correlation is significant at the 0.05 level (2-tailed)			

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The table of validity instruments x and y

Variable	The total of items originally	The total of items invalid	Number of items invalid	The total of item valid
Students' perception about the ability of teacher as course developer	40	1	25	39
Students' achievement in English	17	5	1,3,6,8,9	12

3.2 Test of Reliability Instrument

Criteria of testing as follow:.

Reliabel : if value of alpha $\geq 0,6$

Unreliabel : if value of alpha $< 0,6$

Clasification of reliability

Coefisien Reliabilitas	Interpretasi
0,00 – 0,20	Lower
0,20 – 0,40	Low
0,40 – 0,60	Medium/enough
0,60 – 0,80	Strong
0,80 – 1,00	Very Strong

Students' perception about the ability of teacher as course developer

Reliability Statistics

Cronbach's Alpha	N of Items
,877	39

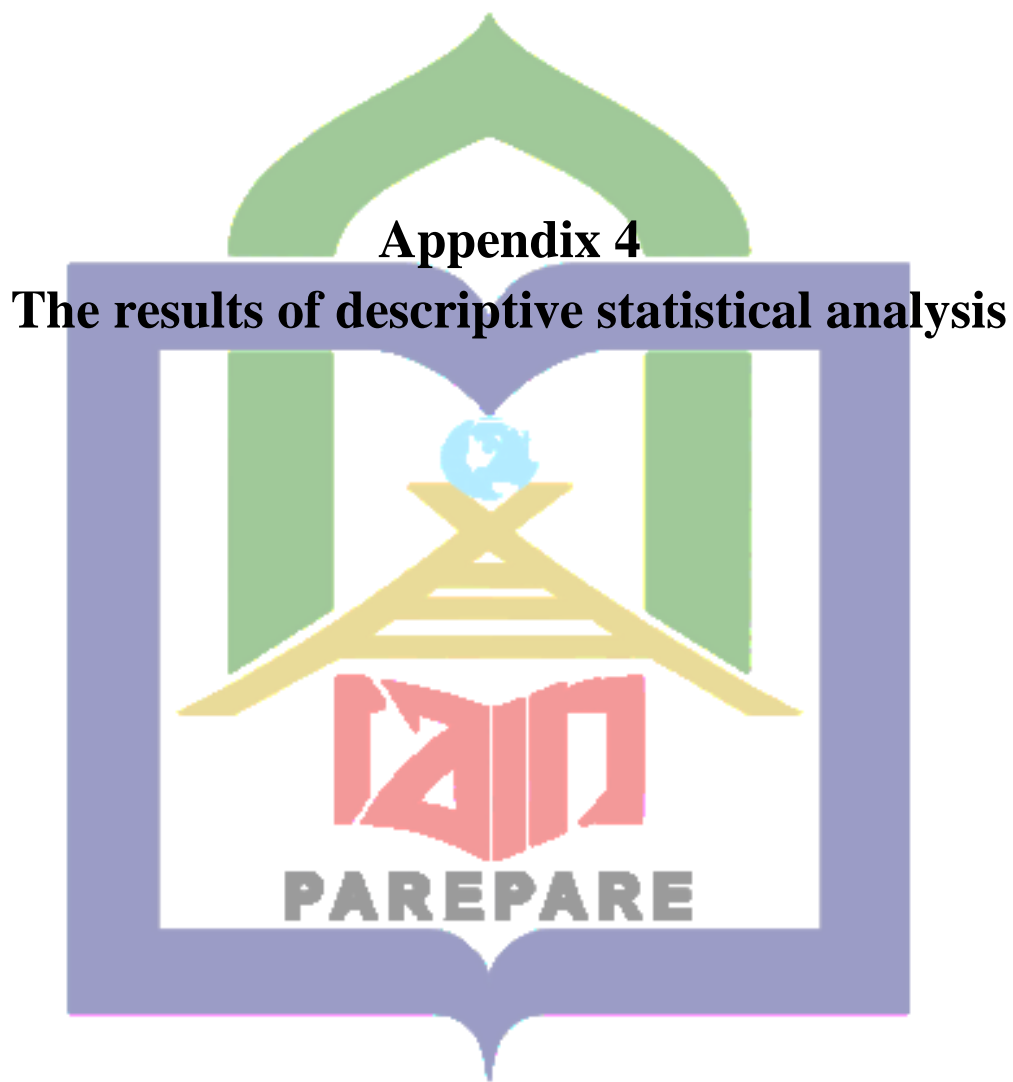
Students' achievement in English

Reliability Statistics

Cronbach's Alpha	N of Items
,708	13

Result of reliability variable

Variable	Coefisien Alfa	interpretation
Students' perception about the ability of teacher as course developer	0.877	Very strong
Students' achievement in English	0.708	strong



4.1 Students' Perception About The Ability Of Teacher As A Course Developer

Statistics

Students' perception about teacher as course developer

N	Valid	58
	Missing	0
Mean		112,72
Std. Error of Mean		2,707
Median		113,00
Mode		113
Std. Deviation		20,615
Variance		424,975
Skewness		,219
Std. Error of Skewness		,314
Kurtosis		3,384
Std. Error of Kurtosis		,618
Range		139
Minimum		43
Maximum		182
Sum		6538

Calculation to create frequency distribution tables and histogram

1. Jumlah kelas interval (k)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 58$$

$$= 6.8 \text{ (6 atau 7)}$$

2. Rentang data (R)

$$R = \text{Data Terbesar} - \text{Data Terkecil} + 1$$

$$= 182 - 43 + 1 = 140$$

3. Panjang kelas (p)

$$P = \frac{R}{k}$$

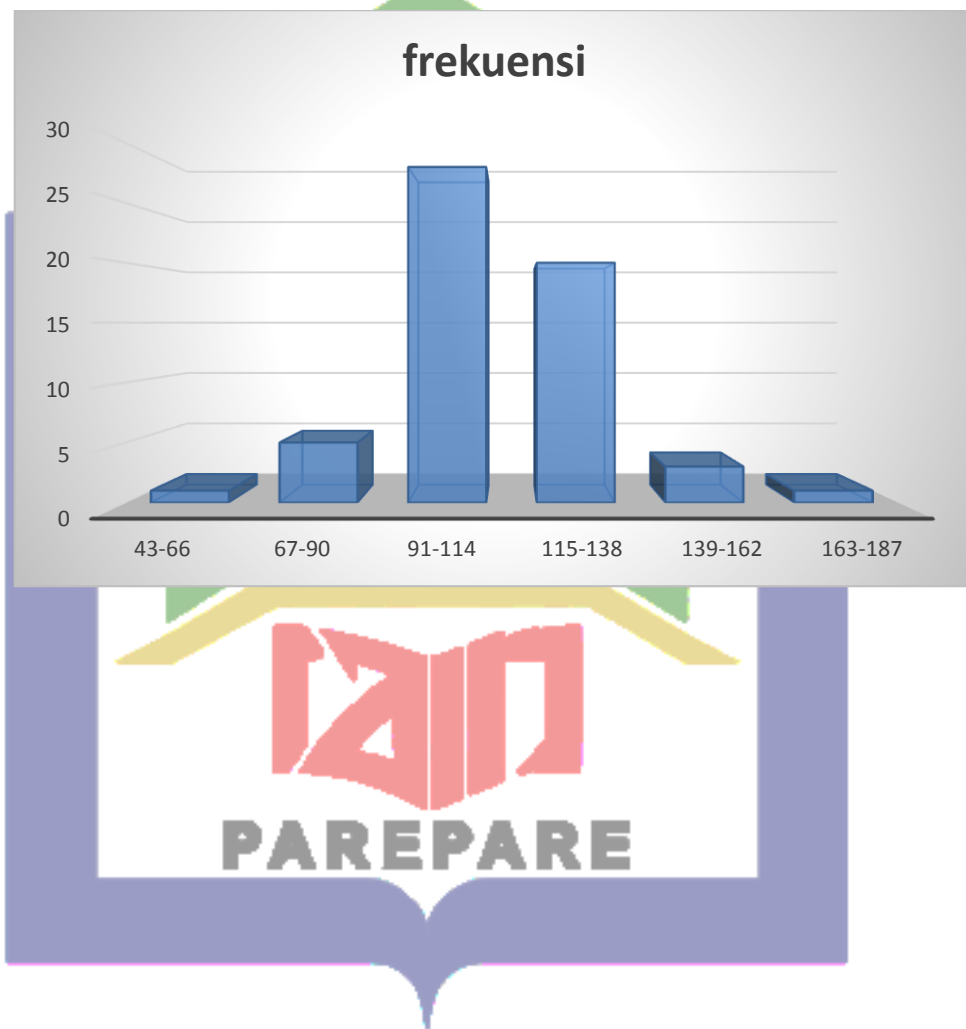
$$= \frac{140}{6}$$

$$= 23.3 \text{ (23 atau 24)}$$

Table Distribusi Frequency Students' Perception about the ability of teacher as course developer

No.	Class Interval	Frequency Absolut	Frequency Cumulative	Frequency Relative
1	43-66	1	1	1.72%
2	67-90	5	6	8.62%
3	91-114	28	34	48.2%
4	115-138	20	54	34.4%
5	139-162	3	57	5.17%
6	163-187	1	58	1.72%
Total		58	210	100%

Histogram of Students' Perception about the ability of teacher as course developer



4.2 Students' Achievement In English

Statistics

Students' achievement in English

N	Valid	58
	Missing	0
Mean		83,68
Std. Error of Mean		1,311
Median		85,60
Mode		88
Std. Deviation		9,987
Variance		99,741
Skewness		-1,638
Std. Error of Skewness		,314
Range		57
Minimum		41
Maximum		98
Sum		4854

Calculation to create frequency distribution tables and histogram

1. Jumlah kelas interval (k)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 58$$

$$= 6.8 \text{ (6 atau 7)}$$

2. Rentang data (R)

$$R = \text{Data Terbesar} - \text{Data Terkecil} + 1$$

$$= 98.2 - 41.2 + 1 = 58$$

3. Panjang kelas (p)

$$P = \frac{R}{k}$$

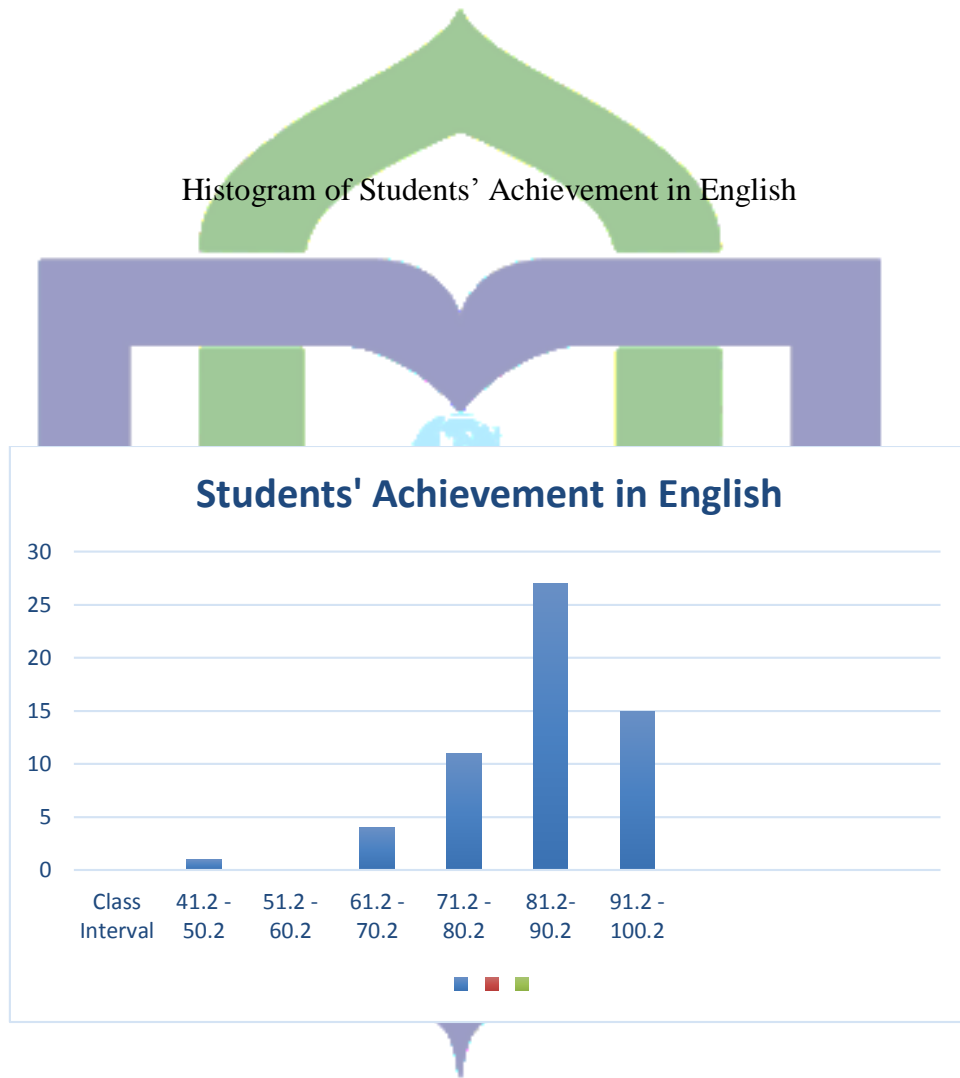
$$= \frac{58}{7}$$

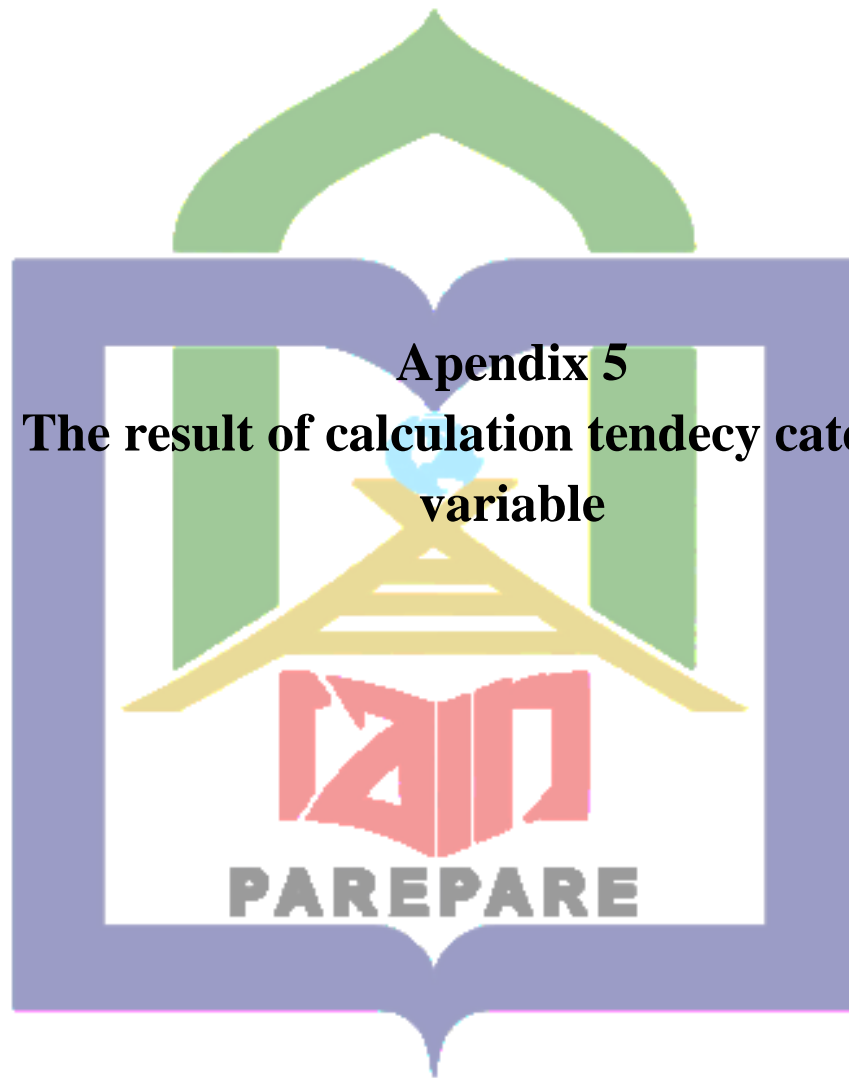
$$= 8.28 \text{ (8 atau 9)}$$

Tabel Distribusi Frekuensi Students' Achievement In English

No.	Class Interval	Frequency Absolute	Frequency Cumulative	Frequency Relative
1	41.2 - 50.2	1	1	1.72%
2	51.2 - 60.2	-	1	0%
3	61.2 - 70.2	4	5	6.89%
4	71.2 - 80.2	11	15	18.96%
5	81.2- 90.2	27	38	46.55%
6	91.2 - 100.2	15	42	25.86%
	total	58	102	100%

Histogram of Students' Achievement in English





Appendix 5
The result of calculation tendency categories
variable

5.1 calculation of tendency categories of variable students' perception about the ability of teacher as course developer

Where :

ST = Score total

Jumlah Item = 39

S_{min} = Score minimal
 $= 1 \times 39 = 39$

S_{maks} = Score maksimal
 $= 5 \times 39 = 195$

Rentang = $195 - 39 = 156$

Panjang Kelas (p) = Rentang/Jumlah kategori
 $= 156/5 = 31.2$ (dibulatkan 31)

Very bad = $S_{min} \leq ST < S_{min} + p$
 $= 39 \leq ST < 70$

Bad = $S_{min} + p \leq ST < S_{min} + 2p$
 $= 70 \leq ST < 101$

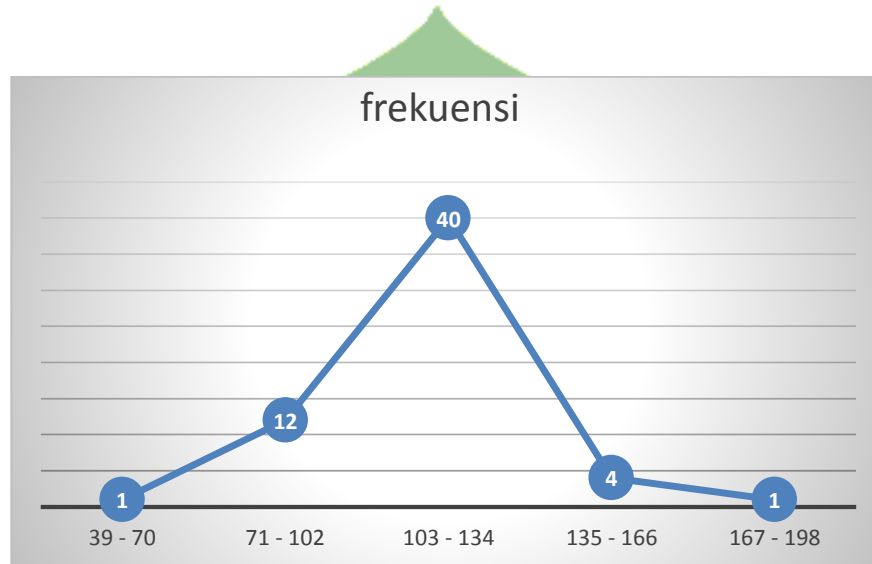
medium = $S_{min} + 2p \leq ST < S_{min} + 3p$
 $= 101 \leq ST < 132$

good = $S_{min} + 3p \leq ST < S_{min} + 4p$
 $= 132 \leq ST < 163$

Very good = $S_{min} + 4p \leq ST < S_{maks}$
 $= 163 \leq ST < 195$

No	Score	category	f	Persentase
1	39 - 70	Sangat Buruk	1	1.724%
2	71 - 102	Buruk	12	20.68%

3	103 - 134	Sedang	40	68.96%
4	135 - 166	Baik	4	6.89%
5	167 - 198	Sangat Baik	1	1.724%
Jumlah			58	100%

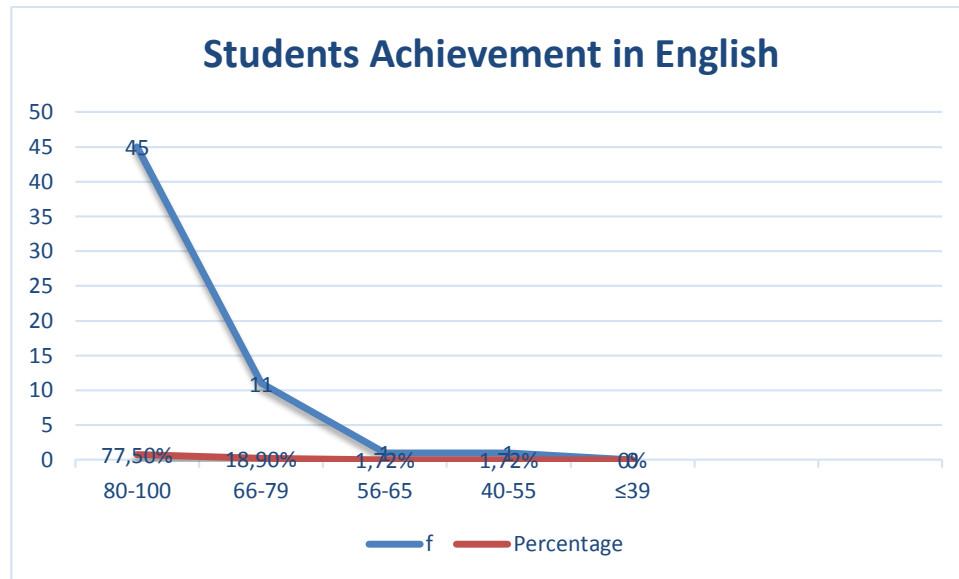


5.2 calculation of tendency categories of variable students' achievement in English

Tendency category Students Achievement in English

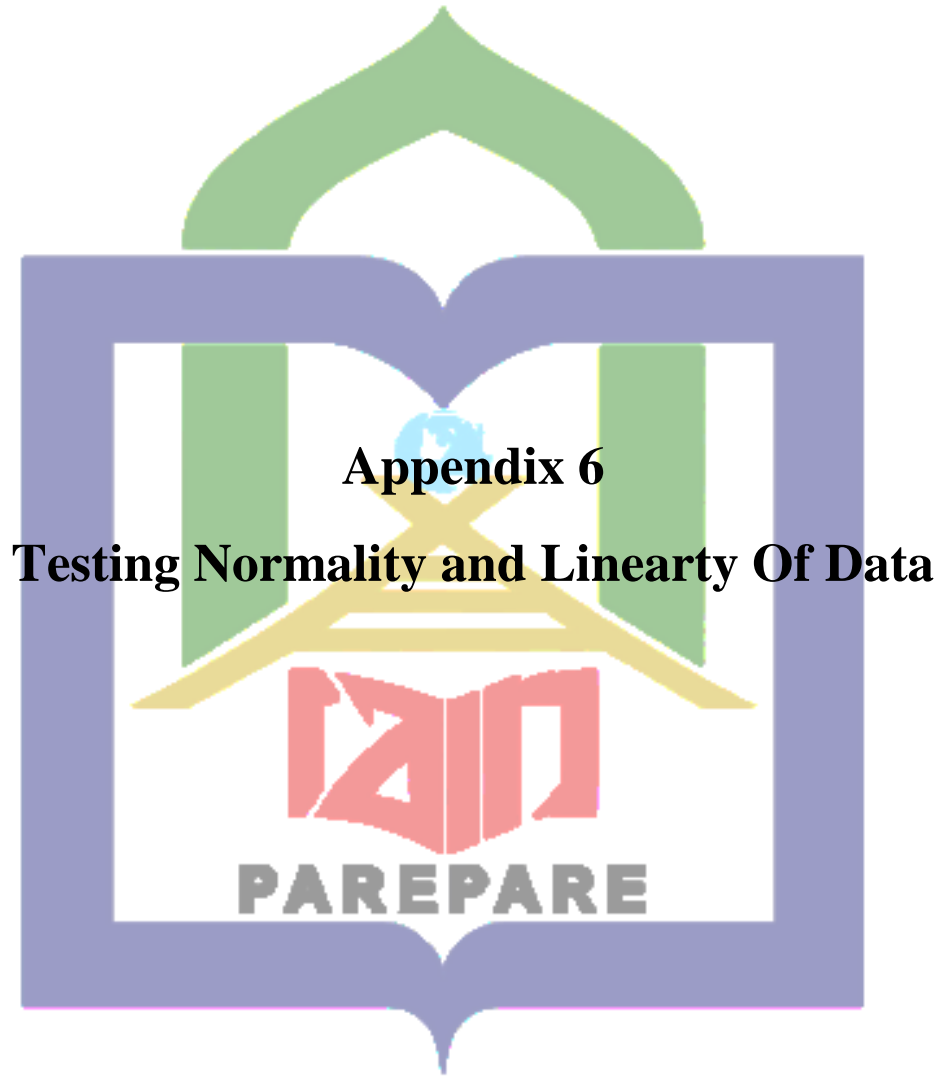
No	Score	Categories	f	Percentage
1	80-100	Very Good	45	77,5%
2	66-79	Good	11	18,9%
3	56-65	Fair	1	1,72%
4	40-55	Poor	1	1,72%
5	≤39	Very Poor	-	0%
Total			58	100%

The result of calculating tendency category of students' Achievement in English also describe in the diagram as follows:



Picture 4.4 Graphic Diagram Students' achievement in English





Appendix 6

Testing Normality and Linearty Of Data

6.1 Testing Normality of Data

Criteria of testing as follow:

Normal distribution : if value of significance $> 0,05$

Unnormal distribution : if value of significance $< 0,05$

One-Sample Kolmogorov-Smirnov Test

		students_perception	students_achievement
N		58	58
Normal Parameters ^{a,b}	Mean	112,7241	83,6828
	Std. Deviation	20,61493	9,98703
Most Extreme Differences	Absolute	,138	,132
	Positive	,138	,082
	Negative	-,094	-,132
Kolmogorov-Smirnov Z		1,050	1,005
Asymp. Sig. (2-tailed)		,220	,264

a. Test distribution is Normal.

b. Calculated from data.

Result of testing normality data

Variable	Value of Probability (Asymp.Sig)	Category
Students perception about the ability of teacher as course developer	0,220	Normal
Students achievement in english	0,264	Normal

6.2 Testing Of Linearity

Criteria of testing as follow:

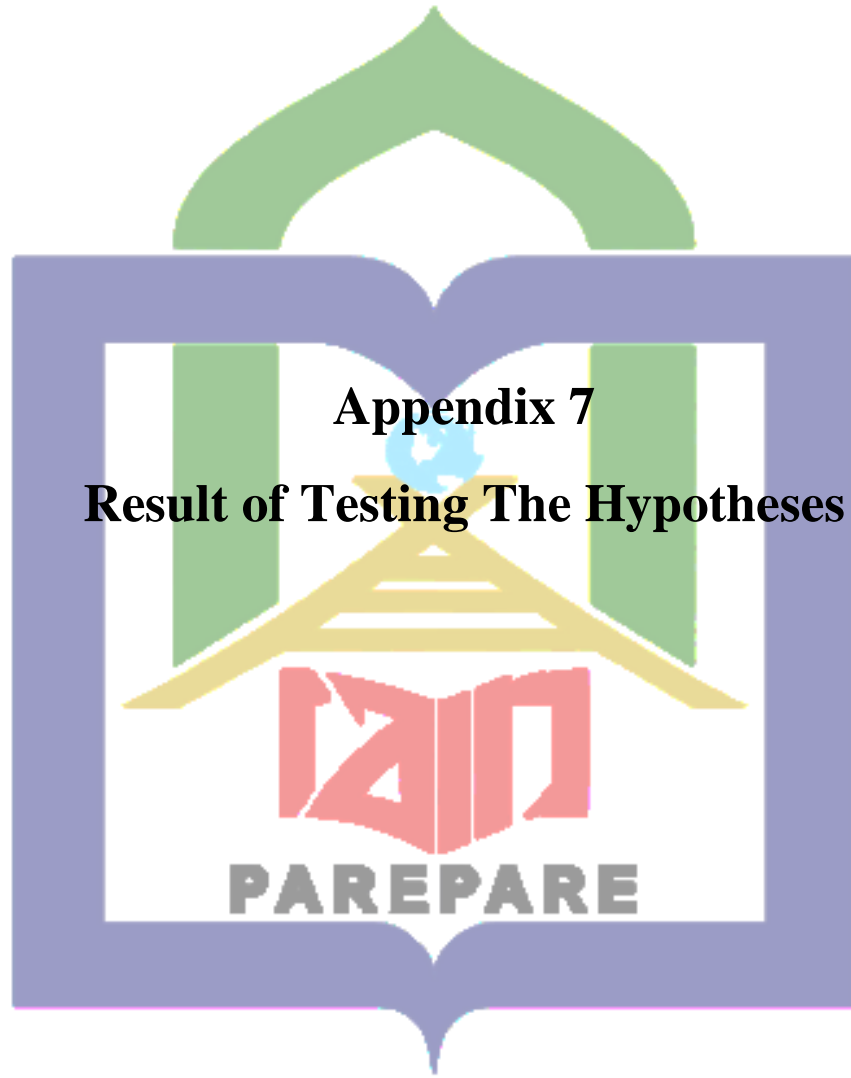
Linear : if value of *deviation from linearity* $> 0,05$

Unlinear : if value of *deviation from linearity* $< 0,05$

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
stude	(Combined)	3359,823	35	95,995	,908	,610
nts_a	Between Groups					
chiev	Linearity	2,647	1	2,647	,025	,876
emen	Deviation from Linearity	3357,176	34	98,740	,934	,580
*	Within Groups	2325,400	22	105,700		
stude	Total	5685,223	57			
nts_p						
ercep						
tion						

Correlation model	Significance	Category
Students' perception between the ability of teacher as course developer and students' achievement in English	0.580	Linear



Appendix 7

Result of Testing The Hypotheses

7.1 Testing The First Hypotheses

H_0 = students' perception about the ability of teacher as course developer highest 50% from expected criteria.

H_a = students' perception about the ability teacher as course developer more than 50% from expected criteria.

- ✓ Score ideal of variable students' perception about the ability of teacher as course developer
 $N = \text{highest score every item} \times \text{total items of instrument} \times \text{total of respondent}$
 $= 5 \times 39 \times 58$
 $= 11,310$
 Average of Score ideal = $11,310 : 58 = 195$
 Hypotheses of value = $0,50 \times 195 = 97,5$
- ✓ Analisis t-test 1 sampel.

One-Sample Test

	Test Value = 146.25					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
students_perception	-12,385	57	,000	-33,52586	-38,9463	-28,1054

Criteria of testing:

If $t_{\text{value}} \geq t_{\text{table}} = H_0$ accepted and H_a refused

Where:

$$T_{\text{value}} = -12,385$$

$$t_{\text{table}} = 1,672$$

conclusion: $t_{\text{value}} < t_{\text{table}}$

$$-12,385 < 1,672 = H_0 \text{ refused and } H_a \text{ accepted}$$

H_a = students' perception about the ability of teacher as course developer more than 50%

7.1.1 value of percentage the variable students' perception about the ability of teacher as course developer can be calculated with the pattern:

$$Dp = \frac{n}{N} \times 100\%$$

Where:

Dp = Descriptive percentage

n = total all score

N = highest score every item x total items of instrument x total of respondent

$$Dp = \frac{n}{N} \times 100\%$$

$$Dp = \frac{6538}{11,310} \times 100\%$$

$$Dp = 57,80\%$$

So, Students' perception about the ability of teacher as course developer in SMA Negeri 2 Sidrap is 57,80% from expected.

7.2 Testing The Second Hypotheses

H_0 = students' achievement in English highest 75 from expected criteria

H_a = students' achievement in English more than 75 from expected criteria.

- ✓ Score ideal of variable students achievement in English is 75
- ✓ Analisis t-test 1 sampel.

One-Sample Test

	Test Value = 108.375					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
students_Achievement	-18,829	57	,000	-24,69224	-27,3182	-22,0663

Criteria of testing:

If $t_{hitung} \geq t_{tabel} = H_0$ accepted and H_a refused

Where:

$$t_{hitung} = -18,829$$

$$t_{tabel} = 1,672$$

conclusion: $t_{hitung} < t_{tabel}$

$$-12,385 < 1,672 = H_0 \text{ refused and } H_a \text{ accepted}$$

H_a = students' achievement in English more than 75 from expected criteria.

7.3 Testing The Third Hypotheses

H_0 = there is no positive and significant correlation between students' perception about the ability of teacher as course developer and

H_a = there is positive and significant correlation between students' perception about the ability of teacher as course developer

- ✓ Analys correlation Pearson Product Moment

		students_perception	students_Achievement
students_perception	Pearson Correlation	1	,022
	Sig. (2-tailed)		,872
	N	58	58
students_Achievement	Pearson Correlation	,022	1
	Sig. (2-tailed)	,872	
	N	58	58

Criteria of testing as follow:

- If $r_{value} > r_{table}$ or if $Sig. < 0,05 = H_a$ accepted
- If $r_{value} < r_{table}$ or if $Sig. > 0,05 = H_0$ accepted

$$r_{value} = 0,022$$

$$r_{table} = (\alpha ; df = n - 2)$$

$$= (0,05 ; 56), = 0,258$$

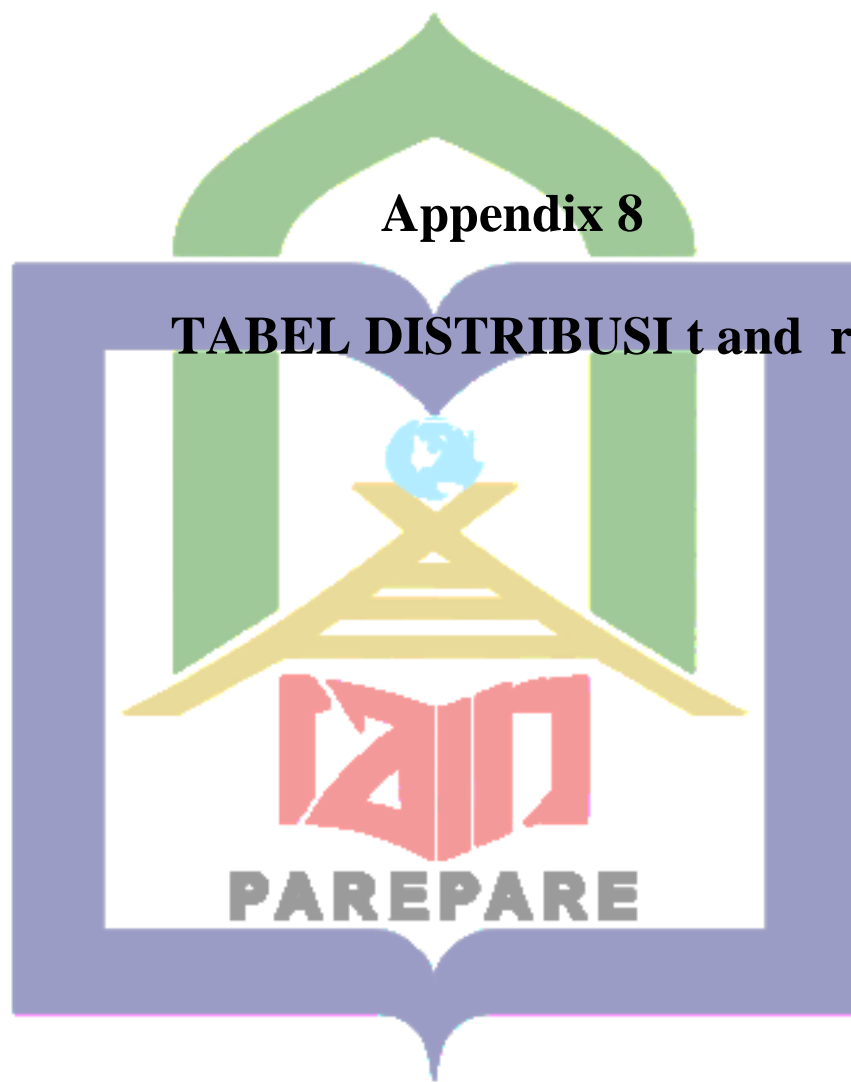
$$r_{\text{value}} < r_{\text{table}} = 0,022 < 0,258 ,$$

Sig = 0,872 > 0,05. So, H_0 accepted.

The quality of correlation based on the value of r product moment

No.	The value of r product moment	Interpretation on correlation quality
1	0,00 – 0,199	Very week correlation
2	0,20 – 0,399	Weak correlation
3	0,40 – 0,599	Middle correlation
4	0,60 – 0,799	Strong correlation
5	0,80 – 1,000	Very strong correlation

From the calculating the data using person product moment researcher found that there is week correlation in students' perception about the ability of teacher as course developer and students' achievement in English in SMA Negeri 2 Sidrap.



8.1 Tabel Distribusi t

df	Pr 0.50	0.25 0.20	0.10 0.10	0.05 0.050	0.025 0.02	0.01 0.010	0.005 0.002	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884	
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712	
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453	
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318	
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343	
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763	
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529	
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079	
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681	
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370	
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470	
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963	
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198	
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739	
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283	
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615	
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577	
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048	
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940	
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181	
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715	
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499	
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496	
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678	
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019	
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500	
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103	
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816	
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624	
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518	
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490	
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531	
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634	
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793	
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005	
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262	
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563	
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903	
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279	
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688	

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

8.2 Tabel Distribusi r

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547
82	0.1807	0.2146	0.2535	0.2796	0.3527
83	0.1796	0.2133	0.2520	0.2780	0.3507
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468
86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	0.1698	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211











CURRICULUM VITAE



The writer was born on June 07th, 1996 in Pangkajene, Sidrap. She is the first child from three siblings, she has one sister and one brother. Her father name is Muhammadiyah and her mother name is Bungawati. Her educational background began 2001 in TK Pembina Pangkajene, Kec. Majelling Kab. Sidrap and graduated on 2002. She continued her study in SDN 19 Pangsid and graduated on 2008. In the same year on 2008 she continued her study in SMP Negeri 6 Pangsid and graduated on 2011. At the same year, she registered in SMA Negeri 2 Sidrap and graduated on 2014. She continued her education at State Islamic Institute (IAIN) Parepare and took English department as her major. And she graduated and has gotten S1 degree in English program of tarbiyah and adab department on 2019 with the title of her skripsi “ The Correlation Between Students Perception about The Ability of teacher as a Course Developer and Students Achievement inEnglish at the Second Class in Second Grade of Students of SMA Negeri 2 Sidrap.”







PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 2 SIDRAP

Jl. Walter Monginsidi @E-MAIL : smanegeri1pongsid@yahoo.comPangkajeneSidenrengRappang 91611

SURAT KETERANGAN

Nomor :070/164-UPT SMA.2/SDR/DISDIK

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan No.393/IP/DPMPSTP2018, tanggal 16 Mei 2018 , Perihal Izin Melaksanakan Penelitian , maka Kepala UPT SMAN 2 SIDRAP menerangkan bahwa :

N a m a : AYU PUSPITA SARI M
NIM : 14.1300.159
Program Studi : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris
Perguruan Tinggi : INSTITUT AGAMA ISLAM NEGERI (IAIN) PARE-PARE
Judul Penelitian : *"THE CORELATION BETWEEN STUDENTS PERCEPTIONS ABOUT THE ABILITY OF TEACHER AS COURSE DEVELOPER AND STUDENTS ACHIEVEMEN IN ENGLISH AT THE SCIENSE CLASS IN SECOND GRADE STUDENTS OF SMA NEGERI 2 SIDRAP"*

Telah Selesai melaksanakan Penelitian dari Tanggal 21 Mei s.d 26 Mei 2018, di SMAN 2 SIDRAP guna memperoleh data dalam penyusunan skripsi.

Demikian surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.





KEPENTINGAN 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 238 /In.39/PP.00.9/05/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. SIDENRENG RAPPANG
Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.

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

Nama : AYU PUSFITA SARI M
Tempat/Tgl. Lahir : PANGKAJENE, 07 Juni 1996
NIM : 14.1300.159
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : JL. JENDRAL SUDIRMAN NO. 9, PANGKAJENE

Bermaksud akan mengadakan penelitian di wilayah **KAB. SIDENRENG RAPPANG** dalam rangka penyusunan skripsi yang berjudul :

" THE CORRELATION BETWEEN STUDETNS PERCEPTION ABOUT THE ABILITY OF TEACHER AS COURSE DEVELOPER AND STUDENTS ACHIEVEMEN IN ENGLISH AT THE SCIENSE CLASS IN SECOND GRADE STUDENTS OF SMA NEGERI 2 SIDRAP"

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

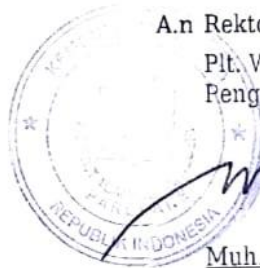
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

16 Mei 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)



Muh. Djunaidi
Muh. Djunaidi



**PEMERINTAH KABUPATEN SIDENRENG RAPPANG
BADAN KESATUAN BANGSA DAN POLITIK**

Alamat : Jl. Harapan Baru (Kompleks SKPD) Blok A No 7 Pangkajene Sidenreng

REKOMENDASI

Nomor. 800/407 /Kesbangpol/2018

- a. Dasar :
1. Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2010, Nomor 316), sebagaimana telah di ubah dengan Peraturan Menteri Dalam Negeri Nomor 14 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2011 Nomor 168).
 2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan atas Peraturan Menteri dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Menimbang : Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 238/in.33/PP.00 9/05/2018, tanggal 16 Mei 2018 perihal Permohonan Rekomendasi Penelitian

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam proyek proposal, maka pada prinsipnya Pemerintah Kabupaten Sidenreng Rappang tidak keberatan memberikan rekomendasi kepada :

- Nama Peneliti : **AYU PUSFITA SARI M**
Pekerjaan : Mahasiswa
Alamat : Jl. Jendral Sudirman
Untuk :
1. Melakukan Penelitian dengan judul " The Correlation Between Students Perception About The Ability Of Teacher As Course Developer And Students Achievemen In English At The Science Class In Second Grade Students Of SMA Negeri 2 Sidrap ".
 2. Tempat : SMA Negeri 2 Sidrap
 3. Lama Penelitian : ± 1 (Satu) Minggu
 4. Bidang Penelitian : Tarbiyah / Pendidikan Bahasa Inggris
 5. Status/Metode : Kuantitatif

Demikian rekomendasi ini dibuat untuk digunakan seperlunya.

Pangkajene Sidenreng, 16 Mei 2018

An. Kepala Badan Kesbang dan Politik,
Kabid. Hub. Antar Lembaga,

FAHRUDDIN LAMBOGO, SE.MM
Pangkat : Pembina Tk. I
Nip : 19630528 199203 1 002

Tembusan Kepada Yth:

1. Bupati Sidenreng Rappang (sebagai Laporan) di Pangkajene Sidenreng
2. Ka. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Sidrap
3. Dinas Pendidikan Dan Kebudayaan Kab Sidrap
4. Ka. SMA Negeri 2 Sidrap
5. Rektor Institut Agama Islam Negeri (IAIN) Parepare
6. Mahasiswa Yang Bersangkutan
7. Peringgal



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 393/IP/DPMPTSP/5/2018

- DASAR**
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
 2. Surat Permohonan **AYU PUSPITA SARI M** Tanggal **16-05-2018**
 3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis
BADAN KESATUAN BANGSA DAN POLIIK KAB. SIDRAP
Nomor **800/407/KesbangPol/2018** Tanggal **16-05-2018**

MENGIZINKAN

KEPADA

NAMA : AYU PUSPITA SARI M

ALAMAT : JL. JENDERAL SUDIRMAN, KEL. MAJJELLING, KEC. MARITENGGAE

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

JUDUL PENELITIAN : " THE CORRELATION BETWEEN STUDENTS PERCEPTION ABOUT THE ABILITY OF TEACHER AS COURSE DEVELOPER AND STUDENTS ACHIEVEMEN IN ENGLISH AT THE SCIENCE CLASS IN SECOND GRADE STUDENTS OF SMA NEGERI 2 SIDRAP "

LOKASI PENELITIAN : SMA NEGERI 2 SIDRAP

JENIS PENELITIAN : KUANTITATIF

LAMA PENELITIAN : 21 Mei 2018 s.d 26 Mei 2018

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng

Pada Tanggal : 16-05-2018

An. BUPATI SIDENRENG RAPPANG

Pt. KEPALA DINAS,



H. NURSAMAN, SE

Pangkat

NIP

Pembina Utama Muda

: 19580202 198702 1 005

Biaya : Rp. 0,00

Tembusan :

- KEPALA SMA NEGERI 2 SIDRAP
- REKTOR INSITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
- PERTINGGAL